

Implementation Plan for the "Separation of Teaching and Examination" at the School of Architecture and Civil Engineering, Kunming University

Course assessment is an important part of course teaching. It is a key means to evaluate student learning, examine teaching performance, and assess the effectiveness of teaching. In order to implement the "Overall Plan for Deepening the Reform of Education Evaluation in the New Era" issued by the Central Committee of the Communist Party of China and the State Council, and to thoroughly carry out the "Opinions on Deepening Undergraduate Education and Teaching Reform to Improve Talent Cultivation Quality," as well as to improve the system and mechanism of moral education, systematically advance education evaluation reform, promote the separation of teaching and examination in our college, and support the construction of "school atmosphere, teaching style, learning style, and examination style," this plan aims to enhance students' initiative and enthusiasm for learning, and comprehensively improve undergraduate teaching quality. Based on the practical development needs of the college, this implementation plan is formulated for the separation of teaching and examination for the major courses offered.

Purpose and Significance

The comprehensive implementation of the "Separation of Teaching and Examination" is necessary to standardize teaching work and adapt to the reform of the teaching management system. It effectively ensures the objectivity and fairness of exams and helps to fully utilize the role of exams in the teaching process, allowing teaching work to proceed in a standardized and orderly manner.

Implementation Principles

1. Adhere to diversity. The main form will be the question bank system, implementing various methods of separating teaching and examination paper setting. A diversified examination and evaluation system will be established that aligns with the characteristics of the course, further improving the scientific, professional, and objective nature of education evaluation.
2. Adhere to full coverage. Further deepen the reform of the examination and evaluation system in higher education institutions, accelerate the promotion

of the separation of teaching and examination, and essentially achieve full coverage of the separation of teaching and examination for major exam courses.

3. Adhere to quality standards.
4. Adhere to standardized management.

Main Types

1. Complete Separation of Teaching and Examination: This applies to standardized exams, where the course instructor strictly follows the syllabus for teaching. The paper setter (who is not the course instructor) prepares a moderately difficult exam paper based on the syllabus, and the grader (who is also not the course instructor) grades the papers and carries out the scoring work based on the standard answers.
2. Question Paper (Question) Bank Style: Based on the talent cultivation plan and guided by the course standards, a question paper (question) bank is established for each major. The bank can be supplemented through methods such as peer question setting, purchasing questions, or collaborative creation of questions. The question bank is regularly updated and adjusted, and is revised in accordance with the development of the course and teaching requirements. Each question bank should contain at least 10 sets of exam papers, with a repetition rate of less than 20% between the papers.

Implementation Measures

1. Selection of Paper Setting and Assessment Methods.

The course exam paper setting must be based on the requirements of the course syllabus. The formulation of exam questions should strike a balance between general knowledge, basic theory, and practical abilities, reducing rote memorization and "mechanical question practicing," while focusing on cultivating and assessing students' ability to analyze and solve problems. The content of the questions should cover more than 80% of the teaching material, and the ratio of objective to subjective questions should be adjusted according to the actual teaching situation of the course.

For all exam-based courses, the work related to the "separation of teaching and examination," including paper setting and the construction of the question paper (question) bank, should be completed before the start of the exam week.

2. Exam Organization

- a. The exams for courses with the separation of teaching and examination are organized and arranged by the college.
- b. Each department, based on the course standards, may provide students with the exam syllabus, scope, paper-setting philosophy, question formats, and other relevant information.
- c. For courses with the separation of teaching and examination, relevant personnel should ensure the confidentiality of the exam papers to prevent any leakage of exam questions.
- d. The invigilators must strictly follow the university's regulations regarding exams.
- e. Requirements for Exam Paper Sealing: After the course exam ends, the invigilators should organize the exam papers in order of student ID numbers and bind them into a booklet according to the exam paper sealing and binding requirements.
- f. After the exam, all exam papers must be collected, and students are strictly prohibited from taking the exam papers out of the exam room. The invigilators should carefully complete the exam room record form.

3. Grading and Usage

Exams for courses with the separation of teaching and examination must strictly follow the standard answers for paper grading, using a systematic approach and collective grading. The grading should be conducted in a fixed time and location, and the exam papers must not be taken away casually. The grading must adhere to the reference answers and grading criteria, ensuring that the process is "objective and fair, with accurate scoring, appropriate leniency, consistency, and thorough review." After grading, each teaching and research office should organize relevant faculty members to randomly check the exam papers and manage the entire process of grading, review, scoring, and analysis.

4. Paper Grading and Archiving

- a. For courses with the separation of teaching and examination, a grading team must be established. The grading team should consist of two or more teachers and use a systematic, collective, and centralized approach to grade the papers.
- b. Teachers grading the papers should strictly follow the established standards, reference answers, and grading criteria, ensuring that the

grading is objective and fair, with accurate scoring, appropriate leniency, and consistency throughout.

- c. Once the grading is completed, a designated person is responsible for tallying the scores, calculating the average score and passing rate for each class, and signing off. After tallying, the scores cannot be changed. If a change is necessary, a written explanation for the change must be provided, and it can only be made after receiving approval from the Academic Affairs Office.