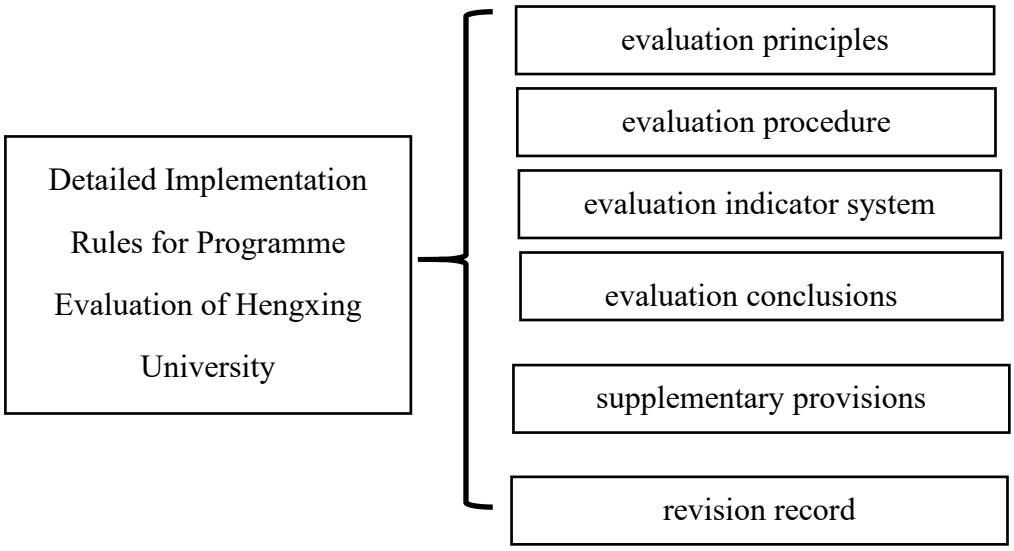
Detailed Implementation Rules for Programme Evaluation of Hengxing University

Purpose, Basis and Scope of Application To further standardise and advance programme development, improve the internal teaching quality assurance system, raise the level of programme teaching, highlight the distinctive features of programmes and comprehensively improve the quality of talent training, these Detailed Implementation Rules for Programme Evaluation are formulated in light of the actual conditions of our University. These rules apply to undergraduate programmes.

Overview chart



1. Evaluation Principles

1.1 Combining evaluation with development. The principle of "promoting development, reform and management through evaluation, integrating evaluation with development and focusing on development" shall be applied throughout.

1.2 Combining programme self-evaluation with expert evaluation. Building on programme self-evaluation and combining it with expert evaluation, mechanisms for assuring the quality of talent training shall be established and improved.

1.3 Combining static and dynamic perspectives. Both the outcomes of talent training in a programme and the process of talent training shall be examined, with greater attention to the development potential of the programme.

1.4 Combining overall understanding with focused examination. Both the overall picture of talent training and the strengths and distinctive features of the programme shall be grasped.

1.5 Combining evaluation with guidance. Both an appraisal of programme development and of the state of talent training shall be made, and constructive approaches and measures for programme development shall be proposed.

2. Evaluation Procedure

Programme evaluation shall be organised and coordinated by the Quality Evaluation Office and conducted every two years. Before an evaluation, each teaching unit shall apply to the Quality Evaluation Office and submit a self-evaluation form and supporting documents; after detailed examination, the Quality Evaluation Office shall organise evaluation experts to conduct an on-site inspection.

3. Evaluation Indicator System

The evaluation indicator system consists of seven first-level indicators, thirteen second-level indicators and one additional item.

Indicators shall be scored on a 100-point scale, and the full score of the system shall be 100+10 points (the additional item is a distinctive-features item worth 10 points). The specific indicator system and scoring criteria are set out in the Appendix, the *Programme Evaluation Standards of Hengxing University*.

4. Evaluation Conclusions

4.1 Evaluation conclusions shall be divided into four grades — Excellent, Good, Qualified and Unqualified — as follows:

Excellent: total score ≥ 90

Good: total score ≥ 80 and < 90

Qualified: total score ≥ 60 and < 80

Unqualified: total score < 60

4.2 Evaluation results shall be announced throughout the University.

A programme rated "Excellent" shall be given priority by the University in being recommended for selection as a provincial distinctive (brand) programme.

A programme rated "Unqualified" shall complete remediation within a specified time limit; during remediation its enrolment shall be restricted, and it shall apply for re-evaluation within one year; where it still fails the re-evaluation, its enrolment shall be suspended.

4.3 Evaluation results shall be reflected in other evaluations for excellence of the teaching unit concerned.

5. Supplementary Provisions

5.1 These Rules shall be interpreted by the Quality Evaluation Office.

5.2 These Rules shall come into force on the date of promulgation.

5.3 Version A/0 of the *Detailed Implementation Rules for Programme Evaluation of Hengxing University (HXGCXZ51S)* shall be repealed as of the date of promulgation of these Rules.

