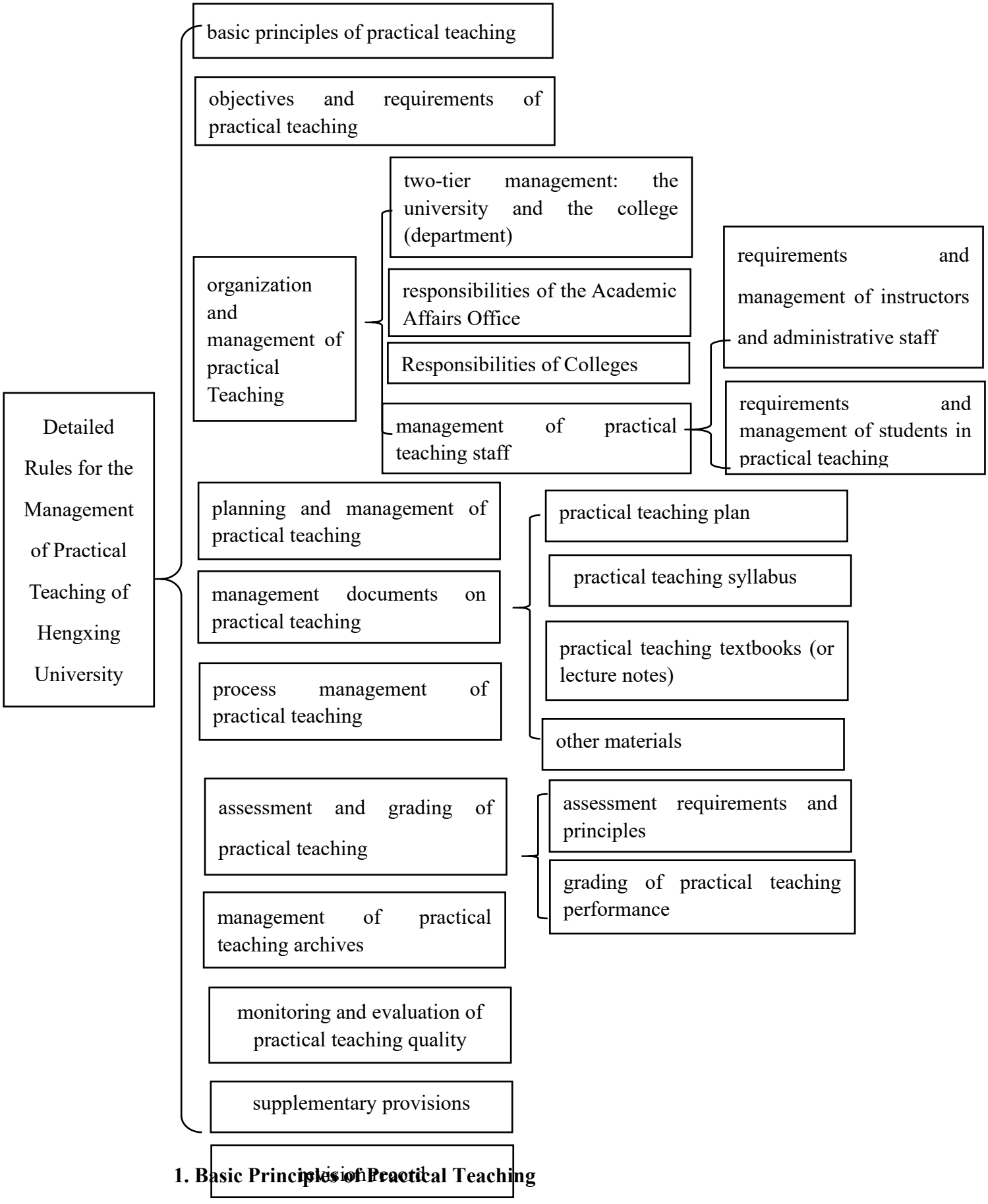
Detailed Rules for the Management of Practical Teaching of Hengxing University

Purpose, Basis and Scope of Application Practical teaching is an integral part of the curriculum and embodies the principle of integrating theory with practice. These Rules are formulated to implement the *Opinions of the Ministry of Education on Deepening the Reform of Undergraduate Education and Teaching and Comprehensively Improving the Quality of Talent Training (Jiao Gao [2019] No. 6)* and to strengthen and standardize practical teaching, so as to give full play to the role of practice-based components in talent training, meet the needs of modern economic and social development, foster students' innovative spirit and practical ability, produce high-quality applied professionals, and highlight the distinctive features and strengths of our University. These Rules apply to the practical teaching courses taken by full-time undergraduate students of our University. Students in other programmes or modes of study shall apply these Rules mutatis mutandis.

Overview chart



1. Basic Principles of Practical Teaching

(1) Practical teaching is an essential component of the curriculum plan. Each college must, in line with the University's mission and positioning and with the knowledge, skills and attributes its programmes require of graduates, design a sound and coherent practical teaching system that enhances students' overall competence and practical ability.

(2) The basic task of practical teaching is to develop students' applied and professional competence. Practical skills training must therefore be strengthened across the board, and students must be helped to develop their capacity for thinking, observation, hands-on work and innovation, together with a rigorous scientific attitude and a pragmatic, down-to-earth approach to work.

(3) In our University's curriculum plan, the practical teaching system has three components—general education practice, professional education practice, and innovation and entrepreneurship practice—and covers laboratory work (practical training), orientation, military training and military theory education, service work (labour), observational practice, internship, social practice, innovation and entrepreneurship activities, extracurricular development activities, professional skills training and assessment, and graduation thesis or design project.

2. Objectives and Requirements of Practical Teaching

Strengthening the practical teaching system must begin with a renewal of educational thinking and concepts, and must proceed from programme objectives and from the specifications set for graduates. Each college must therefore give priority to reform and innovation in practical teaching, in the light of its own disciplinary characteristics. New models of practical teaching are to be developed in response to changing social and market demand for graduates. The content and methods of practical teaching should likewise be improved in step with reform of the curriculum and of teaching content more broadly.

Practical and theoretical teaching should be so arranged that they reinforce each other, in line with the training objectives set for practical teaching activities, thereby raising the quality of practical teaching. Management mechanisms for practical teaching should meanwhile be established and continuously refined. The ultimate aim

is to produce applied professionals with a strong innovative spirit, practical ability and capacity to adapt to society. This is to be achieved by raising the quality of talent training at our University, honing students' professional skills and enhancing their overall competence.

3. Organization and Management of Practical Teaching

3.1 Two-tier Management: the University and the College (Department)

Practical teaching across the University is run and managed centrally by the Academic Affairs Office under the leadership of the vice president in charge of academic affairs, and is organized on a sound basis, coordinated as a whole and monitored throughout in accordance with the overall requirements for practical teaching. Each college and the relevant departments are responsible for organizing and delivering the various types of practical teaching, with other functional offices providing coordination and support, so that practical teaching across the University proceeds in an orderly manner. The organization, management and delivery of practical teaching are carried out by each college under the coordination of the Academic Affairs Office, and the associate dean responsible for teaching in each college is directly responsible for practical teaching in that college.

3.2 Responsibilities of the Academic Affairs Office

(1) Formulate plans for the development of practical teaching.

(2) Draw up rules and regulations for the management of practical teaching.

(3) Organize colleges in revising and developing practical teaching syllabi; assist in preparing the annual budget for special practical teaching funds and in disbursing them; and monitor the use of those funds.

(4) Guide and supervise the scheduling of practical teaching and the implementation of syllabi, and standardize process management in practical teaching.

(5) Assist colleges in developing programme-specific laboratories (training rooms) and on-and off-campus internship bases.

(6) Provide support services for the effective delivery of practical teaching.

(7) Organize, and work with, the Development Planning and Quality Assessment Office in carrying out practical teaching inspections and teaching evaluations.

