

Regulations on Practical Teaching Management (Revised 2024)

School of Civil Engineering and Architecture, Kunming University

Chapter I General Provisions

Article 1

In order to further implement the University's institutional positioning as a comprehensive application-oriented university, encourage all academic programmes within the School of Civil Engineering and Architecture to creatively carry out practical teaching activities, fully implement the practical teaching requirements specified in the respective talent cultivation programmes, give full play to the essential role of practical teaching in talent development, standardise the management of practical teaching within the School, and establish a solid foundation for cultivating high-quality application-oriented professionals, these Regulations are hereby formulated in accordance with the *Regulations on Practical Teaching Management of Kunming University (Revised 2024)* and the actual conditions of the School.

Article 2

Practical teaching constitutes an essential component of the talent cultivation programme. Each academic programme shall, in accordance with the University's institutional positioning and the specific knowledge, competence, and quality requirements of the respective discipline, establish a scientific, systematic, and well-structured practical teaching system. Practical teaching components and practical courses shall fully support the achievement of programme learning outcomes and the overall objectives of talent cultivation.

Article 3

The objectives and significance of practical teaching are as follows:

1. To deepen students' understanding of theoretical knowledge through practical activities;
2. To enhance students' professional application ability and technical competence;
3. To strengthen students' adaptability to professional and social environments;
4. To develop students' professional skills and professional ethics;
5. To assist students in clarifying career orientation and career planning;
6. To cultivate students' innovative capability and sense of social responsibility.

Accordingly, practical teaching shall systematically strengthen students' practical skills training, develop their analytical ability, observational ability, hands-on competence, and innovation and entrepreneurship capability, and foster respect for labour, professional responsibility, scientific rigor, and a pragmatic and professional work ethic.

Article 4

The practical teaching system within the School's talent cultivation programmes consists of two components:

1. General education practical training
2. Professional education practical training

The main forms include, but are not limited to:

1. Internships
 2. Laboratory teaching
 3. Practical training
 4. Course design projects
 5. Graduation design (thesis/project)
 6. Professional skills training
 7. Discipline-based and skills competitions
 8. Social practice
 9. Innovation and entrepreneurship practice
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Article 5

Each academic programme shall attach high importance to the reform and continuous improvement of practical teaching. In response to evolving industry demands in the civil engineering and construction sectors, programmes shall continuously innovate practical teaching models, update teaching content and teaching methodologies, improve teaching quality, and establish and continuously enhance a structured practical teaching management and quality assurance system in alignment with national undergraduate education evaluation standards.

Chapter II Organisation and Management of Practical Teaching

Article 6

Practical teaching shall be administered through a two-level management structure consisting of the University and the School. The Academic Affairs Office shall be responsible for the unified coordination, policy implementation, and overall management of practical teaching across the University. The School and its respective Teaching and Research Sections shall be responsible for the organisation, coordination, and implementation of all practical teaching activities at the programme level.

Article 7 Responsibilities of the School

The School shall serve as the primary organisational and administrative unit responsible for practical teaching and shall assume the following responsibilities:

1. To serve as the principal unit responsible for organising practical teaching activities and to ensure the comprehensive management of student internships throughout the entire process;
 2. To formulate School-level regulations, implementation measures, and operational procedures for practical teaching in accordance with University policies and the specific characteristics of each discipline and programme;
 3. To establish and implement a structured quality assurance system and related regulatory framework for practical teaching, ensuring effective implementation and continuous improvement of teaching quality;
 4. To develop strategic plans for the construction and long-term development of the practical teaching system and to continuously promote educational reform and improvement of talent cultivation quality;
 5. To formulate development plans for laboratories and practical teaching bases and to be responsible for their establishment, operation, and management;
 6. To organise, supervise, guide, inspect, assess, and evaluate practical teaching activities and to conduct periodic reviews and reporting;
 7. To supervise and ensure that faculty members and students complete all required tasks within the internship management system and other relevant teaching management platforms;
 8. To collect, maintain, and archive all practical teaching regulations, management documents, and teaching records at both the University and School levels in accordance with institutional requirements.
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Article 8 Responsibilities of Teaching and Research Sections

Teaching and Research Sections shall be responsible for programme-level planning and implementation of practical teaching and shall assume the following responsibilities:

1. To develop programme-specific practical teaching plans, practical teaching syllabi, instructional guidelines, and implementation plans in accordance with programme learning outcomes;
2. To organise and implement all practical teaching components within the programme and to conduct monitoring, supervision, and quality evaluation of practical teaching activities;
3. To carry out structured teaching development and pedagogical research activities related to practical teaching, continuously improving teaching models, teaching methods, and implementation approaches;
4. To propose development plans for programme-specific laboratories and practical teaching bases and to oversee their implementation;
5. To guide and supervise internship instructors in publishing internship tasks and managing internship activities through the official internship management system;
6. To collect, organise, maintain, and archive all programme-level practical teaching management documents and teaching records in accordance with institutional quality assurance requirements.

