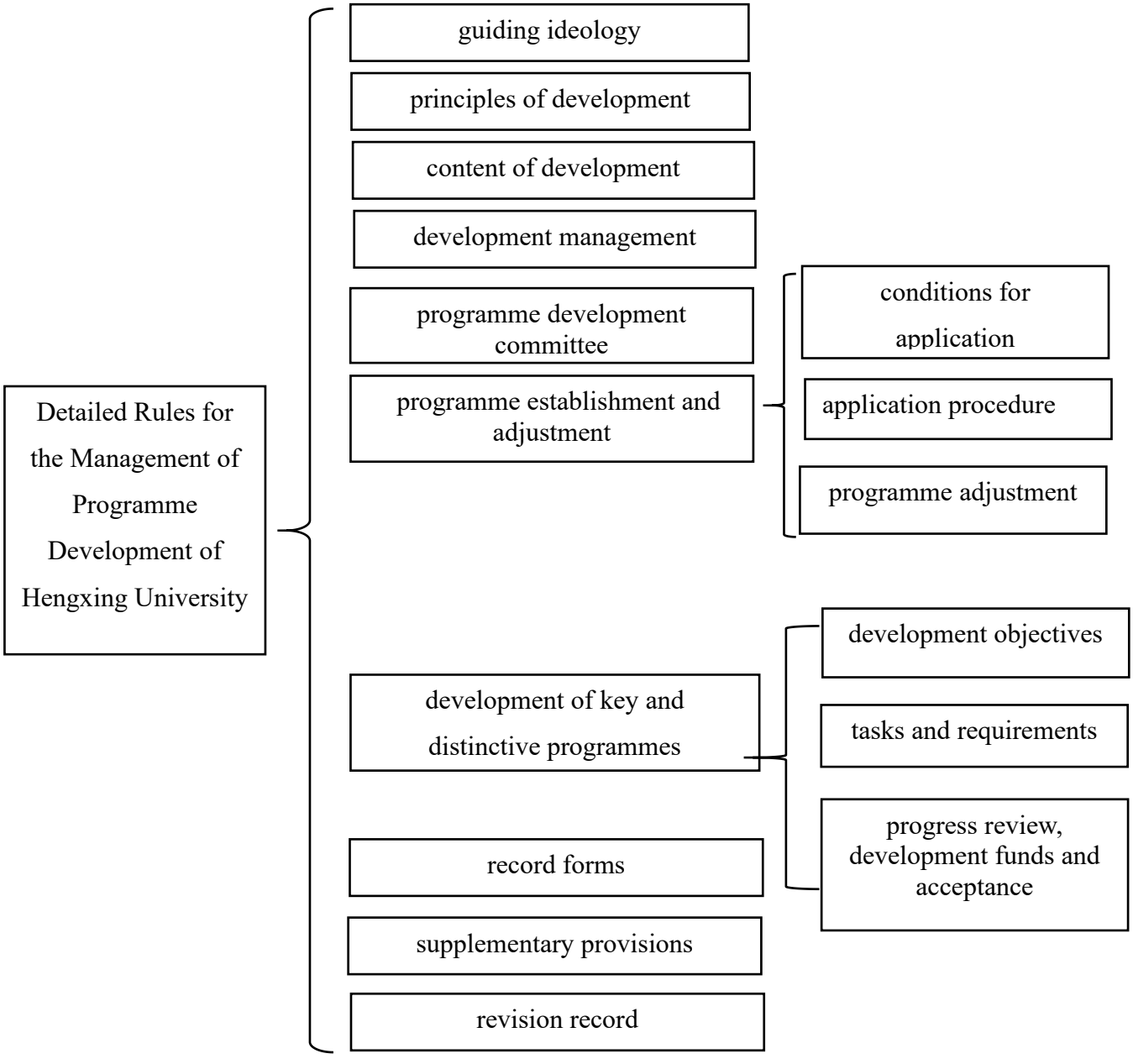
# Detailed Rules for the Management of Programme Development of Hengxing University

**Purpose, Basis and Scope of Application** Programme development is the core of the University's teaching development. To strengthen the distinctive features of its programmes and the adaptability of talent training, and to improve the quality of talent training and the level of institutional operation, the University has formulated these Rules in accordance with the spirit of the *Provisions on the Administration of Undergraduate Programme Establishment in Regular Higher Education Institutions* (Jiao Gao [2012] No. 9) and the National Standard for Assessing the Quality of Teaching in Undergraduate Programs(2018), and in conjunction with the University's discipline and programme development plan.