6. Revision Record

No.	Date of Issuance	Record Type			Proposer		Lead Drafter		Drafting Group Member	Approver	
		Category	Version	Revision No.	Name	Position	Name	Position		Name	Position
1	2019.02.14	Formulation	A	0	Yu Jianli	Director of the Evaluation and Construction Office	Jiang Xiaofei	Section Chief of Evaluation		Chen Changjin	Chairman of the Board
2	2021.03.11	Revision	A	1	Chen Qimou	Director of the Quality Evaluation Office	Xu Ying			Chen Changjin	Chairman of the Board

Appendix: *Programme Evaluation Standards for Undergraduate Programmes of Hengxing University*

Appendix

Programme Evaluation Standards for Undergraduate Programmes of Hengxing University

First-level Indicator	Second-level Indicator	Observation Point	Scoring Criteria
1. Programme Development (20 points)	1.1 Programme Positioning (6 points)	Programme positioning and service orientation (3 points)	1. The programme's positioning and service orientation are clear and consistent with actual social needs and the University's positioning (2 points): consistent, weight 0.8–1; basically consistent, weight 0.6–0.8; inconsistent, weight below 0.6. 2. The rationality of the training objectives is evaluated regularly and the objectives are revised in the light of the evaluation results, with industry or enterprise experts participating in the evaluation and revision. (1 point)
		Disciplinary support (1 point)	Strong disciplinary support for the programme, weight 0.8–1; relatively strong, weight 0.6–0.8; not strong, weight below 0.6.
		Open development (2 points)	Inter-university (enterprise) cooperation at home and abroad, teacher and student exchanges, the introduction of part-time teachers, etc.: good, weight 0.8–1; relatively good, weight 0.6–0.8; poor, weight below 0.6.
	1.2 Curriculum Plan (6 points)	Talent training objectives (2 points)	The knowledge, ability and competence requirements of the talent training objectives are clear, weight 0.8–1; basically clear, weight 0.6–0.8; outcomes not evident, weight below

			0.6.
		Standards for formulating the curriculum plan (4 points)	The 2012 *Catalogue of Undergraduate Programmes in Regular Higher Education Institutions*, the *National Standard for Assessing the Quality of Teaching in Undergraduate Programs* and programme accreditation standards (the highest of the applicable standards shall be adopted in the light of the specific programme). Consistent, weight 0.8–1; basically consistent, weight 0.6–0.8; inconsistent, weight below 0.6.
	1.3 Programme Development Projects (8 points)	Programme development projects at all levels and of all types (4 points)	National level: 4 points; provincial level: 2 points; municipal level: 1 point; University level: 0.5 point. (Scores are cumulative, up to a maximum of 4 points.)
		Experimental and practice-based teaching platforms at all levels (4 points)	Additional points for projects such as demonstration centres, virtual simulation and practice bases: national level, 4 points; provincial level, 2 points. (Scores are cumulative, up to a maximum of 4 points.)
2. Teaching Staff and Staff Development (15 points)	2.1 Basic Teaching Units and Faculty Development (7 points)	Basic teaching units (3 points)	A well-developed structure of basic teaching units, with regular teaching research and reform activities. Consistent, weight 0.8–1; basically consistent, weight 0.6–0.8; inconsistent, weight below 0.6.
		Faculty development and improvement (4 points)	1. A series of policy measures for supporting and improving faculty members' teaching ability and professional level, with good implementation results. (2 points) 2. Policy measures on overseas

			academic visits and secondments for full-time faculty, well implemented. (1 point) 3. Development plans and policy measures for young faculty formulated reasonably and implemented in a standardised manner. (1 point) Consistent, weight 0.8–1; basically consistent, weight 0.6–0.8; inconsistent, weight below 0.6.
	2.2 Faculty Conditions (8 points)	Student–faculty ratio (2 points)	Programme teachers fully meet teaching requirements and the student–faculty ratio is reasonable. Consistent, weight 0.8–1; basically consistent, weight 0.6–0.8; inconsistent, weight below 0.6.
		Qualification structure (2 points)	Of the full-time faculty in the academic year, a percentage of doctorate holders reaching 80% is rated Excellent; a percentage of master's-or-above degree holders of 85% is rated Good; and reaching 80% is rated Qualified. Excellent, weight 1; Good, weight 0.8; Qualified, weight 0.6; below the qualified threshold, 0 points.
		Professional title structure (2 points)	A proportion of faculty with associate-senior professional titles or above ≥ 40% is rated Good, weight 0.8–1; a proportion between 30% and 40% is rated Good, weight 0.6–0.8; below 30%, weight below 0.6.
		Capability development (2 points)	A proportion of "dual-qualification" faculty above 60% is rated Excellent, above 50% Good, and above 40% Qualified. Excellent, weight 1; Good, weight 0.8; Qualified, weight 0.6; below the qualified threshold, 0