(8) Collect, collate and archive (or compile) practical teaching management documents issued by the University and by education administrative departments at all levels.

(9) Summarize practical teaching work and organize exchanges of experience, among other duties.

3.3 Responsibilities of Colleges

(1) In line with the University's requirements for practical teaching and the characteristics of its disciplines and programmes, each college shall formulate detailed implementing rules and management measures for practical teaching; organize the implementation of each practical teaching component in its programmes; and inspect the conduct, implementation and quality evaluation of these components;

(2) In line with programme objectives and graduation requirements, each college shall define the objectives that practical teaching should achieve in each programme, break down the practical teaching tasks, and develop practical teaching syllabi aimed at developing students' competence and abilities;

(3)In accordance with the requirements of the practical teaching syllabus, each college shall select practical textbooks or organize the compilation of practical teaching guides;

(4) Each college shall draw up plans for developing and improving practical teaching in the college; strengthen systematic reform of practical and skills teaching; consolidate and optimize laboratory experiments and their content; reform the experimental teaching system; reduce verification experiments and increase comprehensive and inquiry-based experiments and practical training; and develop students' capacity for innovation and entrepreneurship;

(5) Each college shall draw up plans for developing the college's laboratories (training rooms) and internship bases, and be responsible for their development and management;

(6) In line with practical teaching requirements and actual conditions, and within the annual special funds for practical teaching allocated by the University, each

college shall finalize the budget and handle the review, settlement and reimbursement of expenditure;

(7) Each college shall be responsible for organizing and delivering the specific teaching tasks it has undertaken, and be under a duty to supervise and guide their implementation so that the training objectives are met;

(8) Each college shall be responsible for organizing, guiding, inspecting, assessing and summarizing practical teaching in the college, and for entering and reporting grades;

(9) Each college shall collect, collate and archive the University's and the college's practical teaching management documents and practical teaching materials.

3.4 Management of Practical Teaching Staff

3.4.1 Requirements and Management of Instructors and Administrative Staff

(1) Instructors shall perform their duties diligently in accordance with the University's teaching standards.

(2) Teachers undertaking practical teaching shall, in accordance with the content and requirements of the practical course syllabus and guide, draw up a teaching plan, submit a preliminary schedule and prepare a budget.

(3) Before a practical teaching component begins, instructors and administrative staff must make thorough preparations, checking that instruments, equipment and related supplies are complete and in good condition, and, where necessary, rehearse and trial-run the activities in advance.

(4) Once the component is under way, instructors shall explain the operating and safety precautions to students, require them strictly to work independently in accordance with the prescribed procedures, identify and resolve problems promptly, and supervise and check progress and quality.

(5) Instructors shall strengthen the day-to-day management and assessment of students attending the sessions. The instructor may bar from further attendance any student who fails to meet the requirements of the practical teaching component; in serious cases, the matter shall be reported promptly to the academic unit to which the student belongs.

(6) At the end of the component, instructors shall summarize students' performance, and administrative staff shall promptly take stock of and check facilities, equipment and supplies and ensure that they are properly sorted and stored.

(7) Each teaching unit shall strengthen the management and assessment of instructors and administrative staff, establish and improve a job responsibility system for administrative staff, and assign routine management duties to specific individuals.

3.4.2 Requirements and Management of Students in Practical Teaching

(1) All students must complete the practical teaching components specified in the cultivation plan for their major; students who fail to do so will not be awarded the corresponding credits.

(2) Students shall observe all rules and regulations governing practical teaching, follow the arrangements of instructors and administrative staff willingly, and respect the guidance of practical teaching supervisors.

(3) Students shall strictly observe the operating procedures, work discipline, safety requirements, environmental requirements, and confidentiality rules of the university or the host organization. Anyone who damages or loses instruments or equipment by operating them in violation of the specified procedures and requirements shall bear the cost of repair or pay compensation.

(4) Students shall strictly observe practical teaching discipline and must not be absent from practical teaching without justification. In principle, no leave of absence is granted during practical teaching; in exceptional circumstances, students may leave their training site only with the approval of the teaching unit concerned. Students who leave the site without completing the leave formalities shall be treated as absent from class. Students whose leave exceeds one third of the practical teaching period, or who are absent from class, shall be graded only after they have made up the missed sessions.

(5) Students shall complete practical reports and summaries as required and submit course designs, survey reports, and similar assignments on time.

4. Planning and Management of Practical Teaching

(1) Practical teaching must be conducted in accordance with the teaching documents concerned, namely the cultivation plan, the teaching syllabus, and the prescribed textbooks or practical guides.

(2) Each college shall, within the first three weeks of each semester, formulate the practical teaching plan for that semester and submit the plan summary table, together with the work plan for each practical course, to the Academic Affairs Office for review; the plan shall be implemented only after approval by the leader in charge.

(3) Once reviewed and approved, the practical teaching plan must be strictly implemented and may not be altered at will. Where special circumstances require changes to the time, venue, or instructors of practical teaching, a written explanation of the reasons shall be submitted, signed and approved by the dean, and reported to the Academic Affairs Office for approval before implementation.

(4) In accordance with the practical teaching syllabus, each college shall organize experienced teachers to compile practical guides that specify in detail the practical requirements and the methods for completing the content prescribed by the syllabus. Every practical project must be supported by a practical guide, which shall be distributed to students before the activity begins.

(5) In line with the development objectives of each major, each college shall actively reform the methods and content of practical teaching and give full consideration to the alignment between students' knowledge and competence profiles and the objectives and requirements of the courses. In doing so, it shall incorporate the latest achievements in science and technology and in teaching reform, update practical content in a timely manner, upgrade the technical means of practice, and deepen reform of the practical teaching system so as to improve the quality of practical teaching.

(6) To share laboratory resources effectively among colleges, each college must give priority to arranging laboratory courses for other colleges within the university. Stand-alone laboratory courses shall be scheduled by the college responsible for them in consultation with the laboratory center and entered in the teaching timetable.

Laboratory sessions not offered as stand-alone courses shall be arranged by each college according to the laboratory teaching schedule and the available facilities. Where the theoretical and the laboratory components of a course are taught in different colleges, the two colleges shall make the arrangement through consultation, and the college responsible for the laboratory work shall report the laboratory timetable to the laboratory center.

(7) Once the laboratory and practical training timetable has been issued, no department or individual may alter it without approval. The Academic Affairs Office shall check the implementation of the plan and the quality of laboratory and practical training teaching against the timetable. Where a course change is required for special reasons, the instructor shall submit an application and complete the course-change formalities after obtaining the consent of the vice dean in charge of teaching of the college; otherwise, the change shall be treated as unauthorized.

(8) Textbooks and practical guides for laboratory and practical training shall be selected or compiled in accordance with the relevant teaching syllabus. For each experiment or training item, they shall clearly specify its title, content, class hours, facilities, methods, operating procedures, precautions, results, and data processing requirements. Selected, self-compiled, or adapted textbooks and guides may be used only after discussion by the teaching and research office and approval by the vice dean in charge of teaching.

5. Management Documents on Practical Teaching

5.1 Practical Teaching Plan

The practical teaching plan is an important component of the talent cultivation plan. Formulated in light of the university's positioning as an applied undergraduate institution and the characteristics of the discipline concerned, it is specified in the cultivation plan of each major.

5.2 Practical Teaching Syllabus

The practical teaching syllabus, based primarily on the cultivation plan, is an important document for guiding practical teaching and an important basis for organizing and guiding practical teaching, standardizing the practical teaching process,

and monitoring its quality. Practical teaching must follow *the Basic Specifications for Compiling Practical Teaching Syllabi of Hengxing University*; syllabi are submitted to the Academic Affairs Office for the record after review and confirmation by the college (department), so as to maintain a stable practical teaching order and ensure the smooth completion of practical teaching tasks.