Chapter III Practical Teaching Documentation

Article 9

The official documentation governing practical teaching shall include, but is not limited to, the practical teaching plan, practical teaching syllabus, instructional guidelines, practical teaching task assignments, and relevant teaching materials or handbooks.

All practical teaching courses shall possess complete and formally approved teaching documentation prior to implementation. In accordance with the University's institutional positioning as an application-oriented undergraduate institution and the objective of cultivating high-quality application-oriented professionals, practical teaching shall constitute a significant proportion of the curriculum. The proportion of practice-oriented courses within each talent cultivation programme shall not be less than thirty percent (30%).

Once formally reviewed and approved, practical teaching documentation shall be strictly implemented and shall not be modified without formal approval through the established academic governance procedures

(I) Practical Teaching Plan

The practical teaching plan constitutes an essential component of the talent cultivation programme and shall be formulated in accordance with the University's institutional mission and the specific disciplinary characteristics of each academic programme. It shall include the following components:

1. Laboratory Teaching Plan

Laboratory courses with a total duration exceeding thirty-two (32) contact hours shall normally be established as independent courses and included in the official curriculum catalogue. Laboratory components embedded within other courses shall clearly specify the allocated laboratory hours.

2. Internship Teaching Plan

Each programme shall determine the type, duration, and timing of internships in accordance with disciplinary requirements and professional training objectives.

3. Practical Training Plan

Practical training shall normally be scheduled following the completion of relevant theoretical courses within a semester and shall typically have a duration of one (1) to two (2) weeks.

4. Course Design Teaching Plan

Course design projects shall normally be scheduled following the completion of major professional courses and shall typically have a duration of one (1) to two (2) weeks.

5. Graduation Design (Thesis/Project) Plan

Graduation design shall normally be scheduled during the seventh or eighth semester. It may be integrated with internships or discipline-related competitions as appropriate. The duration shall normally not exceed fourteen (14) weeks.

(II) Practical Teaching Syllabus

The practical teaching syllabus constitutes the principal academic document guiding the organisation, implementation, and quality assurance of practical teaching. It serves as the official basis for teaching implementation, supervision, and evaluation.

All practical teaching syllabi shall be developed in accordance with the *Guidelines for the Preparation of Practical Teaching Syllabi of Kunming University* and shall be subject to review and approval by the School and formal filing with the Academic Affairs Office.

1. Laboratory Course Syllabus

Independent laboratory courses shall have formally approved syllabi. The syllabus shall reflect current disciplinary developments and ensure completeness, systematic organisation, and academic relevance of laboratory content.

2. Internship Syllabus

Internship syllabi shall align with programme learning outcomes and employment requirements, emphasising practical competence, professional relevance, and alignment with the objectives of application-oriented undergraduate education.

3. Practical Training Syllabus

Practical training content shall focus on core professional skills. Training shall follow a progressive structure, with increasing levels of complexity and competence requirements from the first through the seventh semester, avoiding unnecessary repetition.

4. Course Design Syllabus

Course design syllabi shall align with course content, programme learning outcomes, and professional competency requirements, ensuring scientific rigor, feasibility, and educational effectiveness

(III) Practical Teaching Instructional Guidelines

Practical teaching instructional guidelines constitute essential teaching documents prepared in accordance with the approved syllabus and serve as the primary reference for students undertaking practical teaching activities.

In addition to specifying teaching objectives, requirements, and content, instructional guidelines shall include detailed procedures, technical guidance, relevant professional knowledge, and assessment requirements.

1. Laboratory Manuals or Experimental Instructional Materials

Where no official laboratory textbook exists, a laboratory instructional manual shall be developed. The manual shall normally include:

- Title of the experiment
- Experimental theory or principles

- Learning objectives
- Experimental methods
- Experimental procedures
- Safety precautions and operational requirements
- Preparatory questions and discussion topics

2. Internship Instructional Guidelines

These shall include internship objectives, requirements, content, procedures, and evaluation criteria.

3. Practical Training Instructional Guidelines

These shall be organised by training module and include training objectives, requirements, daily tasks, instructor information, assignments, and assessment criteria.

4. Course Design Instructional Guidelines

These shall include design procedures, key technical considerations, project schedule, technical analysis, alternative solution evaluation, and implementation guidance

(IV) Practical Teaching Task Assignment

The practical teaching task assignment constitutes a formal instructional document specifying the required tasks and expected learning outcomes for students participating in practical teaching activities.

