

Self-Assessment Report

Kunming University

Civil Engineering

2 October 2026

Contents

A. About the Accreditation Procedure....1
General Data....1
Seals applied for....1
B. Characteristics of the Degree Programme....2
C. Self-assessment for the ASIIN-Seal....3
1. The Degree Programme: Concept, Content & Imple-mentation....3
1.1 Objectives and learning outcomes of a degree programme (intended qualifications profile)....3
1.1.1 Basis for formulation....3
1.1.2 Programme objectives....3
1.1.3 Learning outcomes....4
1.2 Name of the degree programme....8
1.3 Curriculum....9
1.3.1 Content....9
1.3.2 Structure of the programme....15
1.3.3 Student mobility....16
1.3.4 Periodic Review of the Curriculum....17
1.4 Admission requirements....18
1.4.1 Application Conditions....18
1.4.2 Admission Rules....19
1.4.3 First-Year Student Enrolment....20
1.4.4 Transparency of Admissions....21
1.4.5 Admission Rate....21
1.5 Workload and Credits....26
1.6 Didactics and Teaching Methodology....32
2. Exams: System, Concept & Organisation....34
2.1 Assessment Systems....34
2.2 Assessment Philosophy....35
2.2.1 Assessment Methods....35
2.2.2 Grade Evaluation Methods....36
2.2.3 Deferred Examinations and Course Retakes....37
2.2.4 Academic Integrity Regulations....38
2.3 Examination Organisation and Management....39
2.3.1 Examination Organisation....39
2.3.2 Examination Paper Formulation....39
2.3.3 Examination Implementation....40
2.3.4 Examination Paper Grading, Review, and Archiving....41
2.3.5 Examination Paper Analysis and Continuous Improvement....42
2.4 Internship Organisation and Management....42
2.5 Organisation and Management of Graduation Theses (Designs)....44
3. Resources....46

3.1 Staff and Staff Development 46
3.1.1 Staff Composition 46
3.1.2 Faculty Teaching and Research Development 47
3.1.3 Faculty Workload 48
3.1.4 Faculty Personal Development 48
3.2 Student Support and Student Services 49
3.2.1 Academic Affairs Office 49
3.2.2 Student Affairs Office 50
3.2.3 Student Counsellors 51
3.2.4 Academic Tutors 51
3.2.5 Major Transfer and University Transfer 52
3.2.6 Online Learning Resources 52
3.2.7 Foreign Language and Computer Competency Enhancement 53
3.2.8 Internationalisation Support 53
3.3 Funds and equipment 54
3.3.1 Laboratories 54
3.3.2 Disciplinary Research Platforms 55
3.3.3 Enterprise Practice Platforms 55
3.3.4 Teaching and Office Facilities 56
3.3.5 Library and Library Resources 56
3.3.6 Teaching Investment in the Past Five Years 57
4. Transparency and Documentation 59
4.1 Module descriptions 59
4.2 Diploma and Diploma Supplement 59
4.3 Relevant rules 60
5. Quality Management: Quality Assessment and Development 61
5.1 Teaching Inspection 61
5.1.1 Organisation of Teaching Inspection 61
5.1.2 Implementation of Teaching Inspection 61
5.1.3 Application of Inspection Results 62
5.2 Teaching Quality Evaluation 62
5.2.1 Organisation of Evaluation 62
5.2.2 Student Evaluation 63
5.2.3 Peer Evaluation 64
5.2.4 Teaching Management Evaluation 65
5.2.5 Application of Evaluation Results 65
5.3 Course Evaluation 65
5.4 Graduate Tracking Survey and Social Evaluation 66
5.5 Quality Management Outcomes 67
D. Supplementary Notes on Supporting Materials 70

A. About the Accreditation Procedure

General Data

Name of the Higher Education Institution	Kunming University
Faculty/Department offering the Degree Programme	School of Architecture and Civil Engineering
Website of the Higher Education Institution	https://www.kmu.edu.cn
Website of the Faculty/Department	https://jzgc.kmu.edu.cn

Seals applied for

Name of the degree programme (in original language)	**(Official) English translation of the name**	**Labels applied for**	**Previous accreditation (issuing agency, validity)**	**Involved Technical Committees (TC)**
土木工程	Civil Engineering	ASIIN	/	TC03

B. Characteristics of the Degree Programme

Name (English translation)	Final degree (original/English translation)	Areas of Specialisation (if compulsory)	Corresponding level of the EQF	Mode of Study	Double/Joint Degree	Duration	Credit points/unit	First time of offer
Civil Engineering	工学学士/ Bachelor of Engineering	Engineering-related	EQF Level 6	Full-time	/	8 Semesters	200 ECTS	September 2007

Name	Intake rhythm	Intake Capacity per cohort	Average starting cohort size	Average number of graduates per cohort	Average time required to complete studies
Civil Engineering	Annually	Max. 203 Students	150 Students	127 Students	4 Years

Explanation: The maximum annual enrolment of 203 students shown in the table above refers to the highest intake over the past 14 years (2013), with 203 admitted students (see Supporting Materials 16-1 and 12-1). The average annual enrolment of 150 students is derived from the average intake over the past four years (see Supporting Material 12-1). The average number of graduates per cohort is 127, calculated from graduate data over the past decade (see Supporting Material 16-1). The average study duration of four years reflects the fact that the vast majority of graduates complete their studies within four years (see Supporting Material 16-1).

C. Self-assessment for the ASIIN-Seal

1. The Degree Programme: Concept, Content & Implementation

1.1 Objectives and learning outcomes of a degree programme (intended qualifications profile)

1.1.1 Basis for formulation

The Civil Engineering Degree Programme of Kunming University has formulated its programme objectives and learning outcomes in strict accordance with the *National Standards for Teaching Quality of Undergraduate Programmes in General Higher Education Institutions* issued by the Teaching Guidance Committee of Higher Education Institutions under the Ministry of Education of the People's Republic of China. The relevant content complies with national standards for undergraduate programme development. The programme objectives and learning outcomes are documented in Supporting Document 5-1.

1.1.2 Programme objectives

Rooted in national and local socio-economic development needs and targeting new-type urbanization construction and rural revitalization, this Programme aims to cultivate interdisciplinary applied talents who adapt to the strategic needs of national infrastructure development, systematically master professional knowledge of civil engineering, possess solid engineering practical capabilities, are competent in design, construction, management and research work related to architectural engineering, road and bridge engineering, and demonstrate lifelong learning capabilities, innovative awareness, organisational management skills and an international perspective.

Upon graduation and after 5 years of professional practice, graduates of this Programme are expected to achieve the following objectives:

Objective 1: Possess sound ideological and moral cultivation as well as scientific and cultural literacy, abide by engineering ethics, professional ethics and codes of conduct in

engineering practice, and assume and fulfill social responsibilities.

Objective 2: Be competent in technical, management and research work related to engineering design, construction and operation and maintenance in civil engineering and relevant fields, solve complex engineering problems in architectural engineering, road and bridge engineering, and possess the basic knowledge and qualities required for registered engineers.

Objective 3: Demonstrate strong teamwork spirit, communication skills, written expression abilities and international perspective, and be able to play a leading role in teams.

Objective 4: Possess lifelong learning capabilities and resilience, continuously improve professional and comprehensive qualities to adapt to the development requirements of the civil engineering industry, and demonstrate engineering innovation awareness and competitive capabilities.

1.1.3 Learning outcomes

The learning outcomes of this Programme are specifically reflected in the graduation requirements. Students who meet all graduation requirements specified in the training programme are deemed to have achieved the learning outcomes of this Programme. Detailed graduation requirements are provided in Table 1.1.

Table 1.1 Graduation Requirements for the Civil Engineering Degree Programme

Graduation Requirements	**Sub-indicators**
Graduation Requirement 1 Engineering Knowledge Master mathematics, natural sciences, engineering fundamentals and professional knowledge, and apply them to solving complex engineering problems in architectural engineering, road and bridge engineering, etc.	1.1 Possess and apply mathematical knowledge required for engineering practice. 1.2 Possess and apply natural science knowledge required for solving engineering problems. 1.3 Apply engineering fundamentals to provide support for solving complex engineering problems. 1.4 Apply civil engineering professional knowledge to solve complex civil engineering problems in architectural engineering, road and bridge engineering, etc.
Graduation Requirement 2	2.1 Apply basic theories of mathematics, chemistry,

Problem Analysis Apply basic theories of mathematics, natural sciences and engineering sciences to identify, formulate and solve complex civil engineering problems to obtain valid conclusions.	physics and surveying to identify and formulate civil engineering technical problems. 2.2 Apply basic concepts and theories of engineering sciences to identify and formulate complex civil engineering problems. 2.3 Analyse complex civil engineering problems by reviewing domestic and international literature, conduct analysis, reasoning and verification using mathematics, natural sciences and engineering sciences knowledge, and draw valid conclusions.
Graduation Requirement 3 Design/Development of Solutions Propose engineering design and construction solutions for complex civil engineering problems, develop structural system designs and construction methods that meet specific requirements, demonstrate innovative awareness in design and construction processes, and consider social, economic, legal, regulatory and environmental factors.	3.1 Master basic methods of engineering design and construction related to civil engineering, obtain valid information, conduct analysis and propose systematic solutions for complex civil engineering problems. 3.2 Determine design schemes and construction management modes for complex civil engineering problems with specific requirements in architectural engineering, road and bridge engineering; express design results through drawings and calculation documents; demonstrate and analyse the rationality of designs, and incorporate innovative awareness. 3.3 Comprehensively consider social, economic, legal, regulatory and environmental safety factors in the design process.
Graduation Requirement 4 Research Conduct research on complex civil engineering problems based on scientific principles and methods, propose reasonable research plans, analyse and interpret data, and draw reasonable and valid conclusions through information	4.1 Master basic scientific research methods and fundamental experimental skills, and perform reasonable data analysis and processing. 4.2 Apply civil engineering expertise along with sound experimental principles and skills to design scientifically rigorous experiments; analyse and process experimental data appropriately, and interpret experimental findings. 4.3 Understand key scientific issues involved in complex

synthesis.	civil engineering problems, explain experimental phenomena and results based on basic principles of civil engineering, and draw valid conclusions.
Graduation Requirement 5 Use of Modern Tools Develop, select and use appropriate technologies, resources, modern engineering tools and information technology tools for complex engineering problems in civil engineering, including prediction and simulation of complex civil engineering problems, and understand their limitations.	5.1 Select and use appropriate technologies, resources, modern engineering tools, modern information technologies and professional software for complex civil engineering problems. 5.2 Apply modern tools and information technologies to analyse, calculate and design complex engineering problems; simulate and predict technical indicators affecting the performance of complex engineering work, and understand the scope of application and limitations of models.
Graduation Requirement 6 Engineering and Society Conduct reasonable analysis based on engineering-related background knowledge, evaluate the impacts of professional engineering practices and solutions to complex engineering problems on society, public health, safety, law and culture, and understand the responsibilities to be undertaken.	6.1 Understand technical standards, codes and regulations, intellectual property rights, industrial policies and laws and regulations related to civil engineering. 6.2 Possess professional competence to analyse and evaluate the impacts of civil engineering project implementation on society, public health, safety, law and culture, and understand the responsibilities of civil engineers.
Graduation Requirement 7 Environment and Sustainable Development Understand and evaluate the impacts of engineering practices addressing complex civil engineering problems on society, environment, economy and sustainable development.	7.1 Recognise and understand the impacts of civil engineering project implementation on environmental and social sustainable development. 7.2 Possess the ability to analyse and evaluate the impacts of civil engineering practices on the natural environment and social sustainable development, and assess the effects of civil engineering project implementation on environmental and social sustainable development.

Graduation Requirement 8 Professional Ethics Demonstrate patriotism, physical and mental well-being, humanistic and social science literacy, and a sense of social responsibility. Understand and abide by engineering professional ethics and norms in engineering practice, fulfill responsibilities, endure hardships, contribute to the nation, and serve society.	8.1 Possess a scientific worldview, outlook on life, and value system; demonstrate sound ideological and moral character and a positive attitude towards life. 8.2 Maintain physical fitness and mental health; possess sound humanistic and social science literacy and a well-rounded personality. 8.3 Understand the social responsibilities of engineers in engineering practice, comply with engineering professional ethics and norms, and fulfill corresponding responsibilities.
Graduation Requirement 9 Individual and Teamwork Possess strong sense of teamwork, and assume the roles of individual, team member and leader in multidisciplinary teams when solving complex civil engineering problems.	9.1 Accurately identify personal roles in multidisciplinary teams, fulfill corresponding responsibilities, and proactively cooperate with other members. 9.2 Organise and coordinate team members, and coordinate relationships with professionals from other disciplines to jointly solve complex civil engineering problems.
Graduation Requirement 10 Communication Effectively communicate and exchange with industry peers and the general public on complex civil engineering problems, including writing reports and design documents, delivering presentations, articulating or responding to instructions, and possess a certain international perspective to communicate and exchange in cross-cultural contexts.	10.1 Effectively communicate and exchange with peers and the general public on complex civil engineering problems, including writing project reports and design documents, and express ideas clearly. 10.2 Possess professional foreign language proficiency in civil engineering, understand the international status of the civil engineering field, and communicate effectively in cross-cultural contexts.
Graduation Requirement 11 Project Management Understand the principles of engineering project management and basic methods of economic	11.1 Understand the importance of engineering project management, and apply economic analysis and economic decision-making methods of engineering projects to civil engineering practices.

decision-making, and apply them to civil engineering practices in multidisciplinary contexts.	11.2 Carry out preliminary engineering design using engineering knowledge from multidisciplinary perspectives including engineering, management and economics.
Graduation Requirement 12 Lifelong Learning Possess awareness of self-directed learning and lifelong learning, and have the ability to continuously learn and adapt to the development of the civil engineering industry and society.	12.1 Recognise the necessity of continuous self-directed learning and possess lifelong learning awareness. 12.2 Achieve certain results through self-directed learning, and possess the ability to adapt to the development of the civil engineering industry and society.

1.2 Name of the degree programme

Civil engineering is a general term encompassing buildings, bridges, roads, tunnels, geotechnical engineering, underground engineering, and related fields. Its scope covers the production activities involved in constructing the aforementioned projects using various civil engineering building materials, as well as the associated engineering technologies, including surveying, design, construction, and management. Civil engineering is a vital industry and a pillar sector of the national economy, providing various facilities for people's daily life and production. According to the *Catalogue of Undergraduate Programmes in General Higher Education Institutions* publicly released by the Ministry of Education, the Civil Engineering Programme falls under the Civil Engineering category within the Engineering discipline and is one of the core fundamental programmes in this category. In accordance with the standards of the ASIIN Accreditation Technical Committee, the English name of the Programme is Civil Engineering.