(1) Syllabus for experimental (training) courses: compiled in the format used for course syllabi. Each syllabus should reflect the current state of development of the discipline and ensure that the content is complete, systematic, and up to date.

(2) Syllabus for military training and military theory education: developed in accordance with the state's requirements for the military literacy of college students and in light of the students' actual circumstances.

(3) Syllabus for internship teaching: centering on the objective of producing applied talents, it should be practical, applicable, and current in content and should reflect the distinctive features of applied undergraduate education; every major develops an Internship Teaching Syllabus (for example, *Internship Teaching Syllabus for the XX Major of Hengxing University*).

(4) Syllabus for extracurricular quality development: aimed at improving students' overall quality, compiled project by project in light of actual conditions.

(5) For projects that are not suited to a teaching syllabus—entrance education, observation practice, social practice, innovation and entrepreneurship practice, and the graduation thesis (design or creative work)—implementation measures are formulated for their management and delivery. These measures serve as an important basis for organizing and guiding practical teaching, standardizing the practical teaching process, and monitoring its quality, and are submitted to the Academic Affairs Office for the record after review and confirmation by the college (department).

5.3 Practical Teaching Textbooks (or Lecture Notes)

Practical teaching textbooks are those selected by the course instructor in accordance with the syllabus and suited to the teaching objectives and requirements. Lecture notes are teaching materials written by the instructor to meet the requirements of a practical project or the specific purposes of a particular project.

5.4 Other Materials

Each practical teaching project may, as needed, develop supporting documents such as practical teaching assignment sheets, practical reports, and practical teaching guides.

6. Process Management of Practical Teaching

Process management is an ongoing task in safeguarding the quality of practical teaching. It is carried out by the university's constituent colleges, with the Academic Affairs Office responsible for oversight and coordination; each college incorporates it into its semester work plan.

(1) All practical teaching components must be delivered in strict accordance with the objectives and plans of the cultivation plan and with the requirements of the teaching syllabus or implementation measures for each project. Where a change to the plan is genuinely necessary under special circumstances, it is subject to approval under the university's procedures for adjusting the teaching plan.

(2) Practical teaching syllabi and practical guides are developed and selected in conformity with the teaching plan, the basic requirements of the courses, and the requirements of the graduation standards.

(3) The teaching unit responsible for practical teaching assigns instructors in accordance with the requirements of the practical teaching syllabus. Practical teaching instructors must be familiar with the theoretical knowledge and professional skills of the courses concerned, have fairly extensive practical teaching experience, and possess a sense of responsibility and organizational skills.

(4) The teaching unit responsible for practical teaching prepares the venues, facilities, equipment, materials, and relevant software required, and ensures that all preparatory work is completed in a timely manner.

(5) The teaching unit holds a student orientation meeting, issues the practical teaching assignment sheets, has students complete the necessary preliminary technical preparation, and provides the necessary discipline and safety briefing.

(6) Once practical teaching begins, instructors guide students in hands-on operation, and students complete practical reports in light of their skills training and the course requirements and conduct a self-assessment.

(7) Instructors assess students' performance in practical teaching and assign a grade.

(8) Instructors prepare a summary of the practical teaching work and submit the relevant forms and the summary to their college.

7. Assessment and Grading of Practical Teaching

7.1 Assessment Requirements and Principles

(1) Assessment of the practical teaching components focuses on students' learning attitude, their mastery of skills, and the overall competence and professional conduct they demonstrate during the components.

(2) Provided that the minimum requirements are met, assessment may be offered at different levels of difficulty so that students of different starting levels can all improve their skills; students choose freely among the levels, in support of individualized development.

(3) Assessment schemes may vary by major, year level, and the content of practical teaching, taking into account students' specific circumstances and the needs of social development.

7.2 Grading of Practical Teaching Performance

Each college develops practicable grading rubrics based on the characteristics of each practical teaching component and the objectives of the cultivation plan of each major. Grades are normally awarded on a five-level scale: Excellent, Good, Fair, Pass, and Fail.

8. Management of Practical Teaching Archives

(1) Building practical teaching archives is an important part of practical teaching management. The archives include practical teaching assignment sheets, practical teaching schedules, practical teaching syllabi, practical guides, attendance sheets, grade sheets, and the like.

(2) The teaching unit responsible for practical teaching collects and organizes the relevant materials, and properly archives and keeps safe the records, grades, and teaching outcomes.

9. Monitoring and Evaluation of Practical Teaching Quality

Practical teaching is an important part of the university's teaching work and a key element in ensuring talent-cultivation quality. When organizing practical teaching, each college and department must maintain strict quality control: they organize class observations and on-site visits as planned, carry out regular inspections with differentiated guidance, keep abreast of how practical teaching is running through multiple channels, and keep corresponding records, so as to strengthen quality monitoring and steadily improve teaching. Each academic year, the Academic Affairs Office works with the Quality Assessment Office to conduct a special annual inspection and evaluation of practical teaching; problems identified are rectified in a timely manner, and the findings are summarized in the respective annual teaching quality reports.

Quality monitoring for practical teaching covers the following aspects:

(1) The practical teaching plan and its implementation.

(2) The soundness of practical teaching arrangements and their execution.

(3) Students’ improvement in competence and overall quality during practical teaching.

(4) Instructors’ guidance of practical teaching.

(5) Evaluation of teaching outcomes and quality.

10. Supplementary Provisions

The right to interpret these Rules rests with the Academic Affairs Office. The Rules come into force on the date of issue; where previously issued documents are inconsistent with these Rules, these Rules shall prevail.