			points.
3. Courses and Teaching Reform (25 points)	3.1 Course Teaching (15 points)	Basic teaching documents such as syllabuses (3 points)	1. Basic teaching documents such as syllabuses and the related archives are complete and standardised, and the documents are well implemented. (2 points) 2. Basic teaching documents such as syllabuses are continuously improved and refined as needed. (1 point) Consistent, weight 0.8–1; basically consistent, weight 0.6–0.8; inconsistent, weight below 0.6.
		Grade assessment and examination management (3 points)	1. Formative assessment is emphasised; the weighting of final examination scores and routine performance is reasonable, and routine scores are published in advance. (1 point) 2. Examination management is strict and standardised: within the same programme, the same course uses unified papers and unified marking standards; papers are carefully marked, with no arbitrary alteration of marked grades. (1 point) 3. The grade distribution is reasonable and examination analysis is adequate. (1 point) Consistent, weight 0.8–1; basically consistent, weight 0.6–0.8; inconsistent, weight below 0.6.
		Classroom teaching (5 points)	1. Emphasis is placed on all teaching links, including lesson preparation, lecturing, discussion, assignments and question answering. (3 points) 2. Classroom teaching is well organised, and teaching evaluations are good. (2 points) Consistent, weight 0.8–1; basically consistent, weight 0.6–0.8;

			inconsistent, weight below 0.6.
		Course content (2 points)	The curriculum reflects the requirements of technological progress and industrial development, with new industries, new business forms, new technologies and new models integrated into course development. Consistent, weight 0.8–1; basically consistent, weight 0.6–0.8; inconsistent, weight below 0.6.
		Curriculum-based ideological and political education (2 points)	All courses move in the same direction as ideological and political theory courses, with full coverage of curriculum-based ideological and political education. Consistent, weight 0.8–1; basically consistent, weight 0.6–0.8; inconsistent, weight below 0.6.
	3.2 Achievements in Teaching Research and Reform (10 points)	Teaching achievements and awards, teaching reform projects, course and textbook development projects, textbook publication, distinguished teachers and teaching skills competitions at all levels (10 points)	See Appendix Table 1 for details. (Scores are cumulative, up to a maximum of 10 points.)
4. Practice-based Teaching	4.1 Experiments and Practice	Offering and content of experiments (2 points)	1. Standalone experiment courses and experiments within theoretical courses are offered at a rate of 100% of the syllabus requirements. (1 point)

(15 points)	(8 points)		2. The experiments offered include a certain number of design-type and comprehensive experiments, ensuring the quality of experiment teaching. (1 point) Consistent, weight 0.8–1; basically consistent, weight 0.6–0.8; inconsistent, weight below 0.6.
		Basic teaching documents such as the experiment teaching syllabus (1 point)	Basic teaching documents such as the experiment teaching syllabus and experiment guidebooks, and teaching records such as student experiment reports, are complete and standardised, weight 0.8–1; basically standardised, weight 0.6–0.8; not standardised, weight below 0.6.
		Practice (internship) implementation (2 points)	The practice teaching syllabus is formulated scientifically; practice objectives and practice content are clear; practice funding is secured; practice supervisors are appropriately staffed; and archives such as student practice reports are complete. Consistent, weight 0.8–1; basically consistent, weight 0.6–0.8; inconsistent, weight below 0.6.
		Experiment and practice conditions (3 points)	Experiment, practice and training venues meeting the University's operational needs, and stable off-campus practice and training bases and student innovation, entrepreneurship and employment bases, are in place: fully meeting the programme's experiment and practice teaching requirements, weight 0.8–1; basically meeting, weight 0.6–0.8; not meeting, weight below 0.6.
	4.2 Graduation	Management and supervision of graduation	1. The relevant provisions on graduation projects (theses) are strictly implemented and the

	Project (Thesis) (7 points)	projects (theses) (2 points)	graduation project (thesis) platform is used in a standardised manner. (1 point) 2. The supervisor–student ratio for graduation projects (theses) is kept within 1:8; supervision records are kept, with checks and follow-up on implementation. (1 point) Consistent, weight 0.8–1; basically consistent, weight 0.6–0.8; inconsistent, weight below 0.6.
		Topic selection for graduation projects (theses) (2 points)	Topics are linked to production and social reality and to faculty research, reflect the comprehensive training requirements of the talent training objectives, are free of duplication, and are moderate in difficulty and workload. Consistent, weight 0.8–1; basically consistent, weight 0.6–0.8; inconsistent, weight below 0.6.
		Quality of graduation projects (theses) (3 points)	Spot checks of similarity all pass detection; the defence is standardised and standards are upheld; the quality of graduation projects (theses) is good. Meeting the requirements, weight 0.8–1; basically meeting, weight 0.6–0.8; not meeting, weight below 0.6.
5. Quality of Student Intake (5 points)	5.1 Student Intake Quality (5 points)	College entrance examination scores of in-province students (3 points)	The lowest admission score of first-choice candidates is taken, with normalisation applied so that the highest-scoring programme corresponds to 3 points.
		First-choice rate of programme admission or diversion (2 points)	First-choice rates of 2.0, 1.5, 1.0 and 0.8 score 2 points, 1.5 points, 1 point and 0.5 point respectively; below 0.8, no score. For programmes admitting students by broad category, the sum