The Civil Engineering Programme of Kunming University boasts a profound educational heritage. Its predecessor was the associate degree programme in Construction Engineering Technology established in 1984 at the former Kunming University, and it has now accumulated over 40 years of educational experience and development. In 2004, with the approval of the Ministry of Education of the People's Republic of China, the Kunming Municipal People's Government of Yunnan Province integrated high-quality higher education resources, including the municipal Kunming University, to establish Kunming University, a full-time public undergraduate institution, and simultaneously

launched the Civil Engineering Programme. The Programme officially commenced undergraduate enrolment in 2007. The Ministry of Education approval document is provided in Supporting Document 6-1.

1.3 Curriculum

1.3.1 Content

The standard programme duration for the Civil Engineering Programme is 4 years (8 semesters), with a maximum permissible duration of study of 8 years. The Programme offers two specialisations: Architectural Engineering and Road and Bridge Engineering. Both specialisations have identical total graduation credit requirements. The programme name on transcripts, graduation certificates and degree certificates is uniformly Civil Engineering. The two specialisations are merely elective pathways, and their names do not appear on transcripts or degree certificates. They differ in the focus of professional knowledge delivered. The establishment of these two elective specialisations within the Programme arises from comprehensive consideration of disciplinary characteristics, industry landscape and regional industrial demands. The specific reasons are as follows:

1. Highly differentiated industry formats with distinct technical systems: Architectural Engineering focuses on the design, construction and operation of civil and industrial buildings; Road and Bridge Engineering emphasises transportation infrastructure construction. The two fields have significant differences in regulatory systems, core technologies and engineering scenarios. Unified training cannot adequately address the depth required in each field, making specialisation an inevitable choice for the disciplinary development of the Programme.

2. Serving regional industries and market employment orientation: Urban and rural construction and transportation infrastructure are important pillars of local economic development, and there is stable and differentiated market demand for both architectural and road-bridge professionals. Specialised setting can accurately connect with regional industrial layout and deliver specialised technical talents to industries.

3. Improving the tiered and categorised training system: The Programme uniformly offers general education courses and disciplinary foundation courses in the early stage, building a solid foundation for comprehensive civil engineering theory and skills; in the later stage, students are diverted according to specialisation, and a series of characteristic courses and specialised practical components are added to achieve the training goal of "solid foundation, strong specialisation and emphasis on practice".

4. Respecting students' individual development needs: specialisation is offered based on students' interests, employment intentions and further study arrangements, helping them clarify their development positioning, improve professional capabilities in a targeted manner, while broadening the employment scope and enhancing the career development ceiling of graduates.

The curriculum system of this Programme is strictly benchmarked against the *National Standards for Teaching Quality of Undergraduate Programmes in General Higher Education Institutions*, draws on the curriculum structure of domestic high-level universities, incorporates the opinions and suggestions of industry experts, and deeply connects with the development trend of the civil engineering industry and the competency requirements of professional positions, ensuring a reasonable layout and practical content of the curriculum system, which effectively supports the talent cultivation positioning of this Programme.

Based on course nature, study requirements, knowledge system hierarchy, and talent cultivation orientation, all courses in this Programme are systematically divided into six modules: General Education Compulsory Courses, General Education Elective Courses, Disciplinary Foundation Courses, Major Compulsory Courses, Advanced Elective Courses, and Practical Education Courses. The specific courses corresponding to each module are detailed in Table 1.2. Among these, the General Education Compulsory Courses, General Education Elective Courses, and Disciplinary Foundation Courses are identical for both the Architectural Engineering and Road and Bridge Engineering directions. Some Major Compulsory Courses, Advanced Elective Courses, and Practical Education Courses contain both common and differentiated content. The programme offers two specialisations. Students follow identical courses in the first and second semesters. After enrolment, students may independently choose their study track and corresponding courses starting from the third semester according to their academic interests and career‑development plans. No entry requirements are imposed for specialisation selection, which is entirely determined by students' personal preferences. After making their decision, students shall register with the College Teaching Administration Office, which in turn files the information with the University Academic Affairs Office. Adopting a credit‑based management system, the programme recognises that students meet the graduation requirements and are eligible for graduation once they complete all credits specified in the curriculum framework for their chosen track during their studies. Once students have confirmed their study track, no further change is permitted. Provided that students have sufficient academic capacity and there is no timetable conflict, they may take specialist

courses from the other specialisation to further enhance their comprehensive professional competence.

Table 1.2 Structure of Curriculum Modules

Curriculum Module	Specialisation	Corresponding Courses
General Education Compulsory Courses	Architectural Engineering/Road and Bridge Engineering	Morality, Ethics and the Rule of Law, Introduction to Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, Introduction to the Community for the Chinese Nation, National Security Education, Fundamentals of Information Science and Artificial Intelligence, Outline of Modern and Contemporary Chinese History, Basic Principles of Marxism, Introduction to Mao Zedong Thought and the Theoretical System of Socialism with Chinese Characteristics, Current Affairs and Policies, College English, College Physical Education, Mental Health Education for University Students, Career Development, Employment and Entrepreneurship Guidance, Military Theory, Military Skills
General Education Elective Courses	Architectural Engineering/Road and Bridge Engineering	Comprehensive Electives, Innovation and Entrepreneurship Electives, Public Arts Electives, Physical Education & Health Electives, College Chinese (Compulsory), Second Classroom Activities
Disciplinary Foundation Courses	Architectural Engineering/Road and Bridge Engineering	Advanced Mathematics B (I), Introduction to Civil Engineering, Inorganic and Analytical Chemistry, Advanced Mathematics B (II), College Physics (Mechanics & Thermology), Linear Algebra B, Descriptive Geometry, Theoretical Mechanics, Probability Theory and Mathematical Statistics C, Civil Engineering Drawing, Engineering Materials, Mechanics of Materials, Engineering Surveying, Soil Mechanics, Structural Mechanics A, Building Architecture, Fluid Mechanics
Major Compulsory Courses	Architectural Engineering	Principles of Concrete Structure Design, Principles of Steel Structure Design, Concrete Structure Design, Steel Structure Design, Seismic Design of Building Structures & Intelligent Disaster Prevention (Emerging Engineering Education), Structural Design of High-rise Buildings, Construction Technology and Organisation of Civil

		Engineering
	Road and Bridge Engineering	Highway Survey and Design, Principles of Concrete Structure Design, Principles of Steel Structure Design, Subgrade and Pavement Engineering, Tunnel Engineering, Bridge Engineering, Construction Technology and Organisation of Civil Engineering
Advanced Elective Courses	Architectural Engineering	Computer Programming, Engineering Geology and Hydrogeology, Engineering Ethics, Engineering Environmental Science, Engineering Economics, Foundation Engineering, Structural Mechanics B, Engineering Loads and Structural Design Methods, Foundation Pit Support, Measurement and Costing of Building Engineering, Prefabricated Building Construction Technology, Engineering Structure Tests, Intelligent Construction (Emerging Engineering Education), Advanced Comprehensive Knowledge of Civil and Hydraulic Engineering, Intelligent Inspection of Engineering Structures, Engineering Project Management, Theory of Engineering Supervision, Construction Laws and Regulations, Green Buildings and Sustainable Development, Special English for Civil Engineering
	Road and Bridge Engineering	Computer Programming, Engineering Geology and Hydrogeology, Engineering Ethics, Engineering Environmental Science, Engineering Economics, Foundation Engineering, Hydrology for Bridges and Culverts, Engineering Loads and Structural Design Methods, Measurement and Costing of Highway Engineering, Seismic and Wind Resistance of Bridges, Engineering Structure Tests, Advanced Comprehensive Knowledge of Civil and Hydraulic Engineering, Intelligent Inspection of Engineering Structures, Intelligent Bridges (Emerging Engineering Education), New Concepts in Highway Survey and Design, Engineering Project Management, Theory of Engineering Supervision, Construction Laws and Regulations, Special English for Civil Engineering
Practical Education Courses	Architectural Engineering	Labour Practice, Thematic Practice on Core Socialist Values, Inorganic and Analytical Chemistry Laboratory, Structural Model Fabrication, Training on Engineering Structure Tests, College Physics Laboratory, Engineering & Hydrogeology Training, Engineering Materials Laboratory, Engineering Surveying Training, Mechanics of

		Materials Laboratory, Soil Mechanics Laboratory, Fluid Mechanics Laboratory, Course Design for Building Architecture, Course Design for Foundation Engineering, Course Design for Civil Engineering Construction Technology and Organisation, Course Design for Building Engineering Measurement & Costing, Reading Construction Drawings, Course Design for Steel Structures, Course Design for Concrete Structures, BIM Software Training, Application of Building Structural Design Software, Engineering Drawing, Cognitive Internship, Production Internship, Graduation Internship, Graduation Design (Thesis)
	Road and Bridge Engineering	Labour Practice, Thematic Practice on Core Socialist Values, Inorganic and Analytical Chemistry Laboratory, Structural Model Fabrication, Training on Engineering Structure Tests, College Physics Laboratory, Engineering & Hydrogeology Training, Engineering Materials Laboratory, Engineering Surveying Training, Mechanics of Materials Laboratory, Soil Mechanics Laboratory, Fluid Mechanics Laboratory, Course Design for Highway Survey, Course Design for Foundation Engineering, Course Design for Subgrade and Pavement Engineering, Course Design for Civil Engineering Construction Technology and Organisation, Course Design for Highway Engineering Measurement & Costing, Reading Construction Drawings, Course Design for Bridge Engineering, BIM Software Training, Software Application for Roads and Bridges, Engineering Drawing, Cognitive Internship, Production Internship, Graduation Internship, Graduation Design (Thesis)

The course study of this Programme strictly follows the principles of progressive learning and sequential coherence. The study plan for the eight semesters is provided in Supporting Document 8-1, the course topology diagram can be found in Supporting Document 8-4.

Language courses and general foundation courses are offered in Semesters 1 to 6, mainly covering College English, College Chinese, history education, ideological and political education, physical education and other courses. They are designed to help students systematically master basic knowledge of foreign languages, humanities, social sciences and law, and comprehensively improve their cross-cultural communication skills and

comprehensive humanistic literacy.

Courses in mathematics, physics, chemistry and information science and technology are scheduled in Semesters 1 to 3, focusing on helping students consolidate their basic theoretical knowledge and enhance their practical skills, thus laying a solid foundation for subsequent professional course studies. Specifically, Advanced Mathematics is offered in Semesters 1 and 2; Linear Algebra and Probability Theory and Mathematical Statistics are offered in Semesters 2 and 3; College Physics and Chemistry are offered in Semester 2; and information science and technology-related courses are offered in Semesters 1 and 2, ensuring that students proficiently master relevant professional knowledge and application skills of computer and information technology.

Engineering foundation courses are arranged in Semesters 1 to 4, covering core engineering foundation courses such as Introduction to Civil Engineering, Descriptive Geometry, Civil Engineering Drawing, Theoretical Mechanics, Mechanics of Materials, Structural Mechanics, Soil Mechanics, Fluid Mechanics, Engineering Materials, Engineering Surveying, and Engineering Geology and Hydrogeology. These courses establish a solid theoretical and practical foundation for students' subsequent study of core professional courses and engineering application courses.

As the main professional courses of the Programme, core professional courses and engineering application courses are mainly offered in Semesters 4 to 7, including Principles of Concrete Structure Design, Principles of Steel Structure Design, Structural Design of High-rise Buildings, Foundation Engineering, Highway Survey and Design, Bridge Engineering, Engineering Economics, and Engineering Project Management. They constitute the core component of the entire curriculum system, with the primary objective of deepening and expanding students' professional theoretical knowledge in the field of civil engineering and enhancing their engineering practice and application capabilities.

Professional internships and comprehensive graduation design (thesis) training are mainly conducted in Semesters 7 and 8, based on real engineering projects from enterprise practice platforms and adopting a dual-tutor guidance model involving both university and enterprise supervisors. Through professional practice and comprehensive training, students can accumulate first-hand engineering practice experience, hone their engineering practical skills, and effectively improve their employment competitiveness and career development potential.

In accordance with ASIIN Disciplinary Standard TC03, the course objective-module matrix of this Programme is provided in Supporting Document 7-1.

1.3.2 Structure of the programme

The Civil Engineering Degree Programme has formulated its talent training programme in strict accordance with the *National Standards for Teaching Quality of Undergraduate Programmes in General Higher Education Institutions* and the *Comprehensive Credit System Reform Plan of Kunming University* (Supporting Document 8-2). The structure and content organisation of the training programme fully comply with relevant regulatory requirements, and the detailed content of the training programme is provided in Supporting Document 8-3. The talent training programme encompasses ten core components, and a brief overview of each component is presented in Table 1.3.

Table 1.3 Brief Overview of the Training Programme Content

No.	Title	Overview
1	Basic Information of the Degree Programme	Briefly introduces basic information of the Programme, including discipline category, credit and contact hour requirements, educational history, faculty team, experimental conditions, programme positioning and training directions.
2	Training Objectives	Elaborates on the talent training objectives of the Programme.
3	Graduation Requirements	Lists the graduation requirements (i.e., learning outcomes) of the Programme. This section is formulated mainly in accordance with the *National Standards for Teaching Quality of Undergraduate Programmes in General Higher Education Institutions* publicly issued by the Ministry of Education, and clarifies the requirements for students' knowledge, skills and comprehensive qualities.
4	Correlation Matrix between Training Objectives and Graduation Requirements	Clarifies the supporting relationship between graduation requirements and training objectives.
5	Correlation Matrix between Graduation Requirements and Courses	Clarifies the supporting relationship between each course and graduation requirements, i.e., defines the course objectives and learning outcomes of each course. Course objectives and learning outcomes are specified in the course syllabi and announced to

		students in the first class session.
6	Competency Modules and Supporting Courses	Lists the supporting relationship between courses and students' competencies.
7	Main Disciplines and Core Professional Courses	Introduces the main disciplines and core professional courses of the Programme.
8	Study Duration and Graduation	Introduces the permissible study duration, graduation credit requirements and degree awarding conditions of the Programme.
9	Proportion of Contact Hours and Credits	Lists the proportion of contact hours and credits for each curriculum module of the Programme.
10	Teaching Schedule	Lists the courses included in each curriculum module, as well as the distribution of contact hours and credits, semester of study, number of teaching weeks and assessment method for each course.