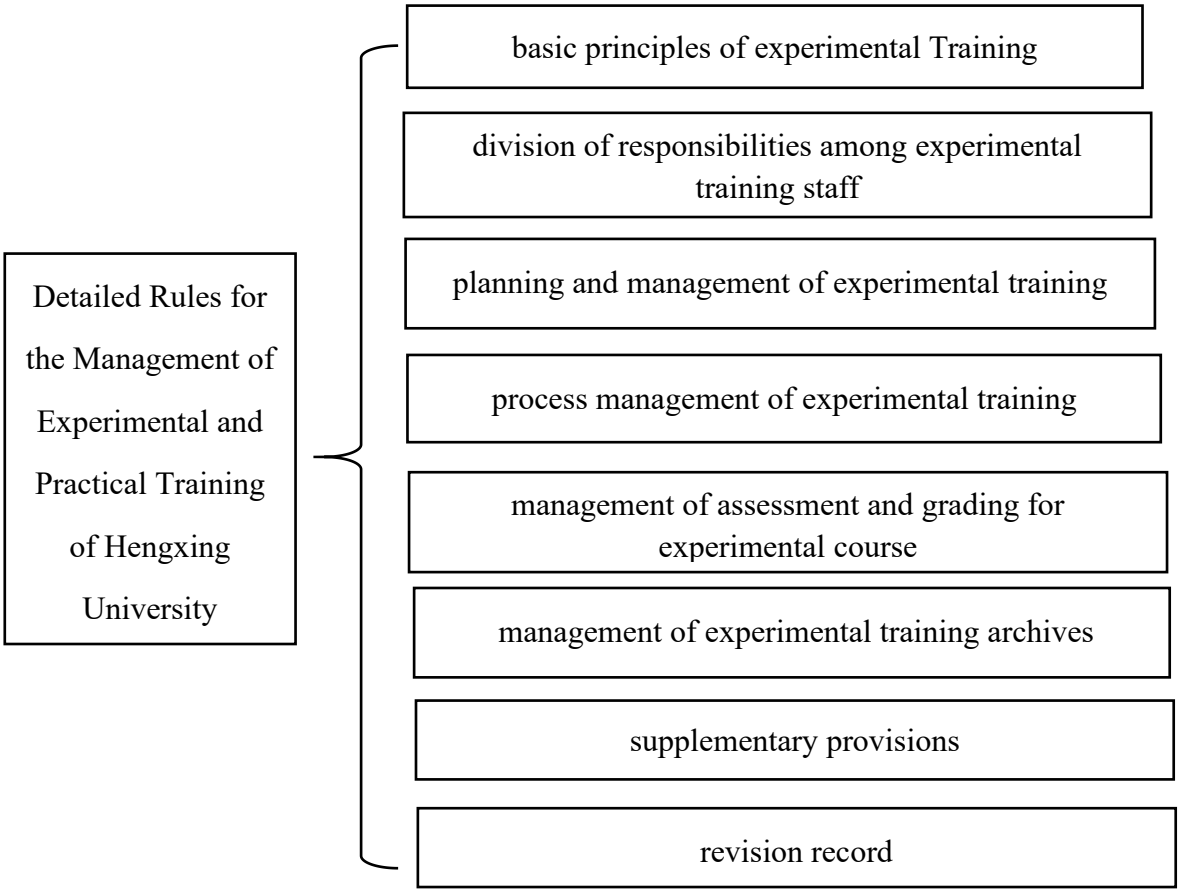
11. Revision Record

No.	Date of Issuance	Record Type			Proposer		Lead Drafter		Drafting Group Member	Approver	
		Category	Version	Revision No.	Name	Position	Name	Position		Name	Position
1	2018.04.28	Formulation	A	0	Xu Aimin	Vice President	Chen Qimou	Deputy Director		Chen Changjin	Chairman of the Board
2	2019.11.26	Revision	A	1	Xu Aimin	Vice President	Yuan Qingxin	Director of the Academic Affairs Office		Chen Changjin	Chairman of the Board

Detailed Rules for the Management of Experimental and Practical Training of Hengxing University

Purpose, Basis, and Scope of Application These Rules are hereby formulated in accordance with the University's relevant regulations in order to establish a sound order for experimental training (practical training included; the same applies hereinafter), to achieve scientific and standardized management of such training, and to continuously raise its quality and management level. These Rules apply to the experimental (practical) training courses taken by full-time undergraduate students of the University in the experimental and practical training rooms on campus while students in other program types are subject to these Rules by reference.

Overview chart



1. Basic Principles of Experimental Training

1.1 Experimental training comprises stand-alone experimental courses, practical training courses, and in-course experiments embedded in theory courses. It is a core component of the curriculum for achieving talent-cultivation objectives and is essential if higher education is to deliver real results and develop distinctive features. It is the principal means of giving students basic training in experimental skills, sharpening their powers of observation and creativity and their hands-on ability, and fostering a serious and rigorous attitude toward work; it is also a key element in developing students' applied professional and technical competence and their capacity to analyze and solve problems. Experimental training and theory teaching must complement each other, and must follow the principles of uniting scientific rigor with ideological content and of integrating theory with practice.

1.2 The syllabus for experimental training is based primarily on the cultivation plan. Experimental training must be conducted strictly in accordance with its syllabus, so as to maintain a stable order for experimental training and ensure the smooth completion of teaching tasks.

1.3 Instructional staff play the leading role in experimental training. They approach their work with a high sense of responsibility, design each training process with care, stimulate and draw on students' enthusiasm and creativity, and use a range of teaching methods to strengthen students' hands-on skills.

1.4 Strong management and leadership are the fundamental guarantee of quality in experimental training. Administrators at all levels should study the theory of education and of management and draw on experience in experimental training management at home and abroad, so that they know their work thoroughly. They should stay close to the teaching front line, carry out systematic investigation, and be bold in exploring and reforming, so as to raise the level of experimental training management.

2. Division of Responsibilities among Experimental Training Staff

Experimental training is carried out under the guidance of the University's teaching and research management framework: the Academic Affairs Office exercises

unified management of experimental training across the University, while each college is responsible for its organization and implementation.

2.1 The Academic Affairs Office formulates regulations on experimental training management; consolidates and reviews the semester plans submitted by each college; guides, coordinates, plans, and supervises implementation of the University's experimental training plans; inspects and monitors the order and quality of experimental training; and summarizes the work and organizes exchanges of good practice.

2.2 Each college develops and refines the syllabi, training guides, and other documents for each experimental course, formulates plans for experimental training, and organizes their implementation. It strengthens quality control by starting from each stage of teaching: it inspects and analyzes experimental training, keeps records, and identifies and resolves problems promptly, so as to keep experimental training running smoothly and raise teaching quality steadily.

2.3 Teachers of experimental courses should hold an intermediate or higher professional title, or have relevant teaching experience. Before teaching a course for the first time, the teacher is given a mentor by the college—who may be engaged from outside the University and must have at least two years' experience in experimental training—who supervises the teacher's trial run of the experiments. Once the trial run has been approved, a lab report signed by the mentor is submitted to the Academic Affairs Office; only after the Office has reviewed and approved it may the teacher begin teaching. Teachers of experimental courses run the experiments themselves before the start of teaching each semester and submit a report on the trial run to the Office.

3. Planning and Management of Experimental Training

3.1 Experimental training must be conducted in accordance with the teaching documents concerned, namely the cultivation plan, the syllabus, and the textbooks or training guides.

3.2 Each college formulates the experimental training plan for the semester within the first three weeks of that semester and submits the plan summary table,

together with the work plan for each experimental course, to the Academic Affairs Office for review; the plan is implemented once approved by the leader in charge.

3.3 Once approved, the experimental training plan must be implemented as approved and may not be altered at will. Where special circumstances require changes to the timing, venue, or instructors, a written explanation is submitted, signed by the dean, and reported to the Academic Affairs Office for approval before implementation.

3.4 To make effective use of laboratory resources across the University, each college must give priority to scheduling experimental courses for other colleges within the University. Stand-alone experimental courses are scheduled by the college responsible for them in consultation with the Academic Affairs Office and entered in the teaching timetable; experiments not offered as stand-alone courses are arranged by each college according to the teaching schedule and the facilities available. Where the theory and experimental components of a course are taught in different colleges, the two colleges arrange the matter through consultation, and the college responsible for the experimental component reports the schedule to the Academic Affairs Office.

3.5 Textbooks and training guides for experimental training are selected or compiled in accordance with the syllabus. For each experiment, they must specify the title, content, class hours, facilities, methods, operating procedures, precautions, results, and data-processing requirements. Selected, self-compiled, or adapted textbooks may be used only after discussion by the teaching and research office and approval by the vice dean in charge of teaching.

3.6 In accordance with the requirements of the syllabus, each college organizes experienced teachers to compile training guides that set out in detail the requirements of each experiment and the methods for completing the content prescribed by the syllabus. Every experiment must be covered by a training guide, which is distributed to students before the session begins.

3.7 In line with the development objectives of each major, each college actively reforms the methods and content of experimental training and gives full consideration to aligning students' knowledge and competence profiles with course objectives and

requirements. In doing so, it incorporates the latest results of scientific and technological advances and of teaching reform, updates experimental content in a timely manner, upgrades the technical means employed, and deepens reform of the experimental training system, so as to improve the quality of experimental training. Demonstration and verification experiments should be gradually reduced, while design-based and integrated experiments should be increased, so as to build a sound and advanced system of experimental courses.

3.8 Once the experimental course timetable has been issued, no department or individual may change it without approval. The Academic Affairs Office checks the implementation of the plan and the quality of experimental training against the timetable. Where a course change is required for special reasons, the teacher submits an application and completes the course-change formalities after obtaining the consent of the vice dean in charge of teaching of the college; otherwise, the change is treated as unauthorized.

4. Process Management of Experimental Training

4.1 Experimental training must be conducted strictly in accordance with the syllabus; class hours may not be changed at will, nor may experiments be reduced or substituted.

4.2 The teaching and research office compiles experimental textbooks (or lecture notes) and training guides in accordance with the cultivation plan and the syllabus. A training guide covers the objectives, requirements, principles, instruments, procedures and methods, precautions, pre-lab preparation requirements, and report requirements, and is revised as and when the teaching plan or syllabus changes.