Task assignments shall be prepared by the designated instructor and formally reviewed and approved by the Head of the Teaching and Research Section.

1. Internship Task Assignment

This shall include internship objectives, assigned tasks, schedule, and performance requirements.

2. Course Design Task Assignment

This shall include the design topic, technical parameters, design requirements, workload expectations, and implementation schedule.

3. Graduation Design (Thesis/Project) Task Assignment

This shall specify the scope of work, technical requirements, expected deliverables, implementation schedule, and reference materials. Where multiple students participate in a shared project, individual responsibilities and deliverables shall be clearly defined to ensure independent assessment.

4.

Chapter IV Qualification Requirements for Practical Teaching Instructors

Article 10

Practical teaching instructors shall normally hold at least an intermediate professional or academic title, or possess a master's degree or higher. They shall demonstrate strong disciplinary knowledge, substantial experience in practical teaching, and proven organisational and supervisory competence. Preference shall be given to **dual-qualified faculty members** who possess both academic teaching qualifications and relevant professional or industry experience.

Article 11

Practical teaching instructors shall normally be faculty members responsible for professional courses or foundational professional courses. Faculty members undertaking practical teaching supervision for the first time, or supervising newly established practical teaching components, shall complete preparatory teaching activities, including trial teaching sessions or supervised practical demonstrations. Such instructors shall be formally reviewed and approved by the relevant Teaching and Research Section and authorised by the School prior to undertaking practical teaching supervision responsibilities.

Article 12

Qualified engineering professionals, technical specialists, or academic staff from industry, enterprises, or research institutions may be appointed as external practical teaching instructors in order to strengthen the integration of academic education and professional practice. Such appointments shall be subject to formal qualification review and quality assurance procedures in accordance with the requirements specified in Article 10. Upon successful evaluation, the School shall issue formal appointment documentation, and the appointment shall be officially registered with the Academic Affairs Office.

Article 13

The School shall actively promote the development of dual-qualified faculty members through structured professional development activities, including:

- Industry placement and professional secondment
- Participation in engineering practice and industry projects

- Joint research and technical innovation with enterprises
- Technical consultancy and technology transfer activities
- Participation in applied teaching reform and educational innovation

These measures shall strengthen faculty members' practical competence and ensure high-quality supervision of practical teaching activities.

Chapter V Content and Basic Requirements of Practical Teaching

Section I Laboratory Teaching

Article 14

Laboratory teaching constitutes an essential component of the practical teaching system within the talent cultivation programme. Laboratory teaching shall be organised in accordance with programme objectives and curriculum requirements, and under the supervision of qualified instructors, students shall utilise laboratory equipment, instruments, and experimental materials to conduct structured, competency-oriented, and innovative practical learning activities.

(I) Objectives of Laboratory Teaching

Article 15

The primary objectives of laboratory teaching are to develop students' fundamental experimental skills, deepen their understanding of theoretical knowledge, cultivate scientific thinking and professional attitudes, strengthen hands-on competence, and enhance their ability to analyse and solve professional and engineering problems. Laboratory teaching shall contribute to the consolidation of theoretical knowledge, the development of technical competence, and the cultivation of innovation capability.

(II) Content of Laboratory Teaching

Article 16

Laboratory teaching shall include course-embedded laboratory sessions, independent laboratory courses, and intensive laboratory practice components. According to educational objectives and instructional requirements, laboratory teaching may include the following types:

1. Demonstration Experiments

Experiments conducted by the instructor, with students observing procedures, verifying theoretical principles, and learning experimental methods.

2. Operational Experiments

Experiments in which students independently assemble, operate, and adjust experimental equipment or conduct computer-based operations, perform programming tasks, and process experimental data, thereby mastering fundamental principles and technical procedures.

3. Verification Experiments

Experiments conducted by students in accordance with laboratory manuals to verify theoretical concepts, deepen understanding of disciplinary knowledge, develop experimental competence, and prepare formal laboratory reports.

4. Comprehensive Experiments

Experiments in which students integrate theoretical knowledge and laboratory skills acquired during prior coursework to complete complex experimental tasks.

5. Design-Based Experiments

Experiments in which students independently design experimental procedures and implementation methods based on given objectives and constraints, and produce complete experimental reports.

6. Research-Oriented and Innovative Experiments

Experiments in which students participate in research projects under faculty supervision, apply interdisciplinary knowledge, develop research competence, and learn scientific methodology and technical reporting.

(III) Organisation and Implementation of Laboratory Teaching

Article 17

Laboratory teaching shall be conducted strictly in accordance with the approved talent cultivation programme and laboratory teaching syllabus. Laboratory teaching plans shall ensure appropriate coverage of experimental content, high teaching quality, and standardised management procedures.