This Programme strictly adheres to relevant standards and regulations in constructing its training system, ensuring a scientifically sound and sequentially coherent curriculum design. The sequence of curriculum modules and individual courses has been scientifically planned, which not only guarantees the effective achievement of learning objectives and enables students to complete their studies within the standard programme duration, but also accommodates individual development needs, supports students in independently choosing their learning focus and development direction, and facilitates their all-round growth.

1.3.3 Student mobility

Kunming University encourages academically capable students to apply for a minor in a second major across universities (with institutions that have cooperative education agreements with Kunming University), disciplines or majors in addition to completing their major studies. Students who maintain a cumulative Grade Point Average (GPA) of ≥ 3.1 in completed courses may pursue a minor in accordance with regulations, provided they meet the learning requirements of their first major within the permissible study duration. Relevant provisions are specified in Chapter IV, Section 3 of the *Regulations on Undergraduate Student Learning Management of Kunming University* (Supporting Document 1-1). In 2025, 5 students from the Civil Engineering Degree Programme of Kunming University participated in the Yunnan-Shanghai Cooperation — Student Research and Study Programme in Shanghai (Supporting Document 10-1). During the

summer vacation, students visited German enterprises in Shanghai and attended dual-system classes. Through diverse activities including thematic lectures and project practice, they effectively broadened their international perspectives and enhanced their innovative thinking and practical capabilities. On January 4, 2026, Kunming University's first Sino-foreign cooperative education programme, the "Joint Undergraduate Physics Programme between Kunming University and Mozyr State Pedagogical University of Belarus", was officially approved by the Ministry of Education. The official announcement can be found on the Ministry of Education's website: https://www.crs.jsj.edu.cn/aproval/detail/3954. This breakthrough marks a milestone leap for Kunming University in the field of internationalised education. Moving forward, Kunming University will further improve its open education layout, deepen international education cooperation, and leverage the cooperation platform with Belarus to develop online and offline short-term exchange programmes as well as holiday study tours for the Civil Engineering Programme. Efforts will be made to promote course interoperability and mutual credit recognition. Through multiple measures, Kunming University aims to enrich cross-border exchange opportunities for faculty and students, address the insufficient international mobility in the Programme, and steadily enhance the internationalization capacity of its academic offerings.

There have been a small number of delayed graduates from the Civil Engineering Degree Programme in the past decade, and relevant data are presented in the Academic Achievement Statistics Table (Supporting Document 16-1). The reason for delayed graduation is that students completed the content specified in the talent training programme within the stipulated study duration but failed to obtain the required credits and meet the graduation requirements. Kunming University grants them a Completion Certificate in such cases. After leaving the University, graduated students may retake courses as auditors or resubmit their Graduation Design (Thesis) within the maximum permissible study duration. Students who complete all required credits with passing grades and meet graduation requirements may apply for a replacement Graduation Certificate, with the graduation date recorded as the date of certificate issuance. Relevant provisions are specified in Chapter IX of the *Regulations on Undergraduate Student Learning Management of Kunming University* (Supporting Document 1-1).

1.3.4 Periodic Review of the Curriculum

The talent training programme of this Degree Programme implements a dynamic adjustment mechanism featuring a comprehensive revision every four years and targeted

revisions as needed during the year. Kunming University continuously optimise curriculum content and improve the system structure to ensure that course content is constantly refined, closely aligned with the latest developments in the civil engineering industry, and effectively meets the requirements of the Programme's talent training objectives. The description of the relevant revision procedure is provided in Supporting Document 5-2.

During the revision of the talent training programme, the Teaching and Research Office strictly follows the law of knowledge progression and students' learning logic to carefully verify the rationality of course arrangement. Comprehensive analysis and judgment are conducted based on students' course completion progress, academic performance and graduation-related data over the years. For issues such as unreasonable course sequencing and poor coherence, timely optimization and adjustment are made to streamline the connection between preceding and subsequent courses and coordinate the overall teaching pace. This ensures that the vast majority of students are able to complete all required credits and graduate successfully within the standard programme duration, and steadily improves the standardization level and actual effectiveness of talent training. Before the training programme is finalised, the School and the University organise experts at different levels to conduct repeated demonstrations and comprehensively review the rationality and feasibility of the training programme to ensure that it aligns with the Degree Programme's training objectives and adapts to industry development needs.

The offering or modification of professional courses shall be applied for by the Teaching and Research Office. After careful discussion and in-depth demonstration by the School, the application shall be approved by the University's Undergraduate Teaching Guidance Committee, signed by the vice dean in charge of teaching, and then submitted to the Academic Affairs Office for filing. Implementation effectiveness is monitored through quantitative evaluation of course‑goal achievement, course assessment, and follow‑up surveys of employers and graduates to ensure a closed‑loop for continuous improvement.

1.4 Admission requirements

1.4.1 Application Conditions

In accordance with the *Education Law of the People's Republic of China*, the *Higher Education Law of the People's Republic of China* and other relevant laws and regulations of the Ministry of Education, all applicants for undergraduate programmes at Kunming

University for a bachelor's degree must take the National College Entrance Examination (Gaokao) and meet the following conditions:

(1) Comply with the Constitution and laws of the People's Republic of China.

(2) Have graduated from a senior high school or possess equivalent academic qualifications.

(3) Meet the physical health requirements specified in the *Guiding Opinions on Physical Examination for Enrolment in Regular Higher Education Institutions*.

This programme does not admit international students for the time being.

1.4.2 Admission Rules

The Civil Engineering Degree Programme is enrolled in the general undergraduate batch, and Kunming University conducts general undergraduate admissions once a year. Prior to the commencement of admissions, the University formulates and publishes an admissions charter, which specifies the detailed admission rules for general undergraduate admissions of the current year. The content of the University's annual admissions charter generally remains consistent unless affected by national policy reforms or adjustments. As the *2026 General Undergraduate Admissions Charter of Kunming University* has not been officially released, the main admission rules from the *2025 General Undergraduate Admissions Charter* are introduced as follows:

(1) In the admission process, Kunming University strictly implements all national admission policies and provincial admission regulations, adhering to the principles of fairness, impartiality and transparency. Admission is based on a comprehensive assessment of students' moral, intellectual, physical, aesthetic, and labor education development, with selection based on merit.

(2) Kunming University recognises the filing rules published by the admission authorities of each province (autonomous region, municipality). For candidates who are filed, major placement is conducted according to the filing batch, following the principle of "score priority, with respect to volunteer preference." Candidates are ranked from high to low based on their filing scores, and majors are assigned according to their volunteer preferences and the enrolment plan. No tier differentials are set between major volunteer preferences.

(3) When filing scores are identical, major placement is carried out according to the tie-breaking rules determined by the respective province (autonomous region,

municipality).

(4) For candidates whose volunteer preferences cannot all be satisfied, those who agree to major adjustment will be transferred to majors within the same subject category or major group that still have unfilled enrolment quotas. In provinces where candidates are filed directly to specific majors without major grouping, adjustment between majors is not available. Candidates whose volunteer preferences cannot all be satisfied and who do not agree to major adjustment will have their files withdrawn.

(5) There are no gender ratio restrictions for the enrolment of any major.

Detailed information on the 2025 admission rules is provided in Supporting Document 11-1.

1.4.3 First-Year Student Enrolment

Consistent with the admission rules, the requirements for first-year student enrolment are also clearly specified in the University's annual admissions charter. The specific enrolment requirements from the *2025 General Undergraduate Admissions Charter* are as follows:

(1) After the confirmed admission list is approved by the admissions authorities of each province (autonomous region, municipality), admission notices will be issued to the candidates.

(2) First-year students shall complete enrolment procedures at the University on schedule with their admission notices and valid identity documents. Those who are unable to register on time due to special reasons shall apply for leave to their respective schools, and the leave period shall generally not exceed two weeks. Those who fail to apply for leave or exceed the leave period without valid reasons such as force majeure shall be deemed to have waived their admission qualifications.

(3) When first-year students register, the University conducts a preliminary review of their admission qualifications. Those who pass the review will complete enrolment procedures and have their student status registered. If the review finds that the admission notice, candidate information or other supporting documents are inconsistent with the applicant's actual situation, or there are other violations of national admissions regulations, the applicant's admission qualification will be revoked.

(4) Within three months of enrolment, the University will conduct a re-examination in accordance with national admissions regulations. If any student is found to have engaged

in fraud or malpractice during the re-examination, they will be confirmed as unqualified and have their student status cancelled; in serious cases, the case will be transferred to the relevant departments for investigation and handling.

(5) Students with excellent academic performance and moral character may enjoy scholarships established by the state, provincial governments, the University and social sponsors.

(6) Students from families with financial difficulties may obtain financial assistance in accordance with the relevant provisions in Part IV of the *Student Handbook of Kunming University* (Supporting Document 1-2).

1.4.4 Transparency of Admissions

The admissions of Kunming University strictly abides by relevant laws and regulations including the *Education Law of the People's Republic of China* and the *Higher Education Law of the People's Republic of China*, adheres to the principles of openness, transparency and standardization throughout the entire process, and resolutely prohibits all forms of irregular admissions practices. Annually, the University publicly releases its admissions charter and enrolment plan through the Kunming University Undergraduate Admissions website (https://bkzs.kmu.edu.cn/contents/10/218.html). The 2025 *General Undergraduate Admissions Charter* and enrolment plan can be found in Supporting Documents 11-1 and 11-2. The admissions charter clearly lists contact information such as telephone numbers and supervision hotlines, providing timely consultation channels and supervision avenues for candidates. After the admission process concludes, the University publishes the admission score lines on the admissions website, actively accepting social supervision. Furthermore, the University formulates specific annual regulations for admissions and establishes dedicated task forces to coordinate and advance all aspects of admissions, effectively ensuring fairness, justice, and transparency. The 2025 admissions regulations are provided in Supporting Document 11-3.

1.4.5 Admission Rate

The admission rate for the Civil Engineering Programme of Kunming University has been 100% over the past five years. Detailed data is available in Supporting Document 12-1. Table 1.4 presents the detailed enrolment and admission statistics for the Programme in 2025. As shown in Table 1.4, the Programme recruited students from 18 provinces (autonomous regions, municipalities) including Yunnan, Guangdong, and Sichuan in 2025. The planned enrolment was 164 students, and the actual number admitted was 164,

resulting in a 100% admission rate. The minimum admission scores were 29-115 points higher than the respective batch control scores in different regions, indicating a relatively high quality of student intake for the Programme.

Table 1.4 Detailed Admissions and Enrolment Information of the Programme in 2025

No.	Province/ Region	Batch	Category	Planned Enrolment Quota	Number of Admitted Students	Highest Admission Score	Lowest Admission Score	Minimum Admission Control Score Line
1	Tianjin Municipality	General Undergraduate Batch Phase A	Comprehensive Reform	2	2	507	505	476
2	Hebei Province	Undergraduate Batch	Physics Subject Combination	2	2	511	510	459
3	Shanxi Province	General Undergraduate Batch	Physics Category	2	2	483	482	443
4	Inner Mongolia Autonomous Region	Undergraduate Batch	Physics Subject Group	2	2	457	452	375
5	Jiangsu Province	Undergraduate Batch	General Category (Physics and Other Subjects)	2	2	510	506	482
6	Anhui Province	General Undergraduate Batch	Physics Subject Combination	2	2	507	506	461
7	Fujian Province	General Undergraduate	Physics Subject Group	2	2	518	518	441

		Batch						
8	Jiangxi Province	Undergraduate Batch	Physics Category	2	2	492	491	429
9	Shandong Province	Regular Batch	General Category	2	2	473	471	441
10	Henan Province	General Undergraduate Batch	Physics Category	2	2	528	528	427
11	Hubei Province	General Undergraduate Batch	General Category (Physics)	2	2	498	496	426
12	Guangdong Province	Undergraduate Batch	Physics Category	2	2	512	507	436
13	Guangxi Zhuang Autonomous Region	General Undergraduate Batch	Physics Category	2	2	486	485	370
14	Hainan Province	Undergraduate Batch	General Category	1	1	534	534	480
15	Chongqing Municipality	Undergraduate Batch	Physics Category	1	1	500	500	425
16	Sichuan Province	Undergraduate Batch	Physics Category	2	2	520	520	438
17	Guizhou	Undergraduate Batch	Physics Category	1	1	480	480	387

	Province							
18	Yunnan Province	Undergraduate Batch Phase B	Physics Category	133	133	527	488	430
Total	/	/	/	164	164	/	/	/

1.5 Workload and Credits

The Civil Engineering Degree Programme offers two specialisations: Architectural Engineering and Road and Bridge Engineering. Both specialisations have identical total graduation credit requirements, as shown in Tables 1.5 and 1.6. The six curriculum modules in the tables, including General Education Compulsory Courses and General Education Elective Courses, are established in accordance with the *Comprehensive Credit System Reform Programme of Kunming University* (Supporting Document 8-2). Tables 1.7 and 1.8 present the contact hour distribution for each curriculum module of the Programme. Detailed information on the Programme's student workload and credits is available in the *Talent Training Programme* (Supporting Document 8-3). Students who have completed the required graduation credits as stipulated in the *Talent Training Programme* are eligible for graduation. Currently, this major has not implemented the recognition of external learning achievements, hence there are no relevant materials in the Folder for Proof Document No. 13.

In accordance with China's *National Standards for Teaching Quality of Undergraduate Programmes in General Higher Education Institutions*, the total credits for civil engineering programmes typically range from 160 to 180. The *Comprehensive Credit System Reform Plan of Kunming University* specifies the correspondence principle between contact hours and credits for all courses, with detailed information provided in Table 1.9. It should be noted that, under current Chinese national standards, only in-class, student-centred and teacher-guided teaching hours are counted towards course study time, while independent self-study hours completed by students outside class are not included. Under the Chinese national standard, this Programme requires 168 credits and 3,344 contact hours, which meets the regulatory requirements.

Under the ASIIN accreditation standards, undergraduate programmes require a minimum of 180 ECTS credits. One ECTS credit corresponds to 25-30 student workload hours, where student workload = contact hours + self-study hours. Student self-study hours include, but are not limited to, preparation, assignments, review, examination preparation, as well as literature review and independent exploratory activities related to course content. In compliance with ASIIN accreditation standards, the School of Architecture and Civil Engineering of Kunming University has formulated the *Measures for the Monitoring and Management of Student Independent Study Workload* (Supporting Document 14-1) and the *ECTS Credit Transfer Rules* (Supporting Document 15-1). Under the ASIIN accreditation standards, this Programme awards 200 ECTS credits with a total student workload of

5,612 hours, comprising 3,344 contact hours and 2,268 self-study hours, which fully meets the requirements.