4.3 Experimental training staff prepare each session thoroughly in accordance with the syllabus and the training guide, and prepare lecture notes (lesson plans) for the experiment. Before each session, the instructor must anticipate possible emergencies, have contingency plans ready, and be able to respond to them. Laboratory instructors and administrative staff complete all preparatory work, including checking that instruments and equipment are in working order, checking the safety facilities, and readying the materials and tools. They must be thoroughly

familiar with the objectives, requirements, principles, procedures, and apparatus of the experiment. Experiments that are difficult or newly introduced must be run through in advance, and newly appointed staff or those teaching an experiment for the first time must give a trial lecture and complete a trial run.

4.4 At the first session of an experimental course, the laboratory instructor explains the student code of conduct for experiments and the relevant laboratory rules. An instructor may suspend a student from the session if the student fails to observe the rules, violates operating procedures, or does not follow instructions.

4.5 Laboratory staff must require students to observe experimental discipline, keep the laboratory quiet and clean, and refrain from using instruments or equipment unrelated to the experiment. Students must attend to their own safety and to the safety of the equipment, and strictly follow the operating procedures. Once the setup is ready, students may begin only after the instructor has checked and approved it.

4.6 Students carry out experiments independently, so as to develop their hands-on ability and their capacity for independent analysis and problem-solving. The instructor must remain in the laboratory throughout the session, moving around to monitor and guide students in standard practice.

4.7 The instructor signs students' original data records. Students write their reports on the basis of records that the instructor has signed. Where a record is unsigned or the data in the report do not match the original record, the student is deemed not to have attended the session.

4.8 Students who have not completed a required experiment for any reason must make it up before the theory course examination; otherwise they may not sit the examination.

4.9 At the end of a session, laboratory instructors check and put the instruments and equipment in order and complete the laboratory log, equipment-use records, and similar documents. Any damage or loss must be investigated immediately, the cause established, a recommendation for handling made in accordance with the relevant regulations, and the matter reported promptly to the department in charge.

4.10 Experimental training staff mark the reports carefully. Where a report is unsatisfactory, the student is required to redo the experiment or rewrite the report, as the case may be.

5. Management of Assessment and Grading for Experimental Courses

Assessment of an experimental course is based mainly on students' hands-on laboratory performance. Grades are determined and recorded on either a five-level scale or the 100-point scale, and the weight of the experimental component in the course grade is calculated in proportion to its share of the course's total class hours or in accordance with the assessment requirements of the syllabus.

The grade for an experimental course is based on coursework marks (including attendance and performance in class), marks for experimental reports or products, and the final examination. Coursework may account for 10%, reports for 30%, and the final examination for 60%. The experimental component is assessed on the following four aspects:

(1) Attitude: whether the student observes discipline and the relevant rules and regulations, attends on time, and takes an active part in experimental training.

(2) Skills: whether the student understands the requirements of the experiment, has mastered the experimental techniques, can complete the work independently and correctly, and shows initiative.

(3) Report or product: whether it is properly formatted, whether the work is described accurately and completely, and whether the analysis of results is correct.

(4) A student who fails to complete the report or product on time receives a grade one level lower for that session.

A student receives a failing grade for the course and must retake it and be reassessed in any of the following circumstances:

(1) being absent from experiments without acceptable reason, or failing to submit one third or more of the required reports or products;

(2) being absent from one third or more of the experiments on approved leave and failing to make them up afterwards.

(3) plagiarism of another student's report or product, or a major accident caused by disregarding experimental discipline, results in a zero for that session.

6. Management of Experimental Training Archives

6.1 Experimental training archives are the historical records, in text, tabular, graphic, and audio-visual form, generated in experimental training activities and in the management of such training. They provide an important basis for assessing the quality of experimental training, strengthening its management, drawing up training plans, reviewing experience, and studying the patterns of experimental training, and they also serve as evidence in the evaluation of experimental training, the appraisal of laboratory staff, and the award of honours. Administrators of experimental training at all levels, laboratory directors, and laboratory staff should keep, organize, and file such records carefully within the scope of their duties, and this practice should be institutionalized. The archives should be fully used to support experimental training.

6.2 The archives comprise documents and materials issued by higher authorities, rules and regulations, management rules, and the basic documents of experimental training.

① Rules and regulations cover job responsibilities at each level and the management rules for laboratories and practical training bases.

② Management rules cover laboratories, practical training bases, experimental training, instruments and equipment, materials and tools, low-value items, and consumables.

③ Basic teaching documents cover syllabi, textbooks or training guides, teaching calendars, and lesson plans.

④ Other materials cover records of use, experimental reports, experimental grades, records of laboratory activities, work records of laboratory staff, laboratory safety records, equipment and facilities information, namely lists of laboratory instruments and equipment, lists of tools in use, records of the use, maintenance, repair of instruments and equipment, floor areas of laboratory space, equipment utilization and serviceability rates, planning documents, namely laboratory development plans, laboratory work plans, and staff training plans.

6.3 Reports for experimental courses are completed as required, and each is marked and graded. Where an experimental course carries its own credits, grades are entered by the course teacher and reviewed by the Academic Affairs Office. Five reports from each class are kept in the practical teaching cabinet in the laboratory for inspection; the remaining materials are archived and managed by the college for a retention period of five years. At the start of each new semester, reports are placed in the practical teaching cabinet by class.

7. Supplementary Provisions

7.1 The right to interpret these Rules rests with the Academic Affairs Office.

7.2 The Rules come into force on the date of issue; where previously issued documents are inconsistent with these Rules, these Rules shall prevail.

8. Revision Record

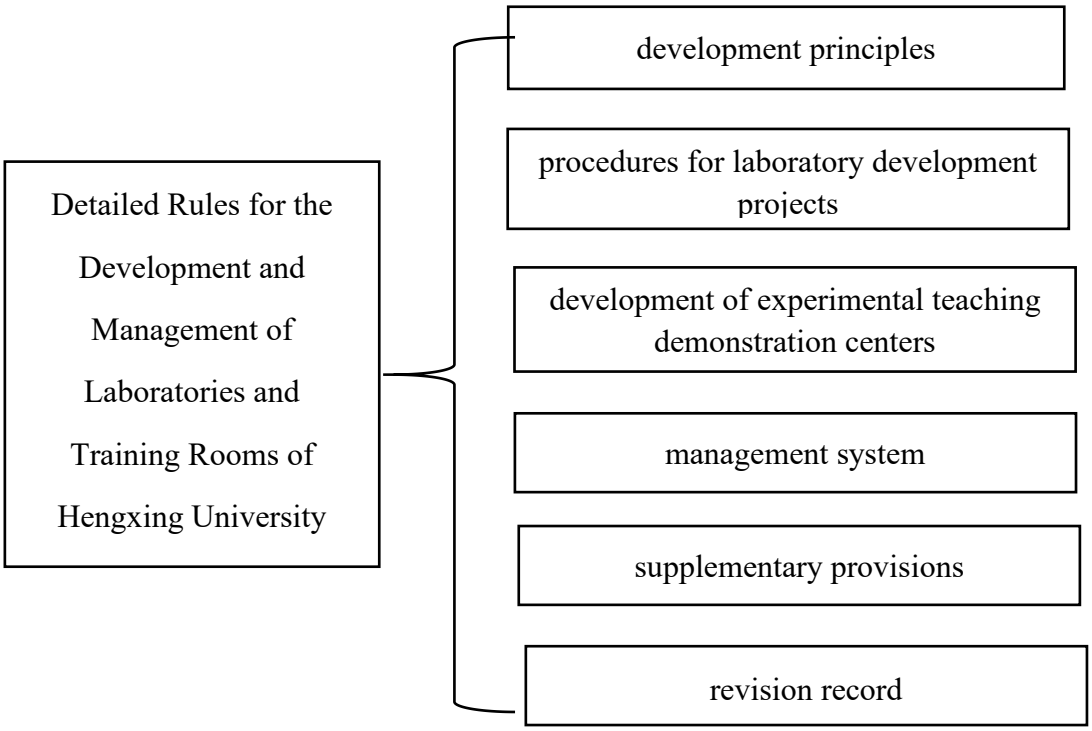
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1	2018.04.28	Formulation	A	0	Xu Aimin	Vice President	Chen Qimou	Deputy Director		Chen Changjin	Chairman of the Board
2	2022.06.30	Revision	A	1	Yuan Qingxin	Director	Zhao Xinyan	Deputy Director		Chen Changjin	Chairman of the Board