			of the "broad-category first-choice rate" and the "diversion first-choice rate" is counted at half.
6. Teaching Effectiveness and Talent Training Quality (16 points)	6.1 Innovation and Entrepreneurship Outcomes (10 points)	Awards in discipline competitions at provincial level or above (4 points)	See Appendix Table 2 for details. (Scores are cumulative, up to a maximum of 4 points.)
		Student papers and patents (2 points each, 4 points in total)	1. Current-year undergraduates publish papers as first author in core journals (with reference to the University's core journal list for the year: C-class or above for science and engineering; second-tier core or above for humanities and social sciences). (2 points) 2. Invention or utility model patents granted (one invention patent is equivalent to ten utility model patents). (2 points)
		Student entrepreneurship rate (2 points)	A programme whose current-year graduate entrepreneurship rate, or previous cohort's entrepreneurship rate one year after graduation (the higher of the two may be taken), reaches 5% scores 2 points, with 0.1 point deducted for each percentage point below.
	6.2 Graduates (8 points)	Initial employment rate (3 points)	Scored as "percentage value of the initial employment rate × 3".
		Postgraduate admission rate of the year (2 points)	An admission rate of 40% scores 2 points, decreasing by 0.05 point for each 1% less.
		Programme	Scored as "percentage value of

		relevance (3 points)	programme relevance × 3".
7. Graduate Satisfaction (2 points)	Pre-graduation satisfaction (2 points)	Overall satisfaction with teaching before graduation (2 points)	Scored as "percentage value of satisfaction with teaching before graduation × 2".
8. Distinctive Development (10 points)	Programme distinctiveness (10 points)	Innovative reform measures with a major impact on the improvement of talent training quality and their effectiveness (10 points)	To be explained in the self-evaluation form, with relevant supporting materials provided. Programme development with distinctive features, weight 0.8–1; relatively distinctive, weight 0.6–0.8; not distinctive, weight below 0.6.

Notes:

1. The evaluation objects of this evaluation standard are the enrolled undergraduate majors of our university with at least one cohort of graduates. When a major contains multiple major directions, if the major directions belong to different colleges concerned, they shall be evaluated independently by major direction.

2. Items marked with * are scored by experts based on *the Major Evaluation Self-Assessment Form* submitted by each major, combined with on-site visits and review of supporting materials; other items are scored by functional departments such as the Academic Affairs Office and the Quality Evaluation Office based on specific major data.

3. The construction projects involved in Item 1.3 are calculated from 2014, other items are calculated based on the recent three (academic) years; Items 5.1, 6.1, and 6.2 are calculated based on the current year.

Appendix Table 1： Scoring Table for Achievements in Teaching Research and Reform

Level	Teaching Achievement Awards	Other Teaching Awards	Teaching Research and Reform Projects	Course and Textbook Development Projects	Textbook Publication	Distinguished Teachers	Teaching Skills Competitions
National	10	5	6	6	2	8	5
Provincial	6	3	3	3		5	3
Municipal	2	1	1	1		2	1
University	1	0.5	0.5	0.5		1	0.5

Notes:

1. Coefficients for teaching achievement awards and other teaching awards: first prize, 1; second prize, 0.6; third prize, 0.4.

2. Coefficient for group awards: for national-level and provincial-level teaching achievement awards, the first contributor is counted at 60% and the remaining contributors share the score equally; for other projects, the first contributor is counted at 100%.

3. The same project at different levels may be scored cumulatively.

Appendix Table 2: Scoring Table for Awards in Discipline Competition Projects

Level	Category A Competitions	Category B Competitions
National	5	2
Provincial	3	1

Notes:

1. Award coefficients: first prize, 1; second prize, 0.6; third prize, 0.4.

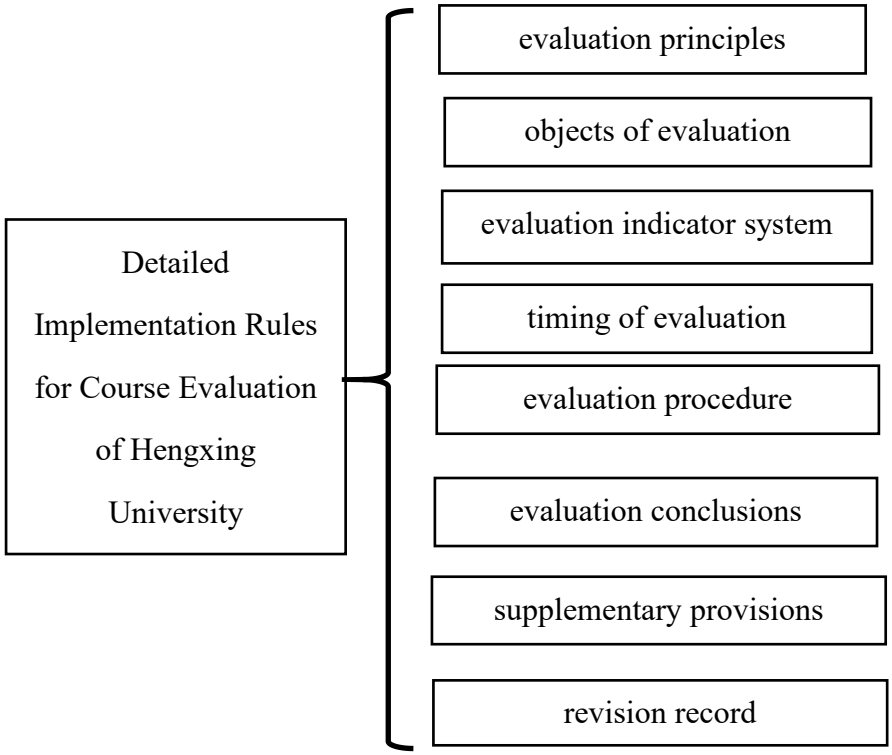
2. Coefficient for group awards: the first contributor of a project is counted at 60%, and the remaining contributors share the score equally.