Table 1.5 Graduation Credit Requirements for Architectural Engineering Direction

		General Education Compulsory Courses	General Education Elective Courses	Disciplinary Foundation Courses	Major Compulsory Courses	Advanced Elective Courses	Practical Education	Total
China	Credits	46.5	12	50	21	4	34.5	168
	Credit Proportion	27.7%	7.1%	29.8%	12.5%	2.4%	20.5%	100.0%
Europe	Credits	53.5	12	50	21	4	59.5	200
	Credit Proportion	26.8%	6.0%	25.0%	10.5%	2.0%	29.8%	100.0%

Table 1.6 Graduation Credit Requirements for Road and Bridge Engineering Direction

		General Education Compulsory Courses	General Education Elective Courses	Disciplinary Foundation Courses	Major Compulsory Courses	Advanced Elective Courses	Practical Education	Total
China	Credits	46.5	12	50	22	3	34.5	168
	Credit Proportion	27.7%	7.1%	29.8%	13.1%	1.8%	20.5%	100.0%

Europe	Credits	53.5	12	50	22	3	59.5	200
	Credit Proportion	26.8%	6.0%	25.0%	11.0%	1.5%	29.8%	100.0%

Table 1.7 Contact Hour Distribution for Architectural Engineering Direction

Curriculum Module	Contact Hours	Self-study Hours	Total Workload Hours	Proportion (%)
General Education Compulsory Courses	988	408	1,396	24.9
General Education Elective Courses	192	108	300	5.3
Disciplinary Foundation Courses	800	700	1,500	26.7
Major Compulsory Courses	336	294	630	11.2
Advanced Elective Courses	64	56	120	2.1
Practical Education	964	702	1,666	29.7
Total	3,344	2,268	5,612	100

Table 1.8 Contact Hour Distribution for Road and Bridge Engineering Direction

Curriculum Module	Contact Hours	Self-study Hours	Total Workload Hours	Proportion (%)
General Education Compulsory Courses	988	408	1,396	24.9
General Education Elective Courses	192	108	300	5.3
Disciplinary Foundation Courses	800	700	1,500	26.7
Major Compulsory Courses	352	308	660	11.8
Advanced Elective Courses	48	42	90	1.6
Practical Education	964	702	1,666	29.7
Total	3,344	2,268	5,612	100

Table 1.9 Correspondence Principle between Contact Hours and Credits under Chinese National Standards

Course Type	**Contact Hour Standard**	**Credit Standard**
Theoretical Courses	16–18	1
Laboratory Courses	8	0.5
Practical Courses such as Comprehensive Training and Course Design	1 week (16 contact hours)	0.5
Graduation Internship	1 week (16 contact hours)	0.5
Graduation Thesis (Design)	1 week (16 contact hours)	0.5

Note: The contact hours in this table only refer to in-class teaching hours.

The standard duration of this Programme is 4 years, with a maximum permissible study duration of 8 years. Table 1.10 presents the statistics on student graduation and employment of this Programme for the past five years, and Table 1.11 shows the graduation scores distribution of graduates of this Programme for the past five years (Supporting Document 18-1). A comprehensive analysis of Tables 1.10 and 1.11 demonstrates that The vast majority of students in this Programme are able to graduate on schedule within the standard duration, and the graduate employment rate has consistently remained above 90% for a long time. The graduates have a reasonable graduation grade distribution, which indicates that the talent training programme of this Degree Programme is rationally formulated, the student academic workload is appropriate, and the comprehensive quality of graduates meets the needs of society.

Table 1.10 On-schedule Graduation and Employment Status of Students for the Past Five Years

Admission Year	2021	2020	2019	2018	2017
Graduation Year	2025	2024	2023	2022	2021
Total Number of Students	97	58	60	102	100
Number of Students Graduated On Schedule	96	57	59	95	97
On-schedule Graduation Rate	98.9	98.3	98.3	93.1	97.0

(%)					
Employment Rate (%)	92.71	96.49	98.31	91.63	94.52

Table 1.11 Graduation Grade Distribution for the Past Five Years

Grade Category	**Description**	**Number of Students**	**Proportion (%)**
Excellent	Students demonstrate outstanding learning ability and professional competence, excellent course performance, strong innovative ability and problem-solving ability, and excellent comprehensive literacy.	116	27.8
Qualified	Students meet all basic graduation requirements, complete all courses, master professional basic knowledge and core skills, abide by university rules and regulations, and are eligible for graduation.	288	69.1
Unqualified	Students fail to meet the graduation standards due to incomplete academic studies, failed course make-up examinations, serious disciplinary violations, or failure to meet the essential professional competence requirements.	13	3.1

1.6 Didactics and Teaching Methodology

Teachers of this Programme strictly abide by the *Quality Standards for Major Undergraduate Teaching Processes of Kunming University* (Supporting Document 2-1) in conducting teaching activities. They consistently adhere to the student-centred teaching philosophy in classroom instruction, and actively employ diverse teaching approaches including discovery-based, problem-based, discussion-based and case-based methods in accordance with course syllabus requirements and content, integrating theory with practice. In the teaching process, emphasis is placed on teaching students in accordance with their aptitude, stimulating students' learning enthusiasm, initiative and creativity,

and cultivating their learning ability, critical thinking ability, practical ability and innovative ability. The phenomena of rote teaching and teacher-centred cramming are strictly avoided. Modern and visualised teaching tools are rationally utilised, with attention paid to the combination of traditional and modern teaching methods. The application of blackboard writing (or multimedia courseware) meets standardised requirements. Kunming University encourages teachers to strengthen the application of artificial intelligence technologies, implement the new concepts of digital education and teaching, promote in-depth transformation of classroom teaching, enhance the experiential, enlightening, adaptive and creative dimensions of students' learning process, and foster students' capabilities in independent learning, cooperative learning, inquiry-based learning and lifelong learning. Practical courses adopt small-group teaching, focusing on the development of students' hands-on skills, engineering practical application capabilities, comprehensive innovative abilities and scientific research competencies. This major is equipped with BIM tools such as Revit, AutoCAD for drawing, as well as professional design software including PKPM, YJK, Midas and Glodon. The software covers institutional commercial licenses and vendor‑provided educational licenses, and is fully installed in laboratory computer rooms. Students have access in teaching computer rooms during classes. For some software, students may apply for free individual educational licenses from software vendors with their student status for after‑class learning on personal computers, supporting in‑class experiments, course design and graduation design.

Teachers shall attach great importance to information feedback on teaching effectiveness, timely solicit students' opinions, requirements and suggestions on course teaching, and continuously improve teaching methods to enhance teaching outcomes. In accordance with the *Measures for the Evaluation of Undergraduate Teaching Quality of Kunming University* (Supporting Document 2-2), the University conducts teaching quality evaluations for all teachers every semester, which consist of three components: student evaluation, peer evaluation and teaching management evaluation. At present, Kunming University has effectively institutionalised measures to ensure that the teaching methods adopted by teachers can effectively support the achievement of course teaching effectiveness and teaching objectives.

2. Exams: System, Concept & Organisation

2.1 Assessment Systems

In accordance with Article IX of the *Implementation Rules for the Conferment of Bachelor's Degrees of Kunming University* (Annex 6 to Supporting Document 1-1), undergraduate graduates of Kunming University may be conferred a bachelor's degree if they meet all of the following conditions:

(1) Systematically master the basic theories, knowledge and skills of the discipline and programme; possess preliminary ability to engage in practice and research in the field of the Programme.

(2) Complete all courses specified in the talent training programme of the degree programme within the prescribed study duration, finish all practical teaching components and the Bachelor's Degree Thesis (or Graduation Design), pass all assessments, and obtain the credits required by the talent training programme of the degree programme.

(3) Cumulative Grade Point Average (GPA) ≥ 1.5.

In summary, students must pass all prescribed assessments to meet the requirements for the conferment of a bachelor's degree. The assessment system covers all theoretical and practical teaching courses or components specified in the talent training programme. Students who achieve a passing grade will obtain the credits and grade points for the course. Students must complete the total graduation credits required by the talent training programme to obtain graduation qualification. Assessment is an important component of the teaching process, a key means to test teaching effectiveness and ensure teaching quality, and the primary method to evaluate students' academic performance. The assessment management of Kunming University adheres to the principles of fairness, impartiality, objectivity and rigor, ensuring the institutionalization of course assessment and the authenticity of assessment results.

The *Examination Management Regulations of Kunming University* (Supporting Document 17-1) stipulate requirements for assessment organisations, assessment methods, examination paper formulation and management, examination paper printing, examination paper storage, examination implementation, examination paper marking, review and archiving, and examination discipline. The School of Architecture and Civil

Engineering has formulated the following documents: *Examination Paper Formulation Management System of the School of Architecture and Civil Engineering , Kunming University* (Supporting Document 17-2), *Implementation Plan for the Separation of Teaching and Examination of the School of Architecture and Civil Engineering , Kunming University* (Supporting Document 17-3), *Implementation Opinions on Further Standardizing Course Assessments of the School of Architecture and Civil Engineering , Kunming University* (Supporting Document 17-4), *Open-book Examination Management Measures of the School of Architecture and Civil Engineering , Kunming University* (Supporting Document 17-5), *Invigilation Management Regulations of the School of Architecture and Civil Engineering , Kunming University* (Supporting Document 17-6), *Implementation Rules for Examination Discipline and Violation Identification of the School of Architecture and Civil Engineering , Kunming University* (Supporting Document 17-7), *Student Grade Management Rules of the School of Architecture and Civil Engineering , Kunming University* (Supporting Document 17-8), *Practical Teaching Management System of the School of Architecture and Civil Engineering , Kunming University* (Supporting Document 2-3), *Undergraduate Internship Management Measures of the School of Architecture and Civil Engineering , Kunming University* (Supporting Document 2-4) *Undergraduate Graduation Design Regulations of the School of Architecture and Civil Engineering, Kunming University* (Supporting Document 2-5). These documents have achieved institutionalised, standardised and refined management of course assessments and related work, ensuring the quality of course assessments and the standardization of assessment processes.

2.2 Assessment Philosophy

2.2.1 Assessment Methods

All courses taken by students, including practical teaching components such as experiments, internships, course designs and graduation theses (designs), are subject to end-of-course assessments. Assessment methods are divided into examinations and evaluations.

(1) Compulsory Courses: Two assessment methods are available: examinations and evaluations. Examinations are generally conducted in the form of test papers, which may be closed-book or open-book. Test papers shall undergo strict verification and approval procedures to ensure quality, and relevant approval forms are provided in Supporting Documents 17-9 and 17-10. Evaluations are more flexible and may adopt forms such as closed-book tests, open-book tests, course papers, investigation reports, etc.

(2) Elective Courses: Shall be assessed by evaluations, in the same forms as those for compulsory courses.

(3) Practical Courses: Including experiments, internships, course designs and graduation theses (designs), shall all be assessed by evaluations. Experiments are assessed through experimental reports, research reports or experimental summaries; internships are comprehensively assessed based on the appraisal from the internship host institution and the completion of internship tasks (completion of the *Student Internship Handbook* and internship reports); course designs and graduation theses (designs) are assessed through design outcomes or research papers.

The objectives of course assessments are as follows: First, to test students' understanding and mastery of the basic knowledge, theories and skills of the course; Second, to test students' ability to analyse and solve problems using basic theories and skills; Third, to test students' innovative spirit and practical ability. The choice of examination or evaluation for a course is determined by the talent training programme of the Degree Programme and shall be strictly implemented. Course instructors may adopt diversified assessment methods on the premise of ensuring assessment quality. The assessment standards, methods, grade composition and evaluation methods shall be clearly specified in the teaching syllabus and examination syllabus, and announced to students in the first class of the semester.

2.2.2 Grade Evaluation Methods

Kunming University uses two grading systems for course assessment results: the 100-point system and the five-level system. Examination courses uniformly adopt the percentage system. Evaluation courses may adopt either the percentage system or the five-level system. Practical teaching components offered as standalone courses uniformly adopt the five-level system. The five-level system consists of Excellent, Good, Medium, Pass and Fail. If a course adopts a grading method other than the 100-point system or the five-level system, it shall be filed with the Academic Affairs Office in advance and remain relatively stable. Within one teaching cycle, courses with the same code shall not be graded using a mixture of the 100-point system and the five-level system.

The cumulative Grade Point Average (GPA) is the fundamental basis and important indicator for measuring students' learning quality and for assessment-based honors. The calculation method for the cumulative GPA is as follows:

Course Grade Point = Course Grade / 10 - 5

Course Credit Grade Point = Course Grade Point × Course Credit = (Course Grade / 10 - 5) × Course Credit

Cumulative Grade Point Average (GPA) = ∑ (Course Grade Point × Course Credit) / ∑ Course Credit

The conversion between 100-point grades and grade points is shown in Table 2.1.:

Table 2.1 Conversion between 100-point Grades and Grade Points

100-point System	Grade	100-90	89-80	79-70	69-60	＜60
	Corresponding Grade Point	5.0-4.0	3.9-3.0	2.9-2.0	1.9-1.0	0
Five-level System	Grade	Excellent	Good	Medium	Pass	Fail
	Corresponding Grade Point	4.5	3.5	2.5	1.5	0

The overall course grade is comprehensively evaluated based on formative assessment results and summative assessment results. The grade proportion and evaluation requirements for each component are specified in the *Quality Standards for Major Undergraduate Teaching Processes of Kunming University* (Supporting Document 2-1), *Student Grade Management Rules of the School of Architecture and Civil Engineering , Kunming University* (Supporting Document 17-8), *Practical Teaching Management System of the School of Architecture and Civil Engineering , Kunming University* (Supporting Document 2-3), *Undergraduate Internship Management Measures of the School of Architecture and Civil Engineering , Kunming University* (Supporting Document 2-4) and *Undergraduate Graduation Design Regulations of the School of Architecture and Civil Engineering , Kunming University* (Supporting Document 2-5). Course grade evaluation shall be conducted in strict accordance with the requirements of the course teaching syllabus and examination syllabus. Students with a final course grade ≥ 60 points may obtain the corresponding credits. Course assessment results, credits and credit grade points shall be recorded in the student's grade registration form and archived in their personal academic file.