Article 18

The School shall be responsible for the overall organisation of laboratory teaching, and the Teaching and Research Sections shall be responsible for implementation. The School's teaching administration office shall submit the official laboratory teaching

schedule to the Academic Affairs Office at the beginning of each semester for quality assurance and monitoring purposes.

Article 19

The number of students supervised by a single laboratory instructor during a laboratory session shall normally not exceed thirty (30) students. For computer-based laboratory teaching, one instructor shall normally supervise only one laboratory room at a time to ensure effective supervision and instruction.

Article 20

Prior to laboratory teaching, instructors shall ensure that all laboratory equipment and facilities are properly maintained, operational, and prepared, and that all teaching materials and safety arrangements are in place.

Article 21

Before each laboratory session, instructors shall verify students' preparation and provide instruction on relevant theoretical principles, experimental procedures, operational requirements, technical safety regulations, and institutional laboratory policies. Students shall be required to comply with the official laboratory safety and conduct regulations of the University.

Article 22

Students shall attend laboratory sessions punctually. Students who are absent without valid justification or who arrive more than fifteen (15) minutes late shall be recorded as absent. Students unable to attend laboratory sessions for legitimate reasons shall complete make-up laboratory work. Students who fail to complete more than thirty percent (30%) of required laboratory sessions shall not be eligible for course assessment.

Article 23

Laboratory performance shall be assessed using appropriate methods, including continuous assessment, operational skills assessment, written examinations, laboratory reports, project submissions, and oral examinations, depending on the nature of the course.

Article 24

Independent laboratory courses shall be assessed separately and assigned independent grades. Laboratory components embedded within other courses shall form part of the overall course grade, and the weighting of laboratory assessment shall be clearly defined in the course grading scheme.

Section II Internship

Article 25

Internships constitute an essential component of the practical teaching system within the talent cultivation programme. They serve as a key educational mechanism for achieving programme learning outcomes, developing students' professional competence, practical skills, professional ethics, and innovative capability, and facilitating the integration of theoretical knowledge with professional practice.

(I) Objectives of Internship Teaching

Article 26

The primary objectives of internships are to enable students to develop a practical understanding of their discipline and profession, gain familiarity with industry development trends, and acquire direct professional experience. Through engagement in real working environments, students shall strengthen their ability to apply theoretical knowledge in practice, develop analytical and problem-solving competence, enhance professional responsibility, and cultivate innovation awareness.

Article 27

Teaching and Research Sections shall, in accordance with programme learning outcomes and professional training requirements, establish structured internship arrangements within the talent cultivation programme. Internship teaching shall be continuously improved to ensure educational effectiveness and alignment with programme competency objectives.

(II) Types of Internships

Article 28

Internships shall normally include the following types:

1. Introductory Internship (Observation and Field Investigation Internship)

Students shall visit relevant professional organisations under faculty supervision to observe professional activities and gain an initial understanding of the discipline and profession. The duration shall normally be one (1) to two (2) weeks.

2. Professional Practice Internship (Production Internship)

Students shall participate directly in professional and engineering activities within industrial or professional environments, performing supervised technical or operational tasks. This internship shall normally have a duration of three (3) to six (6) weeks, with daily working hours of not less than six (6) hours.

3. Graduation Internship

Graduation internships shall develop students' ability to independently apply theoretical knowledge, technical skills, and professional competence to real-world engineering or professional problems. This internship shall normally be conducted during the seventh or eighth semester and shall be implemented in accordance with the approved talent cultivation programme.

(III) Forms of Internship Implementation

Article 29

Internships may be organised in flexible formats according to programme characteristics. Internships shall normally be organised by the School and implemented by the Teaching and Research Sections. Internship implementation shall include the following forms:

1. Centralised Internship

Students shall participate collectively in internships organised and supervised by the School, with designated instructors providing continuous supervision. Professional internships and graduation internships shall normally be conducted in this format to ensure quality assurance.

2. Individual Internship (Decentralised Internship)

Under exceptional circumstances, students may independently secure internship placements. In such cases, the programme shall implement structured supervision and monitoring mechanisms to ensure educational quality and student safety.

Detailed internship management procedures shall comply with the official University Internship Management Regulations.