Detailed Rules for the Development and Management of Laboratories and Training Rooms of Hengxing University

Purpose, Basis and Scope of Application Laboratories and training rooms are important bases for practical teaching, scientific research, pilot-scale industrial trials, technology development, training and assessment, and are one of the basic conditions for the University to deliver quality teaching and to cultivate high-level applied professionals. In order to further standardize the development and management of laboratories (including training rooms; the same hereinafter), ensure that newly built laboratories are commissioned on schedule, and improve the efficiency of laboratory development, these Rules are hereby formulated.

For the purposes of these Rules, laboratory development covers laboratories built from scratch, the renovation and expansion of existing laboratories, the completion of laboratories left unfinished, and the development of on-campus training bases.

Overview chart



1. Development Principles

Laboratories are important bases for practical teaching, scientific research and technology development; they are the basic guarantee for the integration of teaching and research and for cultivating high-level applied professionals; and they are an important indicator of the teaching, research, innovation and management levels of an institution of higher education. Leaders at all levels and all departments of the University must attach great importance to and strengthen the standardized development and management of laboratories.

Laboratory development shall proceed from the needs of the various types of talent training at our University and from what helps to comprehensively improve the quality of practical teaching and the efficiency of training room development, so as to realize the simultaneous development of the multiple functions of laboratory teaching, research and social service and to avoid scattered and duplicated establishment.

The establishment, closure or adjustment of a laboratory must be scientifically justified in accordance with the relevant provisions on laboratory development and management, and may be implemented only after review by the competent department and submission to the University for approval. All teaching laboratories of the University shall be managed centrally by the Academic Affairs Office.

2. Procedures for Laboratory Development Projects

2.1 Project Application

In accordance with the laboratory development plan formulated by the University, each college shall organize the application for the laboratory development projects of its own unit, complete *Annex 1, the Project Application Form for Laboratory and Training Room Development*, and submit it to the Academic Affairs Office for filing, as the basis for project development, tendering and audit. Where a project involves large precision instruments and equipment, a feasibility report on their purchase shall be attached. The feasibility report shall mainly cover the following:

(1) Reasons for the purchase: whether the instruments and equipment to be purchased conform to the discipline development plan of the unit, to domestic and

international development trends and to the actual needs of teaching and research; the current and long-term teaching and research problems to be solved; the role they will play in raising the level of the discipline and of teaching; and the projected returns on their use.

(2) The main performance specifications of the instruments and equipment to be purchased, and the products, manufacturers and models for reference. Where foreign products are to be purchased, they shall be compared with similar domestic products, and the reasons why foreign products must be purchased shall be explained in detail.

(3) Whether the unit has the personnel and capacity to operate, use, repair and maintain the equipment, and whether it can ensure the supply of consumable materials and wearing and consumable parts. Whether the unit has a site suitable for installing the equipment, how a site that needs to be newly built or renovated will be provided, and how other supporting equipment will be provided. Whether sufficient funds are available for the purchase and for operation.

(4) Whether acceptance testing and installation can be handled internally.

(5) Whether the conditions for sharing are in place and whether the sharing arrangements have been implemented.

(6) Other related issues.

2.2 Project Approval

(1) In accordance with the programme development plan and the laboratory development plan, the Academic Affairs Office shall be responsible for the preliminary review and on-site inspection of the projects submitted by the colleges, and shall submit its review comments to the University for preliminary approval.

(2) Projects that pass the University's preliminary approval shall be returned to the applicant units for further discussion and revision, and the units shall submit a detailed and improved development plan, a feasibility report and the revised *Project Application Form for Laboratory (Training Room) Development.*

(3) Led by the Chief Engineer's Office, with the applicant college and the Academic Affairs Office assisting, experts in the relevant disciplines from within and outside the University shall be organized to evaluate the development plan and the

feasibility of the submitted projects. After carefully hearing the applicant unit's detailed report on the reasons for the project, the development objectives, the development plan and the equipment to be purchased, the experts shall fully discuss and comprehensively analyse the projects, carefully review the reasons for purchasing large precision instruments and equipment, the selection of models and the installation conditions, and give their expert evaluation opinions.

(4) On the basis of the expert panel's evaluation opinions, the Academic Affairs Office shall put forward its opinion on project approval; after review by the University leader in charge of the department, the opinion shall be submitted to the University for approval.

(5) Projects approved by the University shall be implemented by the college, the Academic Affairs Office, the Assets Office and the Finance Office.

2.3 Project Implementation

(1) For a laboratory development project that has been approved, the Chief Engineer's Office, the applying college and the Academic Affairs Office shall jointly confirm that all parameters meet the requirements, after which the project shall be submitted to the Assets Office for procurement.

(2) The applying college shall, in accordance with the laboratory requirements, contact the department of the University responsible for supporting facilities such as water, electricity and gas, and ensure that the requirements for the equipment and for laboratory development are met.

(3) The project leader shall take the lead, together with the Assets Office and the equipment manufacturer, in the installation and commissioning of the equipment.

(4) The preparation period of an approved laboratory development project shall not exceed one year. When the preparation period expires or the equipment has been installed, the project construction unit shall submit an application for acceptance, complete *Annex 2, the Application for Acceptance of Laboratory and Training Room Project Construction*, and the Chief Engineer's Office shall, together with the University leader in charge, the Assets Office, the Finance Office, the applying

college, the Academic Affairs Office and the equipment supplier, form an acceptance team to conduct the acceptance.

① After the project passes acceptance, the project construction unit shall complete *Annex 3, the Laboratory and Training Room Project Completion Report,* in four copies; after being signed by the acceptance team, one copy each shall be kept by the Assets Office, the applying college and the Academic Affairs Office. For laboratory development projects with relatively large funding, relevant experts shall be organized to conduct the acceptance and to issue a written acceptance conclusion.

② For a laboratory that has passed acceptance, the applying college shall manage the equipment in accordance with t*he Detailed Rules for the Development and Management of Laboratories and Training Rooms of Hengxing University* and the *Detailed Rules for the Management of Teaching Instruments and Equipment of Hengxing University*; the project completion report and the relevant acceptance materials shall be collated and archived by the Chief Engineer's Office, and the user unit may keep copies.

③ After a newly built laboratory passes acceptance, the University shall officially announce the establishment of the laboratory; it shall be managed jointly by the Academic Affairs Office and the applying college, and the responsible department and personnel shall be specified.

④ A project that fails to complete its development tasks when the project period expires and that has not provided a written explanation before the deadline shall be regarded as a project that cannot be completed.

⑤ Projects that fail acceptance or cannot be completed shall be required to complete remediation within a specified deadline or shall be revoked; the causes shall be investigated and responsibility shall be pursued, and their personnel, equipment and premises shall be reallocated. Where continuation of development is genuinely necessary, a new application shall be made.

⑥ Project funds may be used only for the procurement of instruments and equipment, the renovation of the laboratory environment and the items specified in the budget table, and may not be diverted to other purposes.