2.2.3 Deferred Examinations and Course Retakes

Deferred examinations and course retakes shall be implemented in accordance with the *Regulations on Undergraduate Student Learning Management of Kunming University*

(Supporting Document 1-1). Students who are unable to participate in regular assessments due to special reasons may apply for a deferred examination. Deferred examinations are held at the beginning of each semester, and the results are recorded as regular assessment results. Students who fail a compulsory course must retake the course. Students who fail an elective course may either retake the course or take another elective course instead; they may choose not to retake it if they have already met the credit requirements. Students who fail a practical teaching component shall retake the corresponding course. Students who commit disciplinary violations, cheat in final examinations, have unexcused absences from examinations, or are disqualified from examinations shall be disciplined in accordance with relevant regulations and must retake the course. Students who are dissatisfied with the credits and grades they have obtained for a course may voluntarily apply to retake the course if teaching resources permit, and the grade shall be recorded as the actual score obtained from the retake.

Students who are awarded a certificate of completion upon graduation may apply to return to the university to retake courses as auditors within the maximum permissible study duration. Returning students who retake courses must do so in the semester when the course is offered within the specified time and participate in the final assessment of the course. Retakes of graduation theses (designs) and graduation internships for returning students shall be conducted concurrently with those of lower-grade students, and no separate arrangements will be made. Students who pass the examinations after retaking courses and obtain the credits required for graduation shall have their graduation status changed from "completion" to "graduation", and shall be reissued a graduation certificate. The graduation date shall be filled in as the date of issuance of the certificate.

2.2.4 Academic Integrity Regulations

Academic integrity is the cornerstone of university education. Kunming University has clear requirements and regulations on students' academic integrity during their studies, with detailed content specified in the *Regulations on Undergraduate Student Learning Management of Kunming University* (Supporting Document 1-1). Students who violate academic integrity shall be subject to serious disciplinary action by the University in accordance with regulations to uphold the solemnity and fairness of academia and foster a sound academic atmosphere.

Before the University makes a disciplinary decision against a student who has violated relevant regulations, the student shall have the right to make a statement and defense. If

a student has objections to the disciplinary decision, they may submit a written appeal to the University Student Appeals Handling Committee within 10 working days from the date of receiving the University's disciplinary decision letter.

2.3 Examination Organisation and Management

2.3.1 Examination Organisation

The examination work of the University is organised and implemented by the Academic Affairs Office under the leadership of the President. The Academic Affairs Office serves as the macro-administrative department for examination work of the University and is responsible for the planning and coordination of all examination activities.

The School establishes an Examination Working Group composed of the Vice Dean for Teaching, the Teaching Secretary, and the Director of Teaching and Research Office. The Group is primarily responsible for the organisation, arrangement, examination paper formulation, grading, supervision, inspection, analysis, and summary of the School's examination-related work.

For courses listed in the Degree Programme's training programme, those with an assessment method of "examination" are organised by the University's Academic Affairs Office and conducted within 2 to 3 weeks after the course concludes. The time and location of examination are published on the University's academic affairs system, where students can access real-time information. Courses with an assessment method of "evaluation" are organised by the School and completed within 1 to 2 weeks after the course concludes. The evaluation time and location are determined through consultation between the course instructor and the class.

In accordance with the national system of reasonable accommodations for examinations, the university implements disadvantage compensation in examinations for students with disabilities and special‑needs students. Students shall submit applications together with medical certificates for case‑by‑case review by the university. Available measures include: arranging separate quiet examination rooms; providing large‑print exam papers and permitting the use of compliant assistive devices; extending examination time as appropriate; offering guidance assistance and sign‑language interpretation; assigning priority seating for students with mobility impairments. Such compensation will not lower academic assessment standards. It only removes examination barriers caused by physical conditions to guarantee students’ equal rights to assessment.

2.3.2 Examination Paper Formulation

Examination papers for each course must comply with the requirements specified in the teaching syllabus, reflect the fundamental learning objectives of the course, contain accurate content and unambiguous question wording. The assessment scope shall cover the core teaching content of the course. Question types shall be designed scientifically and rationally to integrate the assessment of memorization, comprehension, application and innovative capabilities, with particular emphasis on assessing students' ability to analyse and solve problems.

For paper-based assessments, the questions shall be of moderate difficulty and depth, and the question volume shall be appropriate for most students to complete within the prescribed time limit. Except for special courses, the standard examination duration is 120 minutes. Examination papers are drafted by course instructors designated by the Teaching and Research Office. Upon finishing paper formulation, teachers shall fill out the *Examination Paper Approval Form of the School of Architecture and Civil Engineering, Kunming University* (Supporting Document 17-9) for approval by the Director of the Teaching and Research Office and the Vice Dean of Teaching. The repetition rate of examination questions for the same course within three years shall not exceed 30%, and all examination content shall be kept strictly confidential. Formulation for non-paper-based evaluations shall fully abide by the provisions and requirements in the *Quality Standards for Major Undergraduate Teaching Processes of Kunming University* (Supporting Document 2-1).

2.3.3 Examination Implementation

By the 10th week of each semester, the School shall submit the assessment plan for all courses offered (including assessment methods, target student groups, paper setters and other information) to the Academic Affairs Office for filing. Examination plans and examination venues for general courses are uniformly formulated and arranged by the University's Academic Affairs Office, while those for major courses are developed and organised by the School. No changes shall be made to examination arrangements once they have been released to students. If adjustments to examination time, format or other items are required under special circumstances, course instructors shall submit an application at least two weeks in advance. The application shall be approved by leaders of the School before being reviewed and filed with the Academic Affairs Office. All examinations must be invigilated by faculty members. Two invigilators shall be assigned to examinations with no more than 50 candidates, and three invigilators shall be

deployed for examinations with over 50 candidates.

To uphold fairness and impartiality in course examinations and protect students' legitimate rights and interests, Kunming University has formulated the *Measures for the Identification and Handling of Examination Violations and Cheating by Students of Kunming University* (Annex 3 to Supporting Document 1-1). This document is drafted in light of the University's actual operation and in compliance with the *Regulations on the Administration of Students in General Higher Education Institutions* (Order No. 41 of the Ministry of Education of the People's Republic of China) and the *Measures for Handling Violations in National Education Examinations* (Order No. 33 of the Ministry of Education of the People's Republic of China). Meanwhile, the *Examination Management Regulations of Kunming University* (Supporting Document 17-1) sets out clear requirements regarding invigilators' duties and codes of conduct. Based on its own operational reality, the School of Architecture and Civil Engineering has issued the *Invigilation Management Regulations of the School of Architecture and Civil Engineering , Kunming University* (Supporting Document 17-6) and the *Implementation Rules for Examination Discipline and Violation Identification of the School of Architecture and Civil Engineering , Kunming University* (Supporting Document 17-7), which further clarify disciplinary rules for student examinees and faculty invigilators. The University's Academic Affairs Office and the School's examination inspection team are responsible for supervision and inspection throughout the entire examination process.

2.3.4 Examination Paper Grading, Review, and Archiving

Examination papers must be graded objectively and fairly in accordance with the reference answers and grading standards. The grading of examination papers is organised by the Teaching and Research Office and carried out by the course instructors. Course instructors shall complete the grading of all student examination papers within two weeks after the end of the final examination. After verification and confirmation of accuracy, grades shall be entered into the University's academic affairs system within three weeks after the examination.

Students may access their grades through the University's academic affairs system. If a student has doubts about their grade or believes that the grading was unfair, they may submit a written review application by the third week of the following semester. Upon receiving the review application, the Vice Dean for Teaching shall designate a specific person to conduct the review. The reviewer shall strictly follow the grading standards to re-examine whether the examination paper grading is correct and standardised, and

whether the score calculation is accurate and error-free, ensuring that any errors identified are corrected. If the grade changes as a result of the review, the reviewing teacher shall correct the examination paper and submit the *Course Grade Change Approval Form* to the University to amend the corresponding grade.

Course assessment materials, including examination papers, grading standards, grade registration forms, and course objective attainment evaluation forms, shall be archived by the School by academic year and semester, with a retention period extending to three years after students' graduation.

2.3.5 Examination Paper Analysis and Continuous Improvement

Course instructors shall conduct relevant analyses of the assessment results of students in their courses and complete the course objective attainment analysis. The course objective attainment analysis includes the following content:

(1) Analysis of the content and results of each assessment component (excluding the final examination): Evaluate and analyse each assessment component, such as regular grades and formative assessment results, with emphasis on evaluating and analyzing students' mastery of knowledge and existing problems.

(2) Analysis of final examination results: Evaluate and analyse the questions in the final examination paper, with emphasis on evaluating and analyzing students' mastery of knowledge and existing problems.

(3) Analysis of course objective attainment: Analyse the attainment status of each course objective.

(4) Teaching improvement measures: Propose improvement measures for teaching content, teaching methods, assessment methods, etc.

(5) Cases of abnormal examination results, such as courses with excessively high failure rates, shall be explained in the examination paper analysis.

2.4 Internship Organisation and Management

Internship activities are managed at both the university and school levels under the University's unified leadership. The specific implementation is carried out by the Civil Engineering Teaching and Research Office. The primary responsibilities of the Teaching and Research Office regarding internship organisation and management are as follows:

(1) Develop the internship syllabus and plan based on the talent training programme.

Specific content includes: internship objectives and requirements, internship content, host institutions, start and end dates, locations, format, schedule, precautions, etc. The internship plan must be submitted to the Academic Affairs Office for review and filing before the internship begins.

(2) Assign dedicated and experienced faculty members to collaborate with industry mentors at internship host institutions, forming a dual-supervisor system to jointly guide students. The faculty-to-student ratio shall not exceed 1:20.

(3) Prior to the internship, on-campus supervisors conduct orientation sessions and preparatory work according to the internship plan, distribute internship materials (including the plan) to students, provide safety training, and ensure orderly implementation.

(4) During the internship, supervisors must maintain on-site presence, manage the entire internship process, offer specific guidance based on student progress, and promptly resolve challenges. Students must adhere to internship discipline, respect mentors, follow the plan rigorously, comply with professional ethics and relevant laws/regulations, and observe host institutions' rules without unauthorised absences.

(5) Upon completion of the internship, the grades of students shall be comprehensively evaluated by the supervisor based on the assessment from the internship host institution and the completion status of internship tasks (including the documentation in the *Student Internship Handbook* and the internship report). After verification by the supervisor, the grades shall be entered into the university's academic affairs system within the stipulated time limit. The Director of the Teaching and Research Office shall conduct relevant analysis of the internship grades of students in the Programme, complete the course objective attainment analysis, and archive the internship assessment materials.

(6) The procedures for reviewing internship grades and archiving relevant materials such as the *Student Internship Handbook* shall align with the requirements specified in Section 2.3.4 of this Report.

At present, the Programme has established educational and practical training bases with 25 enterprises; the full list is provided in Supporting Document 3-4. These training bases feature well-matched positions and sufficient quantity. Professional internships for students of this Programme are carried out based on real engineering projects on enterprise practical platforms, and the whole internship process is digitally managed via the online platform "Xiaoyoubang". Detailed provisions on the organisation and

management of internships are set forth in the *Quality Standards for Major Undergraduate Teaching Processes of Kunming University* (Supporting Document 2-1), *Practical Teaching Management System of the School of Architecture and Civil Engineering , Kunming University* (Supporting Document 2-3), *Undergraduate Internship Management Measures of the School of Architecture and Civil Engineering , Kunming University* (Supporting Document 2-4), and *Contingency Plan for Internship Safety and Other Emergencies of the School of Architecture and Civil Engineering , Kunming University* (Supporting Document 2-6).

2.5 Organisation and Management of Graduation Theses (Designs)

Graduation theses (designs) related work adopts a two-tier university-school management model under the unified leadership of the University, with the Teaching and Research Office of Civil Engineering Programme responsible for specific implementation. The Academic Affairs Office undertakes the organisation, coordination and random inspection of graduation thesis (design) work across the whole University. The School sets up a Leading Group for Graduation Theses (Designs) to oversee relevant organisation within the School. The Teaching and Research Office takes charge of organising and implementing graduation thesis (design) work for this Programme, whose core management provisions are specified as follows:

(1) The Director of the Teaching and Research Office shall formulate the teaching syllabus and work plan for graduation theses (designs), clearly defining their objectives, requirements, core teaching content and schedule.

(2) The principle of one thesis/design per student shall be strictly followed, and graduation theses (designs) shall be fully integrated with engineering practice.

(3) A dual-supervisor system is implemented, with joint guidance provided by university supervisors and enterprise mentors. Mid-term inspections are conducted on a regular basis to guarantee the progress and quality of graduation designs.

(4) Graduation thesis (design) submissions must pass academic misconduct detection (plagiarism check), with a repetition rate not exceeding 30%.

(5) Every student shall attend the graduation defence upon completion of their graduation thesis (design). The School establishes a Defence Committee to organise and administer all graduation defence activities, chaired by the Dean with a minimum of five committee members. Each degree programme sets up defence panels consisting of no

fewer than three members, whose panel leader shall hold an associate senior professional title or above.

(6) The final grade of a graduation thesis (design) is comprehensively determined by three weighted components: supervisor's score (40%), reviewer's score (30%) and defence score (30%). The five-level grading system (Excellent, Good, Medium, Pass, Fail) is adopted for the final assessment of graduation theses (designs).

(7) The proportion of excellent graduation theses (designs) shall not exceed 10% of all graduating students in the Programme.

(8) After the completion of graduation designs, the Director of the Teaching and Research Office shall conduct an analysis of students' graduation thesis (design) grades and finish the evaluation of course objective attainment.

(9) Rules governing grade review and archiving of design deliverables and relevant materials for graduation designs shall comply with those stipulated in Section 2.3.4 of this Report.

Comprehensive training for this Programme's graduation theses (designs) is carried out centred on real engineering projects from enterprise practical platforms. The whole process is digitally managed via the online platform "Gezida". Detailed provisions governing the organisation and management of graduation theses (designs) are laid down in the *Quality Standards for Major Undergraduate Teaching Processes of Kunming University* (Supporting Document 2-1), *Undergraduate Graduation Design Regulations of the School of Architecture and Civil Engineering , Kunming University* (Supporting Document 2-5) and *Implementation Measures for the Dual-Supervisor System of Undergraduate Graduation Theses (Designs) of the School of Architecture and Civil Engineering , Kunming University* (Supporting Document 2-7).