Overview Chart



**1. Guiding Ideology**

In accordance with the development approach of "consolidating advantaged programmes, expanding emerging programmes, promoting interdisciplinary programmes and phasing out disadvantaged programmes" , the University shall optimise its programme structure and build a programme system that is competitive, distinctive and responsive to social needs. It shall establish a group of new programmes that are suited to local economic development and social progress and rest on a certain disciplinary foundation, develop key programmes and nurture distinctive programmes, so as to continuously improve the quality of talent training and the level of institutional operation.

**2. Principles of Development**

(1) Responding to social needs. The University shall proactively meet the economic and social needs of the country and the locality, align itself closely with industries and sectors, and give full consideration to society's demand for talent.

(2) Consistency with the University's positioning. With the training of applied talent as the main line, the University shall advance the reform of the applied talent training model and cultivate high-quality applied talent with a solid grounding in basic theory, strong professional competence, strong practical ability and great development potential, a high sense of social responsibility and the capacity for innovation and entrepreneurship, and all-round development in moral, intellectual, physical, aesthetic and labour education.

(3) Optimising the structural layout. While highlighting its distinctive features and disciplinary strengths, the University shall give priority to establishing programmes in fields with a large demand for talent and in emerging, frontier and marginal interdisciplinary disciplines, so that programmes support one another and develop in a coordinated manner and overall optimisation of the University's programme establishment is achieved.

(4) Pursuing connotative development. The University shall deepen the reform of education and teaching, introduce high-level talent, attend to the growth of young faculty, develop programmes jointly with enterprises and local governments, and improve the conditions for institutional operation, so as to gradually achieve mutual complementarity of strengths in programme development, talent training and teaching resources.

**3. Content of Development**

(1) Each college shall, in accordance with the University's development plan, formulate sound plans for programme development, and make the adjustment of the undergraduate programme structure and programme development an important part of its own development strategy, discipline development and talent training plans, so that the college can carry out programme development in line with its development goals and positioning and programme development is effectively implemented.

(2) Each college shall, in accordance with its own positioning, formulate and implement differentiated adjustment and development plans for different types of programmes. Programme development shall be appropriately focused: on the one hand, the development of key, advantaged and distinctive programmes shall be strengthened so as to gradually form a group of brand programmes with distinctive features and maintain the University's overall strengths; on the other hand, new programmes shall be run well and the quality of talent training in them ensured.

(3) Programme development covers reforming the curriculum plan and building a course system that meets the needs of economic and social development; reforming course content and strengthening the development of school-based textbooks; reforming the faculty development mechanism and strengthening the teaching staff; and reforming practice-based teaching and promoting the integration of talent training with productive labour and social practice.

**4. Development Management**

(1) Programme development shall be guided, planned and coordinated at the macro level by the University. The Academic Affairs Office is the functional office responsible for programme management at the University and is mainly responsible for formulating the University's programme development plan; proposing the establishment of new programmes or the adjustment of existing ones and organising the applications; inspecting and supervising programme development in the colleges; and organising the application for and implementation of quality-engineering projects such as University-level and provincial-level-or-above advantaged and distinctive programmes. Programme development is primarily the responsibility of the colleges, and a system of programme development leaders under the leadership of each college shall be implemented.

(2) A programme development leader shall, in principle, hold the title of associate professor or above and have a relatively high level of academic attainment and teaching; leaders shall be selected and managed by the colleges.

(3) The duties of a programme development leader are to take charge of the application for programme development, the formulation of the development plan, the decomposition and implementation of development tasks, the budget, the application for expenditure, the interim review and acceptance of programme development, and routine management.