3. The same project at different levels may be scored cumulatively.

Detailed Implementation Rules for Course Evaluation of Hengxing University

Purpose, Basis and Scope of Application These Rules are formulated in light of the actual conditions of the University to deepen the comprehensive reform of higher education, standardize teaching management, promote course development, and improve course quality, thereby facilitating the smooth progress of undergraduate teaching.

Overview chart



1. Evaluation Principles

1.1 Combining evaluation with development. The principle of "promoting development, reform and management through evaluation, integrating evaluation with development and focusing on development" shall be applied throughout.

1.2 Combining the evaluation of conditions, process and outcomes. In the evaluation, teaching conditions shall be taken as the foundation of course development, process management as the guarantee of course development, and

actual outcomes as the ultimate measure of course development; the three shall be combined in a comprehensive evaluation.

1.3 Combining quantitative and qualitative evaluation. In the evaluation, in accordance with the evaluation standards, quantitative and qualitative evaluation shall be combined, and the evaluation standards shall be made as quantitative as possible, so as to improve the reliability and comparability of the evaluation results.

1.4 Adhering to the principle of authenticity. In the evaluation, all process materials shall come from the actual teaching process, any post-hoc processing shall be prohibited, and the actual level of the course shall be reflected truthfully, objectively and scientifically, in a matter-of-fact manner.

2. Objects of Evaluation

Course evaluation shall cover courses included in the teaching plan and offered for three rounds or more, with the core courses of programmes as the priority. Golden course development projects shall not be subject to the three-round requirement, but shall pass course evaluation before project completion, and a score of at least 60 shall be required in order to apply for project completion.

3. Evaluation Indicator System

The evaluation indicator system consists of five first-level indicators, nineteen second-level indicators, twenty-eight observation points and one additional item. The full score of the system shall be 100 + 5 points, the additional item being a distinctive-features item worth 5 points. Details are set out in Appendix 1, the Course Evaluation Standards of Hengxing University.

4. Timing of Evaluation

Course evaluation shall be conducted in batches, in principle twice a year. In the light of the priority objects of course evaluation and the needs of golden course development, additional batches of course evaluation may be arranged with the approval of the University leaders.

5. Evaluation Procedure

Course evaluation shall be organised and coordinated by the Quality Evaluation Office; the evaluation process is set out in Appendix 4.

6. Evaluation Conclusions

6.1 Evaluation conclusions shall be divided into four grades — Excellent, Good, Qualified and Unqualified — as follows:

Excellent: total score ≥ 90

Good: total score ≥ 80 and < 90

Qualified: total score ≥ 60 and < 80

Unqualified: total score < 60

6.2 Evaluation results shall be announced throughout the University, and shall be valid for five years from the date of announcement.

For a course rated “Excellent”, its course coefficient shall be raised by a further 30% on the existing basis.

For a course rated “Good”, its course coefficient shall be raised by a further 10%.

For a course rated “Qualified”, the course coefficient shall remain unchanged.

For a course rated ”Unqualified”, a remediation plan shall be required, remediation shall be completed within a specified time limit, and application for re-evaluation shall be made within one year; where the course is an online course and still fails the re-evaluation, the course leader shall be disqualified from applying for course development projects for two years.

6.3 Period of Validity of Evaluation Conclusions

Courses rated “Qualified” or above shall have a period of validity of five years; upon expiry, they shall undergo course evaluation again.

6.4 Use of Evaluation Conclusions

Course evaluation conclusions shall serve as a reference for individual appraisal, professional title assessment and college assessment.

7. Supplementary Provisions

7.1 These Rules shall be interpreted by the Quality Evaluation Office and shall come into force on the date of promulgation.

7.2 Version A/0 of *the previous Detailed Implementation Rules for Course Evaluation of Hengxing University (HXGCXZ49S)* shall be repealed as of the date of promulgation of these Rules.