(IV) Organisation and Management of Internship Teaching

Article 30

The School shall organise internship teaching in accordance with programme requirements. Teaching and Research Sections shall be responsible for implementation, including:

- Preparation of internship syllabi and implementation plans
 - Appointment of internship instructors
 - Assignment of student internship coordinators
 - Arrangement of internship placements and practice bases
 - Monitoring and evaluation of internship quality
 - Assessment and grading of internship performance
 - Management of internship documentation and digital management systems
 - Reporting internship data to national internship management systems in accordance with regulatory requirements
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Article 31

Prior to the commencement of internships, Teaching and Research Sections shall ensure that internship placements are confirmed and that students receive appropriate preparation, including information regarding internship objectives, safety requirements, professional conduct, work tasks, and assessment procedures. Students shall receive all required internship documentation, including the internship syllabus and internship handbook.

Article 32

Student safety during internships shall be treated as a priority. Prior to off-campus internships, students shall sign official safety agreements and informed consent documentation, and all required safety and administrative procedures shall be completed and formally recorded.

Article 33

For decentralised internships, enhanced supervision and monitoring procedures shall be implemented. Students shall submit formal internship applications for approval. Internship instructors shall supervise student activities, monitor attendance and progress through official internship management systems, and maintain regular communication with students to ensure educational effectiveness and student safety.

Article 34

During internships, students shall comply fully with University regulations, internship policies, and workplace requirements, and shall complete all assigned internship tasks in accordance with programme requirements.

Article 35

Upon completion of the internship, students shall submit all required documentation, including internship reports, internship handbooks, and official internship evaluation forms from the host organisation. All documentation shall be archived by the School.

Article 36

Internship performance shall be evaluated based on a comprehensive assessment including:

- Evaluation by the host organisation
 - Completion of assigned internship tasks
 - Internship reports and documentation
 - Internship management system records
 - Instructor evaluation
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(V) Responsibilities of Internship Instructors**Article 37**

Internship instructors shall assume the following responsibilities:

1. To develop internship plans in accordance with programme internship syllabi and ensure effective implementation;

2. To coordinate with internship host organisations and supervise student internship activities;
3. To monitor student progress and ensure safe and effective participation in internship activities;
4. To address student misconduct and report serious violations through appropriate institutional procedures;
5. To supervise student attendance and evaluate internship performance;
6. To supervise student completion of internship management system requirements;
7. To remain available and actively engaged in supervision during internship periods and obtain formal approval for any absence from supervisory duties.

Section III Practical Training

Article 38

Practical training constitutes an important component of practical teaching, enabling students to integrate theoretical knowledge with practical application, develop familiarity with professional and industry practices, and improve technical competence and operational skills. Through practical training, students shall develop professional ethics, strengthen professional discipline and responsibility, and acquire the ability to operate technical equipment and professional software effectively. Practical training shall contribute to strengthening students' professional competence and applied technical capability.

Article 39

Teaching and Research Sections shall be fully responsible for the organisation, coordination, and implementation of programme-specific practical training activities. This includes scheduling training activities, reviewing training-related teaching documentation, and maintaining complete training records and archives in accordance with institutional quality assurance requirements.

Article 40

Practical training content shall be designed in accordance with programme learning outcomes, course objectives, and industry requirements. Training activities shall ensure the effective integration of theoretical knowledge with professional practice and shall support the development of students' applied competence.

Prior to the commencement of practical training, instructors shall develop structured training plans, identify appropriate training facilities or practice bases, and prepare all necessary teaching documentation, including syllabi, training plans, instructional materials, and technical guidance resources.

Article 41

Practical training shall be conducted under instructor supervision, with an emphasis on student-centred and independent learning. Students shall progressively develop independent working ability and technical competence. Instructors shall provide continuous supervision and guidance throughout the training process, adopt appropriate teaching strategies according to individual student needs, and ensure effective learning outcomes. Additional guidance shall be provided to students requiring support, and advanced training tasks may be assigned to high-performing students.

Article 42

Students participating in practical training shall be subject to strict supervision, evaluation, and assessment requirements. Students shall complete all assigned tasks in accordance with established timelines, quality standards, and workload expectations.

Upon completion of practical training, instructors shall evaluate student performance based on participation, training outcomes, and submitted work. Teaching and Research Sections shall conduct formal reviews of training effectiveness and implement continuous improvement measures as part of the programme quality assurance system.

Section IV Course Design Projects

Article 43

Course design projects constitute an essential practical teaching component intended to develop students' ability to apply theoretical knowledge and technical principles from relevant courses to solve engineering and professional problems. Course design projects shall strengthen students' competence in engineering design, technical analysis, calculation, technical drawing, and the use of professional technical documentation.