(4) The University shall give priority support and dynamic management to key programmes and advantaged and distinctive programmes, and strengthen the development of distinctive and advantaged programmes that match its key disciplines. It shall grant appropriate awards to the leaders and teams of key disciplines and programmes and of advantaged and distinctive programmes at municipal level or above.

(5) The University shall conduct programme evaluation on a regular basis so as to promote the steady improvement of programme development.

**5. Programme Development Committee**

(1) Under the guidance of the University Teaching Work Committee, a college programme development committee shall be established to take charge of matters relating to programme development.

(2) A programme development committee shall be composed of professors and experts of the college, experts from industry and enterprises, and government administrators in relevant fields. It shall have one chair and one or two deputy chairs, one secretary and a number of members. The chair shall be an expert with the title of professor or an equivalent title who has made outstanding achievements in the field concerned.

(3) Duties of a programme development committee:

① To deliberate on and approve the programme development plan;

② To deliberate on the optimisation of the programme structure;

③ To formulate programme development plans;

④ To deliberate on newly applied-for programmes and submit them for approval;

⑤ To provide macro-level guidance and management for the development of the college's pilot programmes for teaching reform, demonstration programmes and other key programmes;

⑥ To deliberate on the curriculum plans for programmes.

**6. Programme Establishment and Adjustment**

6.1 Conditions for Application

(1) The programme is consistent with the University's positioning and development plan, there is a stable social demand for its graduates, and annual enrolment shall in principle be no fewer than 50 students (arts and foreign language programmes excepted);

(2) A clear approach to programme development shall be defined, together with a curriculum plan consistent with the programme's training objectives and the necessary documents such as a justification report for the application and a programme development plan;

(3) A highly competent programme leader shall be appointed, together with the teaching staff and teaching support staff required to deliver the programme's curriculum plan;

(4) The basic teaching conditions necessary for the programme shall be available, such as laboratories and instruments and equipment, books and reference materials, and practice sites, i.e. the basic conditions for institutional operation.

6.2 Application Procedure

(1) The Academic Affairs Office shall be responsible for programme applications at the University;

(2) The Academic Affairs Office shall, in accordance with the requirements of the Ministry of Education and the Provincial Department of Education for applications for new programmes, issue a notice of application, and each college shall submit its application materials as required by the notice;

(3) The Academic Affairs Office shall examine the application materials;

(4) A special meeting of the Teaching Work Committee shall be convened to discuss programme establishment at the University and determine the new programmes to be applied for in the year;

(5) The outcome shall be submitted to the President's Office Meeting for approval.

6.3 Programme Adjustment

(1) Where a programme is adjusted to another programme listed in *the Catalogue of Undergraduate Programmes in Regular Higher Education Institutions* (other than state-controlled programmes), it shall be handled under the filing procedure; where it is adjusted to a state-controlled programme or a new programme, it shall be handled under the approval procedure. A programme so adjusted shall be treated as a discontinued programme, and discontinued programmes shall be reported to the Provincial Department of Education for review and to the Ministry of Education for filing.

(2) Where the category of degree conferred or the length of study of a programme is adjusted, the approval procedure prescribed by the Ministry of Education and the Provincial Department of Education shall be followed.

(3) A college may adjust its programmes only on the premise that the training of students already enrolled in the programmes to be adjusted is properly arranged.

**7. Development of Key and Distinctive Programmes**

7.1 Development Objectives

To optimise the programme layout and develop key and distinctive programmes with advanced educational and teaching concepts and with a quality of talent training recognised by society.

7.2 Tasks and Requirements

With the development of key and distinctive programmes as the spearhead, overall arrangements and phased implementation shall be carried out in accordance with the programme plan, and on the basis of University-level key programme development, applications shall be made in batches and on a competitive basis for provincial advantaged and distinctive programmes. This shall be integrated with the development of excellent courses and excellent textbooks, and with innovation in the talent training model and the development of training bases, so as to intensify teaching reform and give prominence to distinctive features and connotative development. Emphasis shall be placed on the following aspects:

(1) Cultivation talent plan

In accordance with the positioning of the training objectives and the OBE (outcome-based education) philosophy, the curriculum plan shall be optimised, a modular course system built, the proportion of practice-based teaching increased, and the cultivation of learning ability, professional ability, innovation and entrepreneurship ability and social adaptability strengthened, so as to promote the all-round development of students in moral, intellectual, physical, aesthetic and labour education.