3. Development of Experimental Teaching Demonstration Centers

An experimental teaching demonstration center shall be a public basic experimental teaching center, a discipline-category basic experimental teaching center or a comprehensive disciplinary experimental center that undertakes experimental teaching tasks for multiple disciplines and multiple programmes, mainly in such disciplines and types as physics, electronics, mechanics, machinery, computer science, economic management, media and comprehensive engineering training. A university-level experimental demonstration center is a university-level key laboratory. The University shall place the development of demonstration centers on its important agenda, strengthen organization and leadership, give policy preference in funding, and give priority to project approval for their development.

(1) Development and Management of Demonstration Centers

A university-level experimental demonstration center is a university-level key laboratory. The University shall place the development of demonstration centers on its important agenda, strengthen organization and leadership, give policy preference in funding, and give priority to project approval for their development.

The development and management of a university-level demonstration center shall operate under a system of management by objectives. Once a demonstration center has been selected and confirmed, it shall, in light of its own characteristics, establish and improve its internal management systems and operating mechanisms, so as to ensure that it completes its teaching and development tasks and accepts inspection by the college and the University.

A university-level demonstration center shall operate under a director responsibility system. The director of a university-level demonstration center shall be a teacher with a high academic level, rich practical experience in teaching and research, dedication to experimental teaching, strong management ability and the rank of associate professor or above. The center shall coordinate the arrangement, allocation and use of experimental teaching resources, so as to achieve the sharing of high-quality resources.

A university-level demonstration center must be open to the whole University; at the same time, it is encouraged, on the premise of completing its regular experimental teaching tasks, to provide services to outside users, and the fees charged for such services shall be collected and used in accordance with the relevant provisions.

A competitive mechanism shall be introduced into the development and management of university-level demonstration centers, with rewards for good performance and penalties for poor performance. For a demonstration center that fully completes its teaching tasks, is well managed and operates well, the University shall give awards and increase funding; for one that fails its assessment, its status as a university-level experimental demonstration center shall be revoked.

(2) Selection and Approval of Demonstration Centers

University-level experimental teaching demonstration centers shall be selected once every two years; each college shall organize applications, and the Academic Affairs Office shall be responsible for organizing the selection.

Any laboratory that has certain basic conditions, clear development objectives, sound management systems, a full workload, a sound academic echelon and tasks of cross-college experimental teaching, and that basically meets the requirements of the Assessment Standards for University-Level Experimental Teaching Demonstration Centers, may apply.

A laboratory preparing to apply shall, under the leadership and organization of the University and the college, and in the spirit of seeking truth from facts and forging ahead, carefully formulate a three-year development plan for the laboratory and complete the relevant application form.

University-level experimental teaching centers shall be selected through review by a meeting of relevant experts, on-site inspection and approval by the University.

(3) Assessment and Acceptance of Demonstration Centers

A university-level demonstration center shall be assessed every three years by the University's Teaching Steering Committee in accordance with the assessment standards for university-level experimental teaching demonstration centers; a center

that fails the assessment shall have its status as a university-level demonstration center revoked.

4. Management System

Laboratory development shall be subject to a responsibility system under which the president in charge is accountable under the leadership of the President, with the vice president in charge of teaching assuming direct responsibility. A Discipline Development and Science and Technology Committee shall be established, composed of the president in charge, the heads of the relevant functional departments (academic affairs, research, human resources, finance, infrastructure and assets) and experts in academic, technical and management fields, as a non-standing body for experimental and training work. It shall coordinate and resolve major issues in the University's overall laboratory planning, development, layout, purchase of large precision instruments and scientific management, and shall make recommendations for the University's decision-making.

4.1 Management Structure

Experimental teaching shall be managed at two levels, the University and the college; the functional offices involved are the Academic Affairs Office, the Research Office, the Assets Office, the Chief Engineer's Office and the Operations Office. Laboratories shall be assigned to the colleges according to their functions. Each college shall have a director of the experimental center and a director of the laboratory; the director of the experimental center shall be concurrently held by the vice dean in charge of research of the college, and the director of the laboratory shall be concurrently held by a dual-qualified teacher of the college; where appropriate, experimental tutors shall be appointed, who shall be responsible for laboratory management while guiding students' practical teaching.

4.2 Responsibilities of the Offices

The Academic Affairs Office shall be responsible for the management of practical teaching; the Assets Office for the procurement and management of teaching and research instruments and equipment; the Research Office for the management of research projects carried out in practical teaching premises; and the Chief Engineer's

Office and the Operations Office for the management of operational projects carried out in practical teaching premises.

5. Supplementary Provisions

5.1 Each college may, in accordance with these Rules and in light of its own circumstances, formulate specific implementation plans and submit them to the Academic Affairs Office for filing.

5.2 These Rules shall take effect on the date of promulgation and shall be interpreted and implemented by the Academic Affairs Office.

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	2018.03.18	Formulation	A	0	Xu Aimin	Vice President	Yuan Qingxin			Chen Changjin	Chairman of the Board
2	2022.06.30	Revision	A	1	Yuan Qingxin	Director	Zhao Xinyan	Deputy Director		Chen Changjin	Chairman of the Board

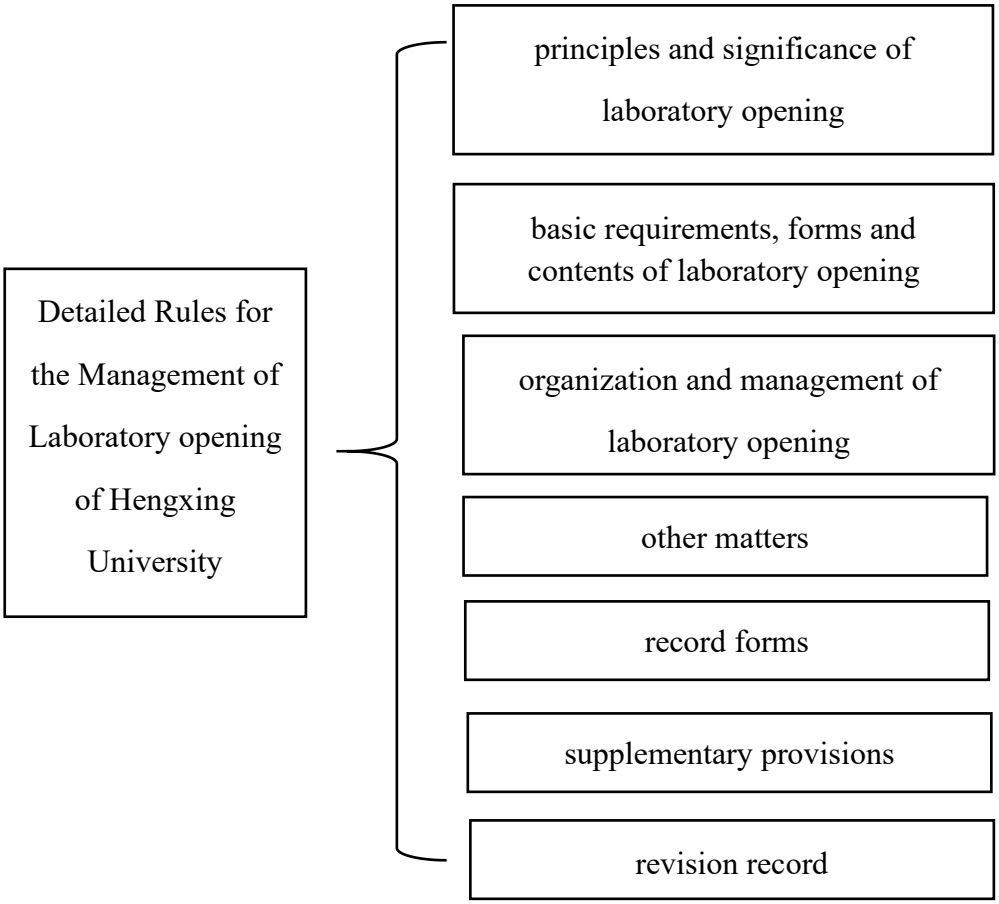
Detailed Rules for the Management of Laboratory opening of Hengxing University

Purpose, Basis and Scope of Application

These Rules are hereby formulated in order to give full play to the resource advantages of the University's laboratories (including training rooms; the same hereinafter), to strengthen the central position of students and to cultivate students' practical ability and innovative spirit, so as to guide students to participate in innovative experiments and scientific research, promote the continuous deepening of laboratory teaching reform and laboratory development, further improve the utilization rate of the University's laboratory resources and standardize the management of open laboratories.