(I) Objectives of Course Design Teaching

Article 44

The objectives of course design teaching are as follows:

1. To develop students' ability to integrate theoretical knowledge and practical experience in order to analyse and solve engineering and technical problems;
 2. To cultivate sound engineering design principles, professional responsibility, scientific rigor, and innovation capability;
 3. To strengthen students' competence in engineering calculations, structural design, technical drawing, use of technical standards and specifications, and professional documentation.
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(II) Teaching Requirements for Course Design**Article 45**

Course design teaching shall be based on relevant course content and programme learning outcomes. It shall emphasise the integration of theory and practice, promote innovation alongside foundational competence development, and encourage active student participation while ensuring structured supervision and academic rigor by instructors.

(III) Selection of Course Design Topics**Article 46**

Course design topics may be proposed by instructors or students and shall be formally reviewed and approved by the Teaching and Research Section prior to implementation. The scope, complexity, and workload of design topics shall be appropriate to students' academic level and professional competence.

(IV) Content of Course Design**Article 47**

Course design content shall align with the approved course syllabus and programme learning outcomes. Design tasks shall provide comprehensive training opportunities and ensure that students develop integrated engineering design competence.

(V) Organisation and Implementation of Course Design

Article 48

Teaching and Research Sections shall be responsible for the organisation, coordination, and implementation of course design activities, ensuring compliance with programme requirements and institutional quality assurance procedures.

Article 49

Course design projects shall normally be conducted in a structured and centralised format, except for specific individual project assignments where decentralised implementation is appropriate. The scheduling of course design activities shall comply with the approved talent cultivation programme.

Article 50

Each instructor shall normally supervise no more than twenty (20) students during course design activities in order to ensure effective supervision and educational quality.

Prior to the commencement of course design activities, instructors shall provide students with clear guidance regarding project objectives, requirements, implementation procedures, and assessment criteria.

Article 51

Students shall complete course design tasks independently under instructor supervision. Students shall demonstrate initiative, engineering judgement, and innovation capability while complying with academic regulations and completing all required design tasks within the specified timeframe.

Article 52

Course design performance shall be evaluated based on a comprehensive assessment of design outcomes, technical documentation, and student performance during the design process, in accordance with established programme assessment procedures.

Section V Graduation Design (Thesis/Project)

Article 53

The graduation design (thesis/project) constitutes a core practical teaching component and represents a comprehensive academic requirement for assessing students' professional competence, independent learning ability, and engineering practice capability.

(I) Objectives of Graduation Design

Article 54

The objectives of the graduation design (thesis/project) are to enable students to integrate and apply foundational theory, professional knowledge, and technical skills in order to independently analyse and solve engineering or professional problems of appropriate complexity within their discipline. This process shall further strengthen students' professional competence, engineering judgement, and career readiness.

(II) Organisation and Management of Graduation Design

Article 55

The School shall be responsible for the overall planning and coordination of graduation design activities. Teaching and Research Sections shall be responsible for the organisation, implementation, supervision, and quality assurance of graduation design projects.

Article 56

Graduation design topics shall be carefully selected to ensure academic rigor, technical relevance, feasibility, and alignment with programme learning outcomes. Topic selection shall consider students' competence level, instructor supervision capacity, available facilities, and technical resources to ensure effective implementation.

Article 57

Prior to the commencement of graduation design activities, instructors shall prepare all necessary academic and technical resources, including familiarisation with project content, collection of technical references, assessment of laboratory and workplace

conditions, evaluation of student competence, and preparation of formal project task assignments.

Article 58

Instructors shall provide continuous academic supervision and guidance throughout the graduation design process. Key project milestones shall be monitored through structured progress reviews and formal supervision procedures. Teaching and Research Sections shall conduct periodic monitoring, including mid-term progress evaluations, to ensure academic quality and timely completion.

Article 59

Students shall demonstrate independent learning ability, initiative, and professional responsibility during the graduation design process. Students shall actively communicate with instructors, address technical challenges, and complete project tasks in accordance with academic and professional standards.

Article 60

Graduation design projects shall undergo formal academic review procedures, including plagiarism detection, revision, submission of the final version, and oral defence. Final grades shall be determined based on comprehensive evaluation, including instructor assessment, independent reviewer evaluation, and defence performance, in accordance with institutional academic regulations.

Article 61

Upon completion of graduation design activities, Teaching and Research Sections shall prepare quality evaluation reports and maintain academic records. The School shall conduct annual quality assurance reviews of graduation design outcomes in alignment with national academic quality standards and institutional quality assurance procedures.

Article 62

The organisation, supervision, and academic management of graduation design activities shall comply fully with the official Graduation Thesis and Project Regulations of Kunming University and all relevant academic quality assurance requirements.

Section VI Professional Skills Training

Article 63

Professional skills training constitutes an essential practical teaching component organised in accordance with programme and course requirements, with the objective of enabling students to acquire and master discipline-specific technical skills and professional competencies.