(2) Teaching staff development

Efforts shall be made to optimise the mix of academic backgrounds, academic qualifications and professional titles of the teaching staff, introduce high-calibre talent, and strengthen the building of "dual-qualification" teaching teams combining full-time and part-time staff; at the same time, with emphasis on building teaching competence, the overall professional competence of faculty shall be improved.

(3) Development of practice-based teaching conditions

In accordance with the principles of overall planning, resource sharing and efficient operation, practice-based teaching conditions shall be strengthened. In line with the objectives of developing provincial advantaged and distinctive programmes and first-class programmes, priority shall be given to the development of laboratories and training bases. Through in-depth university-enterprise cooperation, close, stable and well-functioning off-campus practice bases shall be developed. Through the above development of practice-based teaching conditions, students' needs for experiments, training and practice shall be fully met.

(4) Course and textbook development

The features of "horizontal classification, vertical stratification and disciplinary integration and penetration" shall be embodied, and a course system that meets the needs of diversified talent training shall be built. Course standards and basic specifications for course teaching that highlight ability development and distinctive features shall be established; in accordance with the job requirements of technical fields and posts (post groups) and with reference to the relevant occupational post standards, course content shall be developed and excellent textbooks compiled. Through the development of first-class courses and online courses, a rich repository of programme teaching resources and online information resources shall be established.

(5) Development of the evaluation mechanism

Adhering to the principles of student-centredness, outcome orientation and continuous improvement, a mechanism shall be built in which internal programme evaluation is closely integrated with routine teaching quality monitoring, internal programme evaluation is aligned with the national programme evaluation system, and special evaluations are effectively integrated with overall evaluations. The evaluation results shall serve as an important basis for

adjusting programmes, revising curriculum plans and investing funds in basic teaching development.

7.3 Progress Review, Development Funds and Acceptance

7.3.1 Progress Review

The development period for a key programme shall generally be five years. Each year, on the basis of self-assessment by the college concerned, the leader of a programme under key development shall submit an annual progress report to the University at the end of the year, and the University Teaching Work Committee shall inspect and supervise programme development. Any project that fails the annual review during development shall undergo remediation as required, and projects that still fail after remediation shall be revoked.

7.3.2 Development Funds

For programmes under key development, the University shall provide earmarked development funds. The funds shall be linked to the progress made in implementing the development objectives, and the amount shall be determined in accordance with the relevant rules formulated by the Academic Affairs Office. The Academic Affairs Office shall, on the basis of development progress, allocate the funds to each programme under key development in three instalments by year: the first instalment shall be start-up funds, disbursed after the project is approved; the second and third instalments shall be development funds, disbursed after the annual review in the light of its outcome.

7.3.3 Acceptance Evaluation

Acceptance shall follow the procedure of application by the programme, self-assessment by the college and approval by the University Teaching Steering Committee. The review shall be conducted on the basis of the programme development standards of the Provincial Department of Education and the self-assessment results of each programme, and the evaluation grade shall be determined accordingly. A programme rated Grade A shall be recommended for application as a provincial-level programme; one rated Grade B shall be designated as a University-level programme. The final review results shall be submitted to the President's Office Meeting for approval and made public.

7.4 Programme Review and Evaluation

(1) The Academic Affairs Office shall organise experts to review and evaluate the development of programmes under key development.

(2) Programme review and evaluation shall cover the following main items:

① the programme development and development plan;

② the formulation and implementation of the curriculum plan;

③ the planning and development of the teaching staff;

④ course development and textbook development;

⑤ the development and management of conditions for experimental and practice-based teaching;

⑥ the quality of enrolment and employment;

⑦ the use of funds;

⑧ teaching reform and development outcomes.

**8. Record Forms**

*Basic Information Form of the Programme Development Committee of the [Name] College, Hengxing University* HXJXJL98S

**9. Supplementary Provisions**

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

**10. Revision Record**