3. Resources

3.1 Staff and Staff Development

3.1.1 Staff Composition

Kunming University has established a high-caliber faculty team for the Civil Engineering Programme, characterised by advanced academic qualifications, rational distribution of professional titles and age groups, strong comprehensive competence, and solid academic expertise. The programme employs 75 faculty members, The list is provided in supporting document 19-5, including: 14 Professors/Professor-Level Senior Engineers, 23 Associate Professors/Senior Engineers/Senior Laboratory Technicians, 38 Lecturers/Laboratory Technicians/ Assistant Researchers, 22 Master's Supervisors, with 60% of faculty under 45 years of age. Among the faculty, 33 hold doctoral degrees, and 92% possess master's or higher degrees. Details of the faculty's professional titles, academic qualifications, and age distribution are shown in Table 3.1. At present, the programme has 582 full‑time undergraduate students. The student‑staff ratio is lower than 18:1, which meets the requirements specified in the *Basic Running Condition Indicators for General Institutions of Higher Education (Trial)* issued by the Ministry of Education.

Faculty members of the Civil Engineering Programme predominantly graduated from leading domestic universities, including the University of Chinese Academy of Sciences, Tongji University, Sichuan University, Chongqing University, Hohai University, Nanjing Forestry University, Southwest Jiaotong University, Yunnan University, Kunming University of Science and Technology, and Changsha University of Science and Technology. Their professional backgrounds and academic research areas comprehensively cover building engineering, road engineering, bridge engineering, hydraulic and hydroelectric engineering, geotechnical and underground engineering, and surveying engineering, thereby fully meeting the teaching requirements of all courses. Faculty resumes are provided in Supporting Document 19-1. Among the faculty team of this Programme, 37 members have been recognised by the University as "Dual-Title and Dual-Competence" members for holding professional qualification certificates such as Class 1 Registered Architect, Registered Geotechnical Engineer, Class 1 Registered Structural Engineer, Registered Urban and Rural Planner, Class 1 Constructor, Cost Engineer, and Construction Supervision Engineer. The list of these faculty members is

provided in Supporting Document 19-2.

Table 3.1 Faculty Structure by Professional Title, Academic Degree and Age Groups

Statistical Item		**Number of Faculty Members**	**Proportion (%)**
Total		75	/
Professional Title	Professor/Professor-Level Senior Engineer	14	18.67
	Associate Professor/Senior Engineer/Senior Laboratory Technician	23	30.67
	Lecturer/Laboratory Technician/ Assistant Researcher	38	50.67
Academic Degree	Doctoral Degree	33	44.00
	Master's Degree	36	48.00
Age Group	≤ 35 years old	11	14.67
	36-45 years old	34	45.33
	46-55 years old	29	38.67
	≥ 56 years old	1	1.33

3.1.2 Faculty Teaching and Research Development

Faculty members of the Civil Engineering Programme actively promote teaching reform and curriculum development. Currently, the Programme offers over 70 specialised courses, among which 1 course has been approved as a Yunnan Provincial First-Class Undergraduate Course, and 11 courses have been approved as University-level First-Class Courses at Kunming University. In recent years, faculty members have published 6 teaching research papers, compiled 5 textbooks, and won 26 awards in university-level and provincial-level teaching competitions. Representative teaching achievements of the faculty are provided in Supporting Document 19-3.

Faculty members of the Civil Engineering Programme actively engage in scientific research

in their respective professional fields. Over the past five years, they have led or completed 72 research projects, including 27 projects at the provincial level or above, and 45 industry-university-research collaborative projects with enterprises, with total research funding reaching approximately RMB 8.0495 million. They have published over 150 scientific research papers, including more than 50 indexed by SCI or EI and over 50 in Chinese core journals, obtained 18 authorised invention patents, published 15 academic monographs, received 2 scientific and technological achievement awards, and participated in the compilation of 7 local standards and industry standards. Representative research achievements of the faculty are provided in Supporting Document 19-4.

3.1.3 Faculty Workload

The annual workload assessment standards for faculty of Kunming University are as follows: Full-time faculty members are required to complete a basic workload of 200 units per year. The basic workload for professors and associate professors must include no less than 32 undergraduate classroom teaching hours per year. The number of students supervised by each teacher for internships and graduation projects (theses) shall not exceed 10. Fifteen percent of the basic workload must consist of scientific research workload (including disciplinary research and teaching research), with the schools as the main assessment entities. The workload calculation method is specified in the *Measures for the Calculation of Undergraduate Teaching Workload of Kunming University* (Supporting Document 20-7). In addition to classroom teaching, faculty members must carry out sufficient student tutoring, including assignment correction and after-class Q&A sessions, to ensure that students receive adequate course tutoring and extracurricular academic guidance. This helps students meet course learning requirements, acquire core professional competencies, and achieve the graduation training objectives set out in the talent training programme.

3.1.4 Faculty Personal Development

Kunming University has established a Teacher Development Centre under the Human Resources Office. Its main responsibilities include strengthening and improving the ideological and political work of faculty and staff, enhancing professional ethics development, organising teacher training, conducting professional title reviews, guiding faculty career development, and providing mental health education for teachers.

The University supports faculty personal development through various channels,

including on-the-job academic degree advancement, pre-service and in-service teacher training, domestic visiting scholar programmes, overseas visiting scholar or other international (cross-border) training programmes, short-term study and training, social practice training, and other types of further education and training. Detailed provisions are set forth in the *Management Measures for Faculty Further Education and Training of Kunming University* (Supporting Document 20-1). In the past five years, 2 faculty members of the Civil Engineering Programme have been visiting scholars at well-known domestic universities; 2 have been pursuing doctoral degrees on the job; 2 have entered postdoctoral research stations; 14 have been seconded to enterprises for more than six months, during which they deeply participated in the practical production and daily management of engineering projects at the frontline, consolidating their engineering practice capabilities; and 32 have participated in academic conferences and short-term training programmes outside the province. For detailed statistical data are presented in Supporting Document 20-2.

Professional title promotion is an important indicator of faculty personal development. Kunming University has formulated a comprehensive faculty professional title promotion management system, as detailed in Supporting Documents 20-3, 20-4 and 20-5. Faculty members who meet the relevant performance requirements may apply for professional title promotion, which is organised once a year. In 2022, 1 faculty member of the Programme was promoted to associate professor and 2 to professor; in 2023, 3 were promoted to associate professor and 1 to professor; in 2024, 3 were promoted to associate professor, 2 to professor and 1 to professor-level senior engineer; in 2025, 3 were promoted to associate professor, 1 to senior laboratory technician and 1 to professor. Detailed information is provided in Supporting Document 20-6.

3.2 Student Support and Student Services

3.2.1 Academic Affairs Office

Kunming University's Academic Affairs Office is responsible for the overall coordination of daily undergraduate teaching management, including teaching operation, teaching development and teaching quality management. It is the core functional department ensuring the standardised and orderly operation of the talent training system. The Office has a sound internal organisational structure with clear functional divisions, including functional sections and special centres such as the Teaching Operation Management Section, Teaching Research Section, Practical Teaching Section, Textbook and Teaching Resource Management Section, Student Status Management Section, Teacher Education

Management Centre, Curriculum Management Centre, and Industry-Education Integration Development Centre. Each internal department performs its own duties and works collaboratively, undertaking key tasks such as implementing teaching plans, maintaining teaching order, conducting teaching reform research, building curriculum systems, coordinating practical teaching, developing textbooks and resource guarantees, managing student status and academic credentials, developing teacher education programmes, standardising curriculum requirements, and promoting industry-education integration and school-enterprise collaborative education. This comprehensive coverage of the entire undergraduate teaching process provides solid organisational and institutional support for the implementation of talent training programmes for all degree programmes, the continuous improvement of teaching quality, and the standardised and institutionalised operation of teaching management.

All schools under the University have dedicated Teaching Management Offices, which serve as the core executive bodies for undergraduate teaching management in each school. Under the direct guidance of the school's Vice Dean of Teaching, they are fully responsible for coordinating and implementing all daily undergraduate teaching affairs, acting as a critical bond between the University's Academic Affairs Office and the schools' teaching frontline, faculty and students.

To improve teaching management efficiency and optimise service experience for teachers and students, faculty and students can log in to the official website of the University's academic administration system, managed and maintained by the Academic Affairs Office, using their personal usernames and passwords to handle various teaching-related affairs. Faculty members can conveniently view core work information such as personal teaching assignments, invigilation schedules and course timetables through the system, and complete online operations such as course grade entry, grade review and submission, achieving efficient online connectivity of teaching-related work. Students can independently complete course selection and withdrawal, real-time query of final examination arrangements, grades of completed courses, current learning progress and credit completion status, and conveniently handle academic-related inquiries and applications, making teaching management services more convenient, efficient and standardised.

3.2.2 Student Affairs Office

Kunming University's Student Affairs Office is responsible for the daily management of students. Its focuses on strengthening student services and management, centring on

functions such as student ideological and political education, behavioural norm management, student development guidance and student affairs management. It emphasises key priorities and addresses difficult issues, serving education and teaching and playing a prominent role in promoting the all-round development and healthy growth of students. The Student Affairs Office has subordinate departments including the Student Education Section, Student Management Section, Student Financial Aid Management Centre, National Defence Mobilization Section, "Yiban" Student Workstation and Student Service Centre.

3.2.3 Student Counsellors

Kunming University has established a comprehensive and standardised counsellor system, building an education and service system covering the entire process of student growth. As the core force for student ideological and political education and daily management, counsellors' main responsibilities include: strengthening ideological guidance and Party and Youth League construction, conducting ideological and political education, and fostering excellent class atmosphere and academic atmosphere; assisting academic development, providing academic support, and feeding back students' learning demands; providing mental health education, counselling and crisis intervention to nurture students' healthy mentality; providing guidance on postgraduate entrance exams, employment and entrepreneurship combined with degree programme characteristics to clarify students' development directions; and conducting education research to optimise working methods. In addition, counsellors organise students to participate in social practice, voluntary services and other activities to temper students' character and enhance their sense of social responsibility. Adhering to the "student-centred" approach, they have established special mechanisms for students with special medical needs, precisely connecting medical resources and providing personalised support to ensure students' physical and mental health and normal academic progress, helping students grow into well-rounded talents.

3.2.4 Academic Tutors

The School of Architecture and Civil Engineering assigns an academic tutor to each undergraduate freshman. The relevant system is specified in the *Implementation Rules for the Undergraduate Academic Tutor System of the School of Architecture and Civil Engineering, Kunming University* (Supporting Document 2-8), which is an important measure to improve the quality of undergraduate talent training. Academic tutors are served by qualified full-time faculty members, whose core responsibilities include:

Fostering virtue through education, adhering to the concept of "student-oriented and teaching students in accordance with their aptitude", and guiding students to establish correct worldview, outlook on life, and value system; Guiding academic planning and learning, helping students formulate study plans and successfully complete their studies; Guiding scientific research and innovation, leading students to participate in projects, competitions and other activities to cultivate their research and innovation capabilities; Providing full-process guidance on postgraduate entrance exams and employment, offering support such as exam preparation, career planning and job recommendations; Communicating regularly with students to provide timely psychological support and assistance. In the past three years, academic tutors of this Programme have guided students to win an average of more than 60 awards in various academic competitions each year, some award certificates can be found in Evidence 23-5.

3.2.5 Major Transfer and University Transfer

To fully implement the "student-centred" education philosophy, fully mobilise students' learning initiative and enthusiasm, and promote students' personalised development, Kunming University implements a flexible major transfer management policy. In accordance with the principle of "unrestricted transfer out, conditional transfer in, no minimum enrolment requirement for any major", students are guaranteed at least two opportunities to transfer majors during their studies. Students shall, in principle, complete all their studies after enrolment. However, if they are unable to continue studying due to illness, genuine special difficulties or other reasonable needs, they may apply for university transfer in accordance with regulations. Applications for major transfer and university transfer will be strictly reviewed and approved by the university in accordance with relevant management regulations. Detailed management rules are specified in Chapter VII of the *Regulations on Undergraduate Student Learning Management of Kunming University* (Supporting Document 1-1).

3.2.6 Online Learning Resources

This Programme has carried out online course resource construction based on the "Chaoxing Xuexitong" intelligent mobile learning platform, focusing on promoting the construction of course knowledge graphs and competency graphs. The knowledge graph systematically sorts out the core knowledge points, key and difficult points and internal logical connections of each course, helping students build a complete knowledge system. The competency graph accurately aligns with the talent training objectives, clarifies the competency training requirements corresponding to each teaching link, and achieves

precise connection between teaching and learning. Through the optimisation of online resources and the construction of dual graphs, online and offline teaching resources are effectively integrated, successfully realising the simultaneous advancement and in-depth integration of offline classroom teaching and online independent learning. This provides students with convenient channels for after-class review, knowledge point expansion and competency self-assessment, helping to improve teaching efficiency and learning effectiveness and consolidate students' professional foundation.

3.2.7 Foreign Language and Computer Competency Enhancement

The degree awarding requirements of Kunming University do not explicitly link foreign language proficiency and computer proficiency with graduation requirements. However, students are encouraged to actively participate in the National College English Test (CET) and National Computer Rank Examination (NCRE) to improve their comprehensive abilities and competitiveness. Civil Engineering Programme students who have passed CET-4 may apply for exemption from taking College English; those who have obtained a certificate of NCRE Level 1 or above may apply for exemption from taking Fundamentals of Information Science. In recent years, the CET-4 pass rate of graduates of this Programme has remained at around 30%, and the CET-6 pass rate at around 3.5%. Some graduates have passed NCRE Level 2 and Level 3 examinations and obtained corresponding certificates.

3.2.8 Internationalisation Support

Adhering to the international education philosophy, Kunming University guides students to actively broaden their international horizons, track the latest developments in overseas disciplines and industry frontiers, and refine their professional literacy. The Office of International Cooperation and Exchange is responsible for communication, information release and consulting services for students' overseas study, overseas study tours and exchange programmes. On 27 May 2026, the University held the 2026 Special Promotion Conference for Overseas Study. The University maintains pragmatic cooperative relations with institutions such as New Oriental Vision Overseas Consulting Co., Ltd., Beijing Rui'er Education Consulting Co., Ltd. and the China Centre of Liverpool John Moores University in the UK. It regularly promotes various exchange programmes such as international courses, international exchanges and short-term overseas study visits to current students. Students may voluntarily register to participate based on their personal development needs after obtaining written consent from their guardians. At present, no students from this programme have applied for these international exchange programmes.

Kunming University has purchased multiple foreign language literature databases such as Special-Sci, EBM-Library and E-Academic. These platforms contain academic resources in multiple disciplines from Europe and America, including journal papers, dissertations, technical reports, conference literature, industry standards, patent literature and thematic reviews, which are open to current students for free access. This Programme offers College English and Special English for Civil Engineering to develop students' language skills. Both the University and the Programme have laid a solid foundation for students to participate in various international exchange programmes, supported by literature resources and foreign language proficiency.