(I) Objectives of Professional Skills Training

Article 64

The objectives of professional skills training are to enhance students' overall professional competence, strengthen their technical capability, and improve employability and entrepreneurial capacity.

(II) Content of Professional Skills Training

Article 65

Professional skills training shall include essential technical competencies required for professional positions within relevant industries. Training may also include competencies defined within national professional standards or recognised professional certification frameworks.

(III) Organisation and Implementation of Professional Skills Training

Article 66

Professional skills training activities shall normally be organised as extracurricular practical training. Schools and academic programmes may organise specialised training sessions, workshops, and technical seminars. Students shall also be encouraged to participate in external professional training programmes offered by accredited institutions.

Article 67

Professional skills training shall be formally incorporated into the talent cultivation

programme as a structured module. Corresponding professional skills training plans shall be developed to ensure systematic implementation and alignment with programme learning outcomes.

Article 68

Each academic programme shall define specific professional skills training components based on programme objectives and industry requirements. Qualified instructors with relevant professional expertise shall be appointed to ensure effective implementation and supervision of training activities.

(IV) Assessment and Certification of Professional Skills Training

Article 69

Professional skills assessment and certification activities shall be organised and implemented by the relevant Teaching and Research Sections. Assessment procedures shall ensure objective evaluation of student competence.

Article 70

Professional skills assessment procedures shall ensure fairness, transparency, and academic integrity. Assessment outcomes shall support continuous improvement of skills training programmes and encourage student engagement in professional competence development.

Section VII Discipline-Based and Skills Competitions

(I) Objectives of Discipline and Skills Competitions

Article 71

Discipline-based and skills competitions shall be organised to support the University's institutional mission of cultivating application-oriented professionals. Such competitions shall enhance students' professional competence, technical capability, innovation capacity, and overall academic and professional development.

(II) Scope and Content of Discipline and Skills Competitions

Article 72

Discipline-based and skills competitions refer to academic, technical, innovation, and entrepreneurship competitions organised by government agencies, higher education institutions, professional organisations, industry associations, enterprises, or recognised academic bodies. These competitions shall be closely aligned with disciplinary education and professional competence development.

Such competitions may include national, provincial, institutional, and international competitions officially recognised by relevant academic and professional organisations.

(III) Classification of Discipline and Skills Competitions

Article 73

Discipline-based and skills competitions shall be classified into the following categories based on academic relevance, level, and institutional recognition:

1. Category A Competitions

National-level competitions recognised by the Ministry of Education or listed in officially recognised national university competition catalogues.

2. Category B Competitions

Competitions organised by government agencies, academic organisations, industry associations, universities, or enterprises that are not included in Category A but are formally recognised at national or provincial levels.

3. Category C Competitions

University-level discipline-based or skills competitions organised internally.

(IV) Organisation and Management of Competitions

Article 74

The Academic Affairs Office shall be responsible for the overall coordination of discipline-based and skills competitions. Participation in Category A competitions shall be coordinated centrally by the University. Participation in Category B and Category C competitions shall be organised by the School following formal institutional approval.

Faculty members supervising competition teams and student participation shall comply with institutional regulations governing student competitions and academic supervision.

Chapter VI Quality Assurance, Monitoring, and Evaluation of Practical Teaching

Article 75

Teaching and Research Sections shall conduct periodic reviews of practical teaching activities based on implementation outcomes from the previous academic year. Relevant faculty members and practical teaching instructors shall participate in structured review meetings to evaluate effectiveness and revise practical teaching syllabi as necessary. Revised syllabi shall be submitted to the Academic Affairs Office for formal review, approval, documentation, and archival in accordance with institutional quality assurance procedures.

Article 76

Practical teaching shall constitute a core component of institutional teaching quality assurance and mid-term teaching evaluation processes. Evaluation and inspection shall include, but not be limited to, the following:

- Practical teaching syllabi
- Laboratory and practical training teaching materials, manuals, and instructional guidelines
- Student laboratory and training reports
- Student assessment and grading records
- Internship management system records
- Graduation thesis/project management system records
- Other relevant teaching documentation and academic records

In addition, laboratory and practical training teaching sessions shall be subject to periodic random inspections to ensure compliance with institutional quality standards.

Article 77

Laboratory teaching content shall be continuously updated to reflect disciplinary and technological developments. The proportion of comprehensive, design-oriented, and

research-oriented laboratory experiments shall not be less than thirty percent (30%) of total laboratory activities. Laboratory content shall be updated at a minimum annual rate of ten percent (10%).

Laboratory courses that fail to meet these requirements shall not be approved for implementation, except under formally approved exceptional circumstances.