These Rules apply to all teachers and students of our University.

Overview chart



1. Principles and Significance of Laboratory Opening

Laboratory opening refers to the opening of laboratories and teaching bases for practical training to all teachers and students of the University, on the premise of completing planned teaching, scientific research and other tasks and in accordance with the software, hardware, personnel and other conditions of the laboratories and the opening needs of teachers and students, so as to provide teachers and students with a learning platform for scientific research, course design, scientific and technological innovation, graduation projects, student association activities, product research and development and other activities, and to improve teachers' research capacity and strengthen students' practical and innovative spirit.

2. Basic Requirements, Forms and Contents of Laboratory Opening

2.1 Basic Requirements for Laboratory Opening

2.1.1 Each teaching unit shall attach importance to laboratory opening, make it an important part of practical teaching, fully tap the potential of human, financial, material and information resources, take effective measures to open the laboratories progressively, focus on practical outcomes, strengthen curriculum development and design, and ensure that curriculum content meets talent training requirements.

2.1.2 Experimental teaching personnel shall, with a working attitude of effectively serving experimental teaching and students, regard experimental teaching as an important task of teaching reform to be carried out and implemented on a long-term basis, make full use of existing laboratory conditions and create the necessary conditions, actively carry out laboratory opening, and open the laboratories to students in various forms.

2.1.3 Students shall, in light of their own circumstances, mainly choose verification, design-type and comprehensive experiments. Open projects may be experimental teaching projects within the teaching plan or extracurricular practical teaching content (projects prepared by teachers and students themselves, with laboratories providing the environment and equipment), so as to meet the opening needs of students at different levels and in different programmes.

2.1.4 Laboratory opening shall, in combination with experimental conditions and student characteristics, follow the guiding principles of being open to all students, teaching students in accordance with their aptitude and adopting diverse forms, and focus on cultivating students' innovative awareness and practical ability.

2.2 Contents and Forms of Laboratory Opening

Laboratory opening mainly takes the following forms:

2.2.1 Laboratory teachers provide experimental projects, and students choose the content and time of the opening;

2.2.2 Teachers from outside the laboratory or students prepare projects and opening times according to their own interests, provided that this does not conflict with the time scheduled for course experiments;

2.2.3 Laboratory opening shall be carried out by combining the involvement of outstanding students in teachers' research projects or support for students in completing self-initiated research projects with experimental (practical) training related to academic competitions, undergraduate innovation laboratory projects, graduation projects and other related content;

2.2.4 Laboratory opening shall take the form of an elective practical course open to students.

3. Organization and Management of Laboratory Opening

3.1 Organization of Laboratory Opening

3.1.1 Laboratory opening shall be organized and implemented in a planned manner on the premise of ensuring normal teaching. Under the leadership of the president in charge, the Academic Affairs Office shall organize the colleges to apply for open laboratories and experimental projects, and the applying college shall be responsible for organization, implementation and specific execution. The person in charge, the supervising teacher, the project content, the number of students and other details shall be specified for each activity. The Academic Affairs Office and the Quality Assessment Office shall inspect the implementation at random.

3.1.2 Expenses arising from the establishment of open laboratories by the University shall be handled in accordance with the Detailed Rules for Laboratory

Workload of Hengxing University. The special funds for open laboratories shall be used mainly for the cost of consumables required by students participating in open experiments.

3.1.3 At the beginning of each semester, each college shall report to the Academic Affairs Office the laboratories and experimental projects to be opened during the semester, together with their opening times and locations, and the Academic Affairs Office shall announce them to all teachers and students after review and approval.

3.1.4 Open laboratories shall, in light of the number of students and the experimental content, make preparations for instruments, equipment and materials, be staffed with the corresponding supervising teachers and laboratory technicians, maintain teaching order, ensure the supply of materials and equipment and manage laboratory safety, and keep proper records of laboratory opening.

3.1.5 For open experimental projects approved by the University, the relevant instrument and equipment management units shall be responsible for organizing and completing the teaching tasks, and the units concerned shall provide cooperation.

3.2 Provisions on the Management of Laboratory Opening

3.2.1 Provisions on Opening Time

Open laboratories operate scheduled opening (9:00 a.m. to 10:00 p.m., Monday to Friday) and opening by appointment (holidays). Laboratory projects provided by laboratory teachers shall be opened on a scheduled basis or by appointment; projects designed by teachers outside the laboratory or by students themselves shall generally be opened by appointment.

3.2.2 Provisions on Consumables and Tools for Laboratory Opening

Consumables such as materials and tools used in experiments shall be itemized in a detailed list. Under normal circumstances, laboratory administrators shall meet the opening requirements through internal reallocation; where the listed materials cannot be reallocated, the applying unit shall provide justification, and the head of the unit shall review and sign the list, which shall then be submitted to the Academic Affairs Office for approval and filing; the consumables for a single open experimental

project shall not exceed 500 yuan, and any amount exceeding 500 yuan in special circumstances shall be subject to approval by the vice president in charge.

3.2.3 Provisions on Teachers and Students for Laboratory Opening

Each open experimental project shall generally involve one or two supervising teachers and about 10 to 20 students (compulsory experiments within the teaching plan); the number of students participating in elective courses outside the teaching plan or other projects shall be determined on a case-by-case basis.

3.2.4 Provisions on the Teaching Workload of Open Experimental Projects

Open experimental projects completed by students under the guidance of teachers shall, after approval by the Academic Affairs Office, be converted into class-hour workload on the basis of the actual teaching person-hours (one full set of apparatus shall count as one experimental teaching workload, that is, one experimental class hour).

After an open experiment is completed, the project leader (laboratory management personnel, the supervising teacher of the experiment or the teacher of a specialized course) shall provide laboratory use records, experiment reports and other relevant experimental results consistent with the open experimental project applied for; the workload shall be recognized only after acceptance by the Academic Affairs Office.

3.2.5 Other Provisions

(1) In the course of laboratory opening, all teachers and students of the University must strictly abide by the *Rules for Student Experiments*, *the Laboratory Management Regulations*, *the Regulations on the Operation and Management of Laboratory Instruments and Equipment*, *the Regulations on Laboratory Safety, Fire Protection and Hygiene* and other provisions.

(2) Compensation shall be paid, in accordance with the relevant provisions, for instruments and equipment damaged during experiments.

(3) Supervising teachers and laboratory tutors shall be highly safety-conscious, formulate the necessary safety measures and ensure the safety of all equipment and personnel.

4. Other Matters

The Academic Affairs Office shall regularly inspect the implementation of experimental projects in open laboratories.

5. Record Forms

5.1 *Application Form for Open Laboratory Projects of Hengxing University* HXJXJL153S

5.2 *Application Form for Student-Designed Experiment Projects in Open Laboratories of Hengxing University* HXJXJL154S

5.3 *Application Form for Students Entering Open Laboratories of Hengxing University* HXJXJL155S

5.4 *Workload Statistics Form for the Supervision of Open Experimental Projects of Hengxing University* HXJXJL165S

6. Supplementary Provisions

6.1 The right to interpret these Rules belongs to the Academic Affairs Office.

6.2 The Rules come into force on the date of issue; where previously issued documents are inconsistent with these Rules, these Rules shall prevail.

7. Revision Record