3.3 Funds and equipment

3.3.1 Laboratories

The School of Architecture and Civil Engineering of Kunming University boasts excellent experimental teaching and research conditions, with a total laboratory area of over 10,000 square metres. It is the provincial "Experimental Teaching Demonstration Centre for Civil Engineering of Yunnan Province". The School currently hosts 22 professional laboratories with a total value of experimental equipment exceeding 30 million yuan, ensuring the high-quality development of teaching and research activities. In recent years, relying on various resources such as the Special Fund for the Reform and Development of Local Universities Supported by the Central Government, the School has constructed a number of large-scale advanced experimental platforms, including first-class Geotechnical Engineering Testing Centre, Engineering Material Mechanical Properties Testing Centre, Digital Measurement Experimental Centre, BIM Comprehensive Experimental Centre, Hydrology and Water Conservancy Experimental Centre, as well as the Structural and Seismic Experimental Platform (Phase 1 and Phase 2). These platforms fully cover the core areas of the civil engineering discipline, completely meet the teaching requirements of various experimental courses for this Programme, effectively support scientific research and the cultivation of students' practical abilities, and contribute to the steady improvement of both the quality of talent training and the level of scientific research at the School.

Kunming University strictly follows the relevant provisions of the *Regulations on Laboratory Work in Higher Education Institutions* issued by the Ministry of Education, and comprehensively promotes laboratory construction and standardised management. The School of Architecture and Civil Engineering has established a Practical Teaching Management Centre, which is specially responsible for the daily operation, maintenance

and management of all laboratories in the School. Operators of laboratory instruments and equipment must participate in professional skills and safety training, familiarise themselves with the performance parameters of the instruments, master the operating procedures proficiently. Only after passing the relevant assessment are they permitted to enter the laboratories to conduct teaching and research. In response to the needs of practical teaching, scientific research projects, academic competitions and innovation and entrepreneurship training, students may apply for the open access to the laboratories in accordance with regulations. Students must participate in safety training and pass the assessment before conducting experiments. The University has also established laboratory waste collection stations, assigned dedicated personnel for management, and engaged qualified professional organisations to carry out standardised waste removal and disposal.

3.3.2 Disciplinary Research Platforms

The Civil Engineering Programme is a provincial-level first-class undergraduate programme under the Ministry of Education's "Double 10,000 Plan". The School has a Master's Degree Authorization Point in "Civil and Hydraulic Engineering", with postgraduate training covering the two core areas of civil engineering and hydraulic engineering. The School of Architecture and Civil Engineering has been approved to establish university-level teaching and research institutions such as the Institute of Geotechnical Engineering and the Institute of Seismic Mitigation Engineering, providing strong support for disciplinary construction, scientific research and talent training. Meanwhile, the School actively engages with industry development and has established platforms for industry-education integration and academic exchanges. It is currently the Vice Chairman Institution of the National Industry-Education Integration Community for Dual Carbon in Civil Engineering, the Vice Chairman Institution of the Yunnan Graphics Society, as well as a member institution of the Chinese Hydraulic Engineering Society and the Yunnan Hydropower and Energy Industry-Education Integration Community. This effectively integrates industry resources, facilitates the in-depth alignment of teaching and research with industry needs, and enhances both the disciplinary influence and the relevance of talent training.

3.3.3 Enterprise Practice Platforms

At present, the Civil Engineering Programme has established 25 internship bases with enterprises such as YCIH No. 1 Engineering Survey and Design Co., Ltd., Yunnan Geology and Mineral Engineering Survey Group Co., Ltd., Yunnan Transportation Development

Highway Engineering Co., Ltd., and Yunnan Yunlu Engineering Testing Co., Ltd., which can accommodate 250 interns annually. The detailed list of internship bases is provided in Supporting Document 3-4. The main businesses of the internship cooperative enterprises fully cover the entire industrial chain of civil engineering, including engineering survey, architectural design, engineering construction, engineering supervision, quality inspection, technical consulting and whole-process project management. With reasonable layout, wide industry coverage and comprehensive strength, the bases can provide multi-level practical positions for students of this Programme, including cognitive internship, production internship, graduation internship and course-based practice, authentically replicating the actual working scenarios of engineering sites. Meanwhile, the high-quality engineering projects and senior technical personnel of the bases effectively support educational links such as practical teaching, university-enterprise joint guidance of graduation designs, academic competitions and innovation and entrepreneurship training, providing a solid off-campus practice platform for cultivating applied civil engineering talents with engineering practice capabilities, professional literacy and industry adaptability.

3.3.4 Teaching and Office Facilities

As a full-time public general undergraduate university, Kunming University boasts excellent teaching facilities and infrastructure. The campus features a well-planned layout with clearly defined functional zones, and is fully equipped with comprehensive supporting facilities for teaching, research, practical training, daily life, and recreational activities. The University maintains a high level of operational support, fully meeting the needs of talent training, scientific research, and the daily learning and living requirements of both faculty and students. The University covers a total area of 1,641,800 square metres, with a land ownership area of 1,619,800 square metres and a total building area of 674,300 square metres. Among them, the total area of teaching and administrative buildings reaches 416,299.0 square metres, including 134,763.0 square metres of classrooms (including 2,505.0 square metres of smart classrooms) and 173,917.0 square metres of laboratories and internship venues. It has a gymnasium of 20,902.0 square metres and a sports field of 101,657.0 square metres, providing sufficient space for faculty and students to carry out physical exercise and recreational activities. In addition, all administrative offices, teaching buildings, laboratories, academic lecture halls, libraries and gymnasiums on campus are fully covered by wireless internet access. All buildings and public facilities are equipped with accessible facilities in accordance with national standards, effectively ensuring that students with disabilities have convenient access to

all teaching and public service facilities.

3.3.5 Library and Library Resources

Kunming University has two libraries with a total construction area of 40,093.0 square metres and 4,925 reading room seats, providing sufficient reading and study space for faculty and students. The libraries feature a comprehensive collection system with rich resource types, currently holding 2.4478 million paper books, 1.17 million e-books, 18,700 e-journals, 6.4165 million dissertations, and audio and video resources with a cumulative duration of 12,686 hours. The libraries have set up special collection zones for civil engineering, architectural engineering, urban and rural planning, road and bridge engineering, and geotechnical engineering, collecting a large number of classic monographs, industry norms, standard atlases, professional journals and engineering case documents of this Programme. Meanwhile, the libraries also provide access to Chinese and foreign databases, e-books and academic paper resources related to civil engineering, fully meeting the all-round literature resource needs of faculty and students of this Programme in daily teaching, course study, graduation design, scientific research innovation and academic reference.

3.3.6 Teaching Investment in the Past Five Years

Kunming University, as a public undergraduate institution, relies entirely on government financial appropriations for its operational funding. In 2025, the University's total financial revenue amounted to 736,179,672 yuan. Over the past five years, the University has continuously increased its dedicated teaching funding for the Civil Engineering Programme, ensuring stable and sufficient financial support for teaching activities. The funds have been primarily allocated to areas such as laboratory construction and instrument and equipment procurement, teaching facility renovation, specialised software and digital teaching resources, curriculum development and textbook publication, practical internships and academic competitions, enhancement of faculty teaching capabilities, and teaching research and reform projects. With steady growth in funding input and standardised and efficient fund utilization, the University has comprehensively improved the hardware conditions for programme delivery, enriched teaching software resources, and enhanced the practical education support system, thereby providing solid financial support for programme development, course teaching, experimental training, and the improvement of talent training quality. The teaching funding input for this Programme over the past five years is presented in Table 3.2.

Table 3.2 Teaching Funding Input for the Civil Engineering Programme over the Past Five Years (Unit: 10,000 yuan)

No.	Input Category	2025	2024	2023	2022	2021	Total
1	Internship and Practical Training	9	8	8	8	8	41
2	Graduation Design	5	5	5	5	5	25
3	Daily Teaching Operations	8	8	8	8	8	40
4	Laboratory Consumables	7.8	5.6	5.5	4.75	4.3	27.95
5	Programme Infrastructure and Operational Funding	40	40	40	40	40	200
6	Innovation and Entrepreneurship Education	2.5	2.5	2	2	2	11
7	Academic Competitions	20	19	16	13.5	12	80.5
8	Quality Development (Programme Accreditation)	40	30	20	20	20	130
9	University-Enterprise Cooperation and Discipline Platform Construction	34	32	24	22	21	133
10	Curriculum Development	20	20	20	20	14	94
11	University Student Innovation Projects	6	6	4	4	4	24
12	Laboratory Construction	420	122	11.04	310	90.77	953.81
Annual Total		612.3	298.1	163.54	457.25	229.07	/

4. Transparency and Documentation

4.1 Module descriptions

Based on the talent cultivation objectives, the Civil Engineering Programme curriculum is divided into six modules. Details of the curriculum modules are provided in Table 4.1. Each module includes a certain number of courses (refer to the aforementioned Table 1.2). Key information for all courses, such as course nature, teaching methods, workload, credits, prerequisite courses, course objectives, expected learning outcomes, and main course content can be found in the course descriptions (Supporting Document 9-1). These course details are publicly available on the School's website at https://jzgc.kmu.edu.cn/ASIINrz.htm and are accessible to students for reference.

Table 4.1 Curriculum Modules of Civil Engineering Programme

Module No.	Module Name	Person in Charge
1	General Education Compulsory Courses	CHEN Zebin
2	General Education Elective Courses	XIAN Jialing
3	Disciplinary Foundation Courses	ZHU Weiwei
4	Major Compulsory Courses	FENG Guojian
5	Advanced Elective Courses	MAO Dejun
6	Practical Education	YU Wenzheng

4.2 Diploma and Diploma Supplement

Supporting Document 21-1 provides the graduation certificates and degree certificates of two undergraduate graduates (Tang Haohan and Li Faming) from the Civil Engineering Programme of Kunming University. The certificates are signed by the University President and bear the official seal of the University, possessing legal validity. Both certificates can be verified authoritatively on the Ministry of Education's designated platform "CHSI". Supporting Document 21-2 is the supplementary academic information for the aforementioned two students, detailing key information such as courses, grades, and credits. Supporting Document 21-3 comprises the academic transcripts of the two

students. It should be noted that during their studies, students can acquire additional knowledge and skills and enhance their comprehensive abilities by taking more elective courses. Therefore, the total credits earned by students upon graduation often exceed the graduation credit requirements specified in the training programme.

4.3 Relevant rules

The rights and obligations of students during their enrolment strictly adhere to the *Regulations on the Administration of Students in General Higher Education Institutions* issued and implemented by the Ministry of Education. Specific provisions can be found in the *Student Handbook of Kunming University* (Supporting Document 1-2). Upon enrolment, the University provides each new student with a printed copy of the *Student Handbook of Kunming University* for easy reference and study. Simultaneously, the Handbook is publicly available on the website (https://jzgc.kmu.edu.cn/ASIINrz/Civil_Engineering.htm) for access and supervision by students, guardians, and the general public. The President's Office of Kunming University is responsible for coordinating the formulation, revision, and implementation of the *Student Handbook of Kunming University*, ensuring that all management requirements are carried out in a standardised and orderly manner.

5. Quality Management: Quality Assessment and Development

5.1 Teaching Inspection

5.1.1 Organisation of Teaching Inspection

Kunming University organises a university-wide teaching inspection once per semester, typically during the mid-term period. The purpose of the teaching inspection is to continuously enhance the internal quality governance efficacy of the University, comprehensively grasp the operational dynamics of undergraduate teaching, promptly identify and resolve prominent issues arising in the teaching process, and rigorously implement the closed-loop teaching quality management mechanism of "monitoring – feedback – improvement – follow-up". The teaching inspection is conducted in accordance with the relevant provisions of the *Implementation Measures for Undergraduate Teaching Inspection of Kunming University*.

The University attaches great importance to the teaching inspection and has established a university-level inspection team led by the Vice President, with the heads of the Teaching Quality Monitoring and Evaluation Centre and the Academic Affairs Office serving as deputy leaders, and comprising university-level teaching supervisors, vice deans of teaching from each school, and relevant staff members. The inspection team is divided into groups to conduct on-site inspections across the campus. The teaching inspection consists of two stages: school-level self-inspection and university-level inspection.

5.1.2 Implementation of Teaching Inspection

The teaching inspection primarily covers the following areas:

(1) Implementation of improvement measures based on teaching feedback from the previous semester. The inspection reviews the issues identified in the previous semester's teaching inspection, feedback from teaching supervisors and student information officers, and systematically summarises teaching experience, deeply reflects on existing problems, and comprehensively examines the follow-up improvement of teaching quality, including specific improvement measures, implementation effectiveness, existing problems and difficulties, cause analysis, and subsequent work plans.

(2) Inspection of teaching materials. In accordance with the *Quality Standards for Major Undergraduate Teaching Processes of Kunming University* (Supporting Document 2-1), the inspection examines the archiving of teaching materials for courses offered in the previous semester, including syllabi, teaching plans, teaching schedule plans, examination paper review forms, course objective attainment evaluation reports, examination papers, assignments, and other formative assessment materials. The inspection focuses on the completeness and standardisation of the materials, and tracks the effectiveness of continuous course improvement by comparing the course objective attainment evaluation reports for the same course across two consecutive semesters.

(3) Inspection of practical teaching components. This includes the progress of graduation theses (designs) and internships, as well as laboratory usage records.

(4) Other aspects. These include teaching and research activities, teaching operations and the teaching and learning atmosphere, progress in the development of smart courses and course knowledge graphs, and the implementation of course evaluations.

5.1.3 Application of Inspection Results

Upon completion of the inspection, the Teaching Quality Monitoring and Evaluation Centre is responsible for summarising the inspection results and providing feedback through on-site feedback sessions, university-wide circulars, and issue lists.

In response to the feedback from the teaching inspection, the School promptly organises review and study sessions, addresses each item on the issue list one by one, and assigns responsible persons and rectification deadlines. Simultaneously, the School strengthens routine teaching management, urges relevant teachers to implement rectification measures, and regularly conducts "follow-up reviews" of the rectification to ensure that problems are thoroughly resolved and teaching quality is continuously improved.