Article 78

During practical training and course design activities, the institutional Teaching Quality Monitoring and Evaluation Office shall conduct formal inspections to evaluate course organisation, teaching implementation, and assessment procedures.

Upon completion of each semester, Teaching and Research Sections shall prepare formal summary reports on practical training and course design activities and ensure that all teaching documentation and assessment records are properly archived in accordance with institutional quality assurance requirements.

Chapter VII Funding for Practical Teaching

Article 79

Funding for practical teaching shall be centrally planned and allocated by the University. Teaching and Research Sections shall develop structured funding utilisation plans to ensure effective and efficient use of financial resources and to support the implementation of practical teaching activities.

All practical teaching funding shall be administered in accordance with the official Regulations on the Use and Management of Internship and Practical Training Funds of Kunming University.

Article 80

Faculty members and students participating in approved practical teaching activities shall be eligible for financial support in accordance with institutional funding policies. Funding allocation and reimbursement procedures shall comply strictly with the University's financial regulations governing internship and practical training activities.

Chapter VIII Establishment and Management of Practical Teaching Bases

Article 81

Practical teaching bases constitute essential educational resources supporting talent cultivation and serve as important platforms for enhancing the quality of undergraduate education and strengthening application-oriented training.

Practical teaching bases shall support undergraduate practical teaching activities, including internships, practical training, social practice, labour education, and other experiential learning activities.

Through the development of practical teaching bases, the University shall strengthen cooperation with industry, enterprises, research institutions, and government organisations, establish collaborative education mechanisms, promote integration between academic education and professional practice, and enhance students' professional competence, innovation capability, and social responsibility.

Article 82

Practical teaching bases shall be classified as either on-campus or off-campus facilities. These bases may include industry–education integration platforms, practical training centres, and labour education bases. Practical teaching bases shall support activities including internships, practical training, observation practice, and applied research activities.

(I) On-Campus Practical Teaching Bases

On-campus practice bases shall be established and approved by the University in accordance with disciplinary development plans. These may include University training centres, laboratories, experimental centres, and School-level practical training facilities.

(II) Off-Campus Practical Teaching Bases

Off-campus practice bases shall be established through formal cooperation agreements between the School and external organisations, including government agencies, enterprises, and research institutions. These bases shall support internship teaching, graduation internships, and graduation design (thesis/project) activities.

Article 83

The establishment and development of practical teaching bases shall follow the following principles:

1. Integration of internship teaching with professional and practical training;
 2. Alignment with programme requirements and sustainable long-term development;
 3. Ensuring advanced technical standards, diversity of learning environments, and accessibility;
 4. Ensuring stability of cooperation and continuous improvement;
 5. Promoting mutual benefit, shared responsibility, collaborative development, and long-term institutional partnership.
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Article 84

Practical teaching bases shall meet the following requirements:

1. On-campus laboratories and training centres that meet programme teaching requirements and are capable of supporting interdisciplinary practical teaching may apply for official designation as institutional practice bases.
 2. Off-campus practice base partners shall possess valid legal status, operational capacity, and appropriate organisational qualifications. Partner organisations shall demonstrate commitment to long-term cooperation and possess the capability to support internship and practical teaching activities.
 3. Practice bases shall provide appropriate working conditions, learning environments, and safety protections for students, including qualified professional personnel capable of supervising practical teaching activities.
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Article 85

The development and management of practical teaching bases shall include the following components:

1. Establishment of Organisational Management Structures

Practice bases shall operate under formal governance structures involving designated leadership and management personnel responsible for teaching coordination, student supervision, and safety management.

2. Integration of Academic and Practical Training

The University and partner organisations shall jointly develop practical teaching

objectives, curricula, and implementation plans, ensuring alignment between academic learning and professional practice.

3. Development of Qualified Practical Teaching Instructors

Practical teaching instructor teams shall include both University faculty and qualified professionals from partner organisations. Instructor collaboration and professional development shall be encouraged to ensure high-quality supervision.

4. Hierarchical Management Structure

Off-campus practice bases may be designated at University or School level. University-level bases may support multiple academic programmes and promote resource sharing.

5. Establishment of Assessment and Evaluation Systems

Partner organisations and the University shall jointly develop structured student assessment procedures and quality evaluation systems to ensure effective learning outcomes.

6. Establishment of Safety and Risk Management Systems

Practice bases shall implement safety procedures, confidentiality requirements, and intellectual property protection measures, and shall provide appropriate occupational safety equipment and supervision.

Chapter IX Supplementary Provisions

Article 86

These Regulations shall enter into force in July 2024. The School of Civil Engineering and Architecture shall be responsible for the interpretation and implementation of these Regulations in accordance with institutional governance procedures.

School of Civil Engineering and Architecture
Kunming University
June 2024