8. **Revision Record**

No.	Date of Issuance	Record Type			Proposer		Lead Drafter		Drafting Group Member	Approver	
		Category	Version	Revision No.	Name	Position	Name	Position		Name	Position
1	2019.02.14	Formulation	A	0	Yu Jianli	Director of the Evaluation and Construction Office	Jiang Xiaofei	Section Chief of Evaluation		Chen Changjin	Chairman of the Board
2	2021.01.30	Revision	A	1	Chen Qimou	Director of the Quality Evaluation Office	Xu Ying			Chen Changjin	Chairman of the Board

Appendix：*Course Evaluation Standards of Hengxing University*

Appendix 1

Course Evaluation Standards of Hengxing University

First-level Indicator	Second-level Indicator	Observation Point	Points	Course Evaluation Standard
1. Course Positioning and Planning (10 points)	1.1 Course Positioning	Course positioning	5	The course is accurately positioned, consistent with the talent training requirements of the programme concerned, with clear objectives and reflecting the training of applied talent.
	1.2 Course Planning	Course development plan	5	A scientific and reasonable course development plan is in place, and the plan is well implemented.
2. Teaching Staff and Development (20 points)	2.1 Course Leader	Professional title and academic qualifications	2	The course leader holds a full senior professional title (2 points), an associate senior professional title (1.5 points), or an intermediate professional title or above and a master's degree or above (1 point).
		Teaching competence	2	1. Strong sense of responsibility, strong teaching ability, rich teaching experience and distinctive teaching features, and has presided over one school-level or above teaching reform research project. (1 point) 2. Has taught the course for three years or more. (1 point)
	2.2 Faculty Structure	Professional title structure	2	The professional title structure is reasonable, with professors accounting for ≥ 10% and faculty with associate senior professional titles or above accounting for ≥ 30%.
		Qualification structure	2	The proportion of faculty with doctoral degrees or above is ≥ 30%.
		Age structure	2	1. The age structure is reasonable, forming a proper career ladder. (1 point)

				2. Teachers aged 35–50 account for ≥ 50%. (1 point)
	2.3 Development and Training	Young faculty development	3	1. Attention is paid to the recruitment and development of young and middle-aged teachers, a mentor system is implemented with evident results, and each member of the course team attends and reviews others' classes no fewer than once per semester on average. (2 points) 2. Young faculty have won school-level or above awards in teaching competitions. (1 point)
		"Dual-qualification" faculty development	3	A development plan and specific measures for "dual-qualification" faculty are in place and well implemented, and the proportion of "dual-qualification" faculty is ≥ 40%.
	2.4 Teacher Ethics and Conduct	Teacher ethics and conduct	4	1. Teachers strictly perform their job duties, teach rigorously, cooperate well as a team, and there are no teaching accidents. (1 point) 2. There are no arbitrary class rescheduling, lateness or absence. (1 point) 3. There are no academic ethics incidents. (2 points)
3. Teaching Conditions and Their Utilisation (20 points)	3.1 Teaching Documents	Syllabus	2	1. The latest syllabus consistent with the curriculum plan is in place, and the syllabus is revised in a timely manner in line with teaching reform. (For online courses, the content is divided level by level into appropriate learning units or modules, a clear logical structure is visible on the page, and the difficulty of the knowledge points meets the syllabus requirements.) (1 point) 2. The course syllabus conforms to the OBE philosophy, and the syllabus clearly establishes the correspondence between the course objectives and the relevant graduation requirement indicator points. (1 point)
		Lesson plans	2	1. The lesson plan design is scientific, covering teaching objectives, learning

				requirements, key and difficult points and specific teaching content; it gives full consideration to the teaching objectives and the characteristics of the course, reflects the requirements of knowledge learning, skill training and ability development, and the teaching links include, in addition to classroom lecturing, practical links such as experiments, discussions and investigations. (1 point) 2. The lesson plan is continuously improved, and rewritten before each course offering in the light of teaching practice. (1 point)
		Courseware	2	1. The courseware has a clear logical structure with strong layering; the teaching objectives are clear and the teaching content is correct, up to date and forward-looking; the interface layout is reasonable, novel, lively and creative, with a unified overall style; the colour scheme is well coordinated, with good visual effects; the text, pictures, audio and video, and animations fit the teaching theme; all media are finely produced, attractive and capable of stimulating learning interest. (1 point) 2. The courseware is continuously improved before each course offering in the light of teaching practice. (1 point)
	3.2 Textbook Development	Textbook development	4	Self-compiled textbooks (including experiment textbooks) suited to the characteristics of the course are preferred, or textbooks recommended by the Ministry of Education or the Provincial Department of Education, or textbooks that have won provincial-level or above awards, are selected. The outcomes of textbook development are significant.
	3.3 Practice (Experiment)	Experiment content	3	The experiment teaching content meets the talent training requirements; there is a certain number of comprehensive, design-type and open experiment courses, meeting the requirements of innovation and

	Teaching			entrepreneurship education, with an experiment offering rate of 100%.
		Practice (training)	3	1. Practice (training) bases are available; the teaching organisation and management of experiment (training) classes is standardised; the syllabus requirements are strictly implemented; practice (training) is planned, organised and implemented, with evident results. (1 point) 2. Course teachers supervise course experiments, practice and training with good results, and actively participate in the development of practice-based teaching conditions such as laboratories. (1 point) 3. Practice (training) is continuously improved in the light of teaching practice, and lesson plans are rewritten before each practice (training) session. (1 point)
	3.4 Modern Teaching Technologies and Means	Modern teaching technologies and means	4	Multimedia is fully used in teaching, including but not limited to charts, pictures, audio, video and animations, with good teaching results.
4. Teaching Research and Outcomes (10 points)	4.1 Teaching Research Projects	Teaching research projects	3	Members of the course team actively carry out teaching research and have undertaken at least one school-level teaching reform research project related to the course in the past three years.
	4.2 Teaching Research Activities	Teaching research activities	3	1. There is a plan for course teaching research activities each semester; the plan is feasible and highly relevant to the course. Teaching research activities related to the course are carried out at least once a month, with fairly detailed activity records. (2 points) 2. The course team conducts collective