5.2 Teaching Quality Evaluation

5.2.1 Organisation of Evaluation

The evaluation of teachers' teaching quality constitutes a vital component of teaching quality monitoring and evaluation and serves as an important means of enhancing teaching quality. The University has established a Leading Group for Comprehensive Evaluation of Teachers' Teaching Quality, responsible for developing the University's teaching quality evaluation system, formulating the University's comprehensive evaluation measures for teachers' teaching quality, and guiding schools and various

teaching evaluation bodies in carrying out teaching evaluation related work. Each school is responsible for the specific implementation of the comprehensive evaluation of teachers' teaching quality within its own school.

The teaching quality evaluation at Kunming University is primarily conducted in accordance with the *Measures for the Evaluation of Undergraduate Teachers' Teaching Quality of Kunming University* (Supporting Document 2-2). The evaluation covers all teachers undertaking teaching tasks within the training programmes for full-time undergraduate students. The evaluation of teachers' teaching quality comprises three components: student evaluation, peer evaluation, and teaching management evaluation. It is conducted via an online evaluation platform, with all evaluators logging into the "Quality Management Platform of Kunming University" (the teaching evaluation system) to complete the evaluation. The evaluation focuses on classroom teaching (including practical teaching), while also taking into account activities both inside and outside the classroom, emphasising process standardisation and achieving whole-process evaluation.

5.2.2 Student Evaluation

Student evaluation is organised twice per semester, comprising mid-term formative evaluation and end-of-term summative evaluation. Prior to the evaluation, the School's Teaching Affairs Office briefs students to ensure broad participation and helps each student understand the significance of teaching quality evaluation, familiarises them with the evaluation content, and encourages them to evaluate the teaching quality of their teachers and the key teaching processes comprehensively, fairly, impartially, and objectively, with a sense of responsibility towards the University, the teachers, and themselves.

Student evaluation primarily encompasses three aspects: course evaluation, teaching evaluation, and learning evaluation. Course evaluation refers to students' assessment of the courses delivered by teachers, including the clarity of course objectives, the cutting-edge nature of course content, the level of challenge of course content, the effectiveness of course ideological and political education, and course resources. Teaching evaluation refers to students' assessment of teachers' teaching attitudes, teaching organisation, and teaching methods, including professional ethics and conduct, explanation of course content, tutorial guidance and Q&A support, assignment feedback, and the use of information technology in teaching. Learning evaluation refers to students' self-assessment of their own learning outcomes after completing the course, including classroom participation, knowledge acquisition, skill development, and competence

enhancement. The complete process of student evaluation is illustrated in Figure 5.1 below:

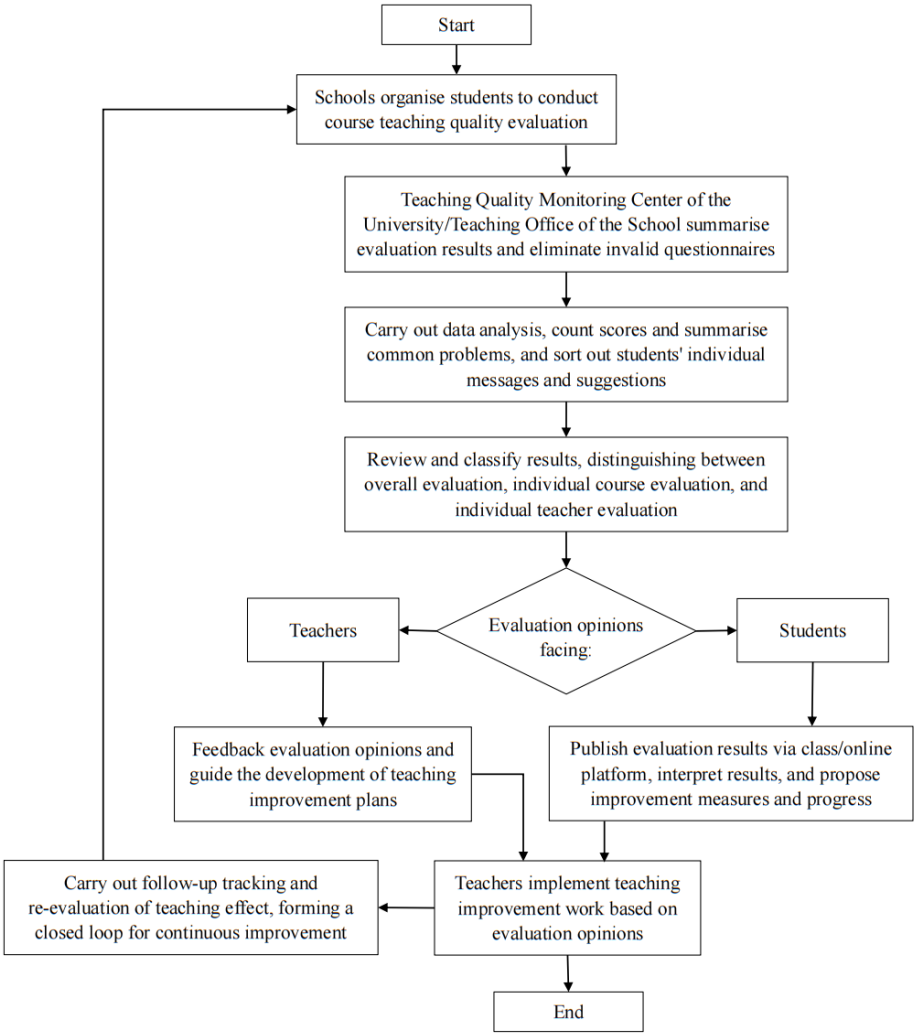


Figure 5.1 Complete Process of Student Evaluation

5.2.3 Peer Evaluation

Peer evaluation aims to deepen mutual understanding and recognition of the University's orientation, educational philosophy and training objectives through peer review and exchanges among teachers, strengthen quality awareness, and thus clarify the direction for improving teachers' education and teaching work. Peer evaluation is conducted once per semester, implemented through activities such as class observation, classroom demonstration, and review of teaching materials. Each teacher is required to attend and evaluate the classes of at least two different teachers per semester, with no less than 1 teaching hour for each evaluated teacher. Peer evaluation focuses on the professionalism and competence of teaching, and the evaluation content mainly includes teaching

philosophy, teaching attitude, teaching content, teaching methods, teaching effects, etc.

5.2.4 Teaching Management Evaluation

Teaching management evaluation focuses on teachers' professional ethics, teaching standardization and teaching input, with evaluation subjects including teaching supervisors, leaders, etc. The University and its schools respectively establish undergraduate teaching supervision groups. Each semester, members of the undergraduate teaching supervision groups from the University and schools conduct quality evaluation through on-site class observation, understand teachers' teaching status and students' feedback on teaching, and guide teachers to improve their teaching. Teaching management evaluation is completed mainly through forms such as in-class observation and inspection. The evaluation content includes teaching attitude, teaching content, teaching methods, teaching effects, etc.

5.2.5 Application of Evaluation Results

Teachers' teaching quality evaluation results are calculated on a percentage scale, and the weights of student evaluation, peer evaluation, and teaching management evaluation are 40%, 20%, and 40% respectively. The evaluation results are divided into five grades: Excellent, Good, Qualified, Basically Qualified, and Unqualified.

For teachers rated "Basically Qualified", the School will suspend their teaching tasks for 1 semester, and arrange the teacher to assist other teachers with "Excellent" teaching results for 1 semester, to effectively help them improve their teaching ability. If the teacher is still rated as "Basically Qualified" or lower in the next comprehensive teaching quality evaluation after resuming teaching tasks, the School will suspend their teaching tasks and arrange a job transfer.

For teachers rated "Unqualified", the School will suspend their teaching tasks for 1 academic year, and develop one-on-one assistance measures to help teachers improve their professional quality and teaching ability. If the teacher is still rated as "Basically Qualified" or lower in the next comprehensive teaching quality evaluation after resuming teaching tasks, the School will suspend their teaching tasks and arrange a job transfer.

5.3 Course Evaluation

The Academic Affairs Office is responsible for coordinating course evaluation work for all courses in the University. Based on the preliminary grading result of the course provided by the offering school, it organises high-level off-campus peer experts to conduct

re-evaluation and sampling review on the course evaluation grade. Combined with the course evaluation results, it promotes continuous improvement of course construction and improves course teaching quality. Course evaluation is led by off-campus experts, and the evaluation process is implemented independently to ensure the objectivity and fairness of the evaluation results. Course evaluation grades are divided into four levels: A, B, C, and D at the university level, which correspond to first-class level, advanced level, average level, and below average level in Chinese university courses, as shown in Table 5.1. Each semester, the Academic Affairs Office selects a number of courses to carry out course evaluation. Up to now, all courses offered by this Programme have an evaluation grade of C or above, there are no D-level courses, and some courses are A-level and B-level. The evaluation grades of the participating courses in the second semester of the 2024-2025 academic year and the first semester of the 2025-2026 academic year are shown in Supporting Document 9-2.

Table 5.1 Course Evaluation Grades

Course Grade	Corresponding Level	Score Requirement
A-Level	First-class Level	≥90
B-Level	Advanced Level	80-89
C- Level	Average Level	70-79
D-Level	Below Average Level	＜70

5.4 Graduate Tracking Survey and Social Evaluation

The Admissions and Employment Office of Kunming University and staff responsible for employment work regularly conduct research with graduates and employers via questionnaires, telephone follow-ups, field visits and other methods. The aim is to understand graduates' career development, job fit, remuneration level and career progression, as well as to gather feedback and suggestions on the University's talent development programme, curriculum design, practical teaching, employment guidance and other aspects. The graduate tracking questionnaire is provided in Supporting Document 22-1, and the employer social evaluation questionnaire is provided in Supporting Document 22-2. The School will systematically collate, analyse and evaluate all collected data, and produce a dedicated survey report (Supporting Document 22-3). This provides a scientific basis for the Programme to optimise talent training programmes,

adjust curriculum structures, improve teaching quality and enhance employment guidance services. It also supports the accurate alignment between talent development and industry requirements, and continuously improves the employment competitiveness and social recognition of graduates.

5.5 Quality Management Outcomes

(1) Overall, current students of this Programme give high evaluations to the quality of their courses. Supporting Documents 22-4 to 22-9 present student evaluation reports for multiple core courses, major foundational courses and practical courses delivered by multiple teaching staff in the first semester of the 2025-2026 academic year, covering evaluation dimensions including teaching content, teaching methods, teaching attitude, and practical teaching design. It can be seen from these reports that current students hold high recognition of the Programme's courses, and generally agree that the course content aligns with the Programme's talent training objectives: it prioritises the systematic delivery of theoretical knowledge, while also strengthening targeted training in practical skills. Teaching staff hold rigorous teaching attitudes and adopt flexible teaching methods, which can effectively stimulate students' learning motivation, guide them to think actively and apply knowledge to practice. Meanwhile, students have also put forward reasonable suggestions for course development in their evaluations, which provide important reference for teaching staff to optimise courses and improve teaching quality in the future, further driving continuous improvement of the Programme's curriculum system and effectively guaranteeing the quality of talent training. For example, student feedback on a small number of courses identifies problems such as outdated teaching content, insufficient classroom interaction, limited case studies and a lack of diversified teaching methods. The programme director has forwarded the feedback to course instructors, requiring them to continuously update course content by incorporating new‑industry technologies and cutting‑edge engineering achievements. Instructors shall add interactive sessions including classroom discussions and group tasks, and enrich teaching cases with real‑life local engineering projects. Teaching methods will be diversified by leveraging online resources, simulation demonstrations and on‑site visits. Drawing on university‑enterprise cooperation resources, real‑world engineering cases will be integrated into classes to enhance interest and practicality, effectively improve classroom learning experience, and steadily boost teaching quality and outcomes.

(2) The employment rate of the Programme's graduates has remained consistently high.

Over the past five years, the employment rate of graduates has stabilised at over 90%, indicating sound employment momentum and broad employment prospects. Around 10% of graduates have successfully progressed to further study, enrolling at leading domestic universities to pursue master's degrees to further improve their academic literacy and professional competitiveness. The lists of admitted postgraduate students for the 2025 and 2026 cohorts are provided in Supporting Document 16-2. The remaining employed graduates are widely distributed across relevant government departments at all levels and high-quality enterprises in the engineering industry, working in core posts including architectural engineering design, construction management, engineering inspection, and consulting services. Their employment fields are highly aligned with the Programme's specialisation direction. With solid professional foundations, strong practical skills and professional literacy, employed graduates can quickly adapt to post requirements. Both job fit and employer satisfaction are maintained at a high level, which fully demonstrates the quality of the Programme's talent training and lays a solid social foundation for the future development of the Programme.

(3) Graduates generally recognise the quality of the Programme's talent training. According to the most recent graduate tracking survey results commissioned by the University from an independent third-party professional institution (Supporting Document 22-3), for six teaching-related items: the theory-into-practice teaching model, peer interactive learning, academic tutoring, cutting-edge concept delivery, teaching resource support, and interdisciplinary learning, the satisfaction rate among graduates exceeds 57%, and the rate of very satisfied exceeds 38%. More than 79% of graduates believe that the Programme's courses have a significant positive impact on career development and further study; 97% are satisfied with the professional education, and recognise its role in expanding knowledge, improving professional capabilities and shaping values. In terms of general education: 62% of graduates approve of the allocation of contact hours between general education courses and major courses, 28% believe that general education needs to be strengthened, and 19% believe that major courses need to be enhanced. 99% are satisfied with general education, and recognise its role in improving comprehensive capabilities and expanding knowledge reserves.

(4) Employers hold high recognition of the Programme's graduates. According to the most recent employer tracking survey commissioned by the University from a third-party institution (Supporting Document 22-3), overall employer satisfaction with the Programme's graduates reaches 90%, and 89% of graduates perform above the average. For the 11 core capabilities, 5 personal qualities and 4 professional knowledge areas that

employers value, both demand matching and satisfaction exceed 83%, with satisfaction related to personal qualities reaching over 96%. Graduates enjoy relatively high employment stability: over 57% are basically stable in post, and 40% are very stable. Their performance in role competence and promotion is above average, with work responsibility and professional capability being key factors for promotion. 95% of employers are willing to continue recruiting graduates from Kunming University, primarily because the graduates' specialisation matches their recruitment needs and their capabilities align with job requirements. In addition, 75% of employers are willing to carry out university-enterprise collaborative education, primarily through providing internship opportunities. Satisfaction with university-enterprise cooperation, campus recruitment and employment guidance services all exceed 86%.

D. Supplementary Notes on Supporting Materials

All supporting documents mentioned in this Report can be publicly accessed via the website: https://jzgc.kmu.edu.cn/ASIINrz/Civil_Engineering.htm