				lesson preparation, collective question setting and collective marking. (1 point)
		Academic activities	1	Members of the course team organise at least one academic activity, or attend at least one domestic academic conference, per academic year.
	4.3 Teaching Research Papers, Monographs and Patents	Teaching research papers, monographs and patents	3	In the past three years, members of the course team have published one research paper related to the course, or one monograph, or one or more patents.
5. Teaching Quality and Evaluation (40 points)	5.1 Teaching Content	Teaching content	4	The teaching content meets the syllabus requirements and reflects the requirements of applied talent training; it is novel and incorporates the latest achievements or the latest disciplinary knowledge into teaching in a timely manner, integrating knowledge imparting, ability development and competence education.
		Curriculum-based ideological and political education	2	1. The course moves in the same direction as ideological and political theory courses, with full coverage of curriculum-based ideological and political education. (1 point) 2. Appropriate education elements are selected according to the course. (1 point)
	5.2 Course Fluency	Course fluency	6	The course language is fluent, with a distinctive rhythm and highlighted key points, and the course sections are smoothly connected. (For online courses, the videos are produced fluently without stuttering, the knowledge points are smoothly connected, and users can exit smoothly to the exercise interface.)
	5.3	Interactio	6	1. The course arranges at least one interactive

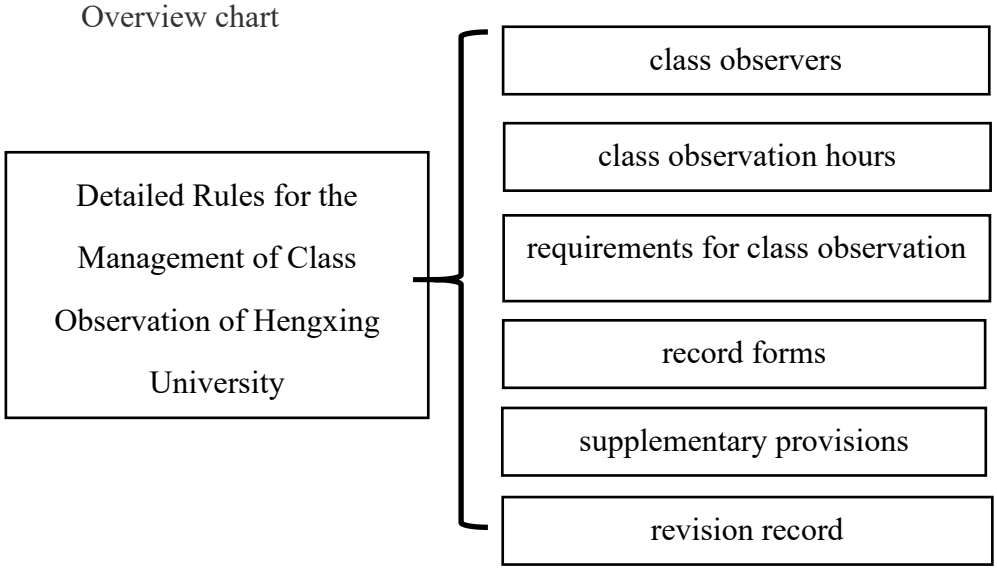
	Interaction and Collaboration	n and collaboration		class, in which students interact as required and the teacher gives necessary guidance to increase teacher–student interaction. (For online courses, the teacher is required to issue interaction topics in advance and respond to interactions in a timely manner, and students are required to hold pre-class discussions and complete the interactive course efficiently.) (4 points) 2. A problem-oriented approach is adopted to increase interactive discussion among students. (2 points)
	5.4 Student Assignments	Student assignments	6	The teacher marks assignments (experiment reports) conscientiously and provides timely feedback on each round of marking. Most students complete assignments (experiment reports) conscientiously on time, with fairly high quality.
	5.5 Grade Assessment	Test item bank	4	A test item bank has been built and is frequently used with good results; or examination questions are required to be selected from the test item bank.
		Course examination	4	1. The examination content meets the syllabus requirements and can scientifically check the outcomes of teaching and learning. Reform of examination content and methods is actively carried out, and the course assessment methods are scientific and diversified, with significant results. 2. Marking is standardised and scoring is objective and fair, with few errors; quality analysis of test questions and feedback of information are carried out conscientiously; the grade distribution conforms to a normal distribution. (2 points)
	5.6 Teaching Evaluat	Supervisory evaluation	4	There is supervisory evaluation, with the evaluation by supervisory experts at 90 points or above.

	ion	Student evaluation	4	In the student questionnaire survey, satisfaction with the course and the teacher is above 90%.
Additional Item: Course Distinctiveness (5 points)			5	Demonstrative results have been achieved in deepening teaching reform and improving teaching quality (such as industry–academia–research collaborative education and bilingual teaching) (including but not limited to provincial-level or above first-class course projects), which have been organised for promotion and implementation, with significant reform outcomes.

Detailed Rules for the Management of Class Observation of Hengxing University

Purpose, Basis and Scope of Application To ensure the quality of talent training, strengthen the management of the teaching process, and encourage University leaders at all levels, administrative personnel and course teachers to go to the teaching frontline to learn about teaching, solve the problems existing in teaching and promote the continuous improvement of teachers' teaching quality; and, at the same time, to strengthen professional communication and mutual learning among teachers and strive to improve the level of classroom teaching, these Rules are formulated. These Rules apply to leaders at all levels, administrative personnel and course teachers.

Overview chart



1. Class Observers

University leaders, administrative personnel of functional offices, teaching supervisors, leaders of colleges (departments), heads of teaching and research sections, course teachers and student counsellors shall all complete the prescribed class observation tasks within each semester.

2. Class Observation Hours

2.1 University leaders shall observe no fewer than six class hours per semester, and the University leader in charge of teaching no fewer than eight class hours.

2.2 The Director of the Teaching Quality Monitoring Centre shall observe no fewer than ten class hours per semester and its section chiefs no fewer than twelve; the Director of the Academic Affairs Office shall observe no fewer than ten class hours per semester and its section chiefs no fewer than twelve. Directors and section chiefs of other functional offices shall observe no fewer than six class hours per semester. Among them, administrative personnel of offices such as the General Office, Logistics, Finance and Information Technology shall observe classes as appropriate, with no prescribed number of hours.

2.3 Members of the Supervisory Committee shall complete one class hour of observation for each course teacher in the University. Members of college supervision groups shall complete one class hour of observation for each course teacher in their college. Members of other teaching-related committees shall observe no fewer than one class hour per week.

2.4 Members of the college affairs meetings shall observe no fewer than twelve class hours per semester.

2.5 Heads of teaching and research sections shall observe one class hour for each teacher in their section per semester, and course teachers shall observe no fewer than one class hour per week.

2.6 Student counsellors shall observe no fewer than one class hour per week in the classes for which they are responsible; in principle, counsellors shall keep informed of how each course teacher teaches in those classes.

3. Requirements for Class Observation

3.1 University leaders, administrative personnel of functional offices and teaching supervisors are entitled to observe classes throughout the University. They may choose the time and place of observation, the course and the course teacher themselves, or observe classes as centrally arranged. Leaders of colleges (departments), heads of teaching and research sections, course teachers and student counsellors are entitled to observe classes within their own college (department) , and may likewise choose the time and place of observation, the course and the course teacher themselves, or observe classes as centrally arranged. Observation across

colleges (departments) is permitted, provided that the course teacher is notified at least one day in advance. All observers shall observe for a full class hour and comply with the classroom management rules. In addition to learning about how teachers teach, they shall also learn about, collect and record information and opinions concerning the teaching environment, teaching facilities and conditions, the teaching ethos, the learning ethos, and the views and suggestions of teachers and students on the teaching of the course and on other teaching work.

3.2 Observers shall arrive at the classroom early and get in touch with the course teacher. After the observation, they shall give feedback to the course teacher and hand the class observation feedback form to the teacher in person on the same day. Where the problems found are relatively serious and it is inappropriate to give feedback directly to the course teacher, the observer shall report the matter to the person in charge of teaching in the college (department) or to the Teaching Quality Monitoring Centre.

3.3 Observers shall focus their observation on particular aspects in line with the nature of the work of their office or of their own duties.

3.4 All observers shall fill in the Class Observation Handbook conscientiously. The observation records of University leaders, functional offices, teaching supervisors and other committees shall, in addition to being fed back to the teacher concerned, be reported in a consolidated manner to the Teaching Quality Monitoring Centre. The observation records of college (department) leaders, heads of teaching and research sections, teachers and counsellors shall, in addition to being fed back to the teacher concerned, be reported to the college supervision group.

3.5 Where a teaching accident or any other emergency is found during observation, it shall be reported promptly to the Teaching Quality Monitoring Centre.

3.6 Class observation is a serious activity of teaching supervision and teaching exchange. Falsification is prohibited and, once discovered, shall be dealt with severely.

4. Record Forms

4.1 *Form for the Evaluation of the Quality of Experimental Classroom Teaching of Hengxing University* HXJXJL135S

4.2 *Form for the Evaluation of the Quality of Physical Education Classroom Teaching of Hengxing University* HXJXJL136S

4.3 *Form for the Evaluation of the Quality of Art Classroom Teaching of Hengxing University* HXJXJL137S

4.4 *Form for the Evaluation of the Quality of Theoretical Classroom Teaching of Hengxing Universit*y HXJXJL138S

4.5 *Class Observation Feedback Notice of Hengxing University* HXJXJL99S

5. Supplementary Provisions

These Rules shall be interpreted by the Quality Evaluation Office and shall come into force on the date of promulgation.

6. Revision Record