

## Appendix E

### Exam Regulations and Teaching Quality Assurance Process

# **Regulations on Teaching Management of Undergraduate Courses of Shanghai University of Electric Power**

Hudian Academy (2017) No. 73

Curriculum teaching is the main link in the education process, and high-quality curriculum teaching is an important guarantee for the cultivation of qualified personnel. In order to fully implement and complete all the teaching tasks with high quality, we must strengthen the teaching management, strengthen the teaching discipline, and ensure the normal teaching order.

## **I Teacher's teaching speech in classroom**

Teachers have the main responsibility for classroom teaching management, and must maintain the political, legal and moral bottom lines. In the classroom, all kinds of remarks that attack and defame the party's leadership and discredit socialism are strictly prohibited, and all kinds of remarks that violate the Constitution and laws are strictly prohibited; Put an end to complaining in the classroom, and transmit all kinds of bad emotions to students. Teachers must adhere to the fundamental principles in the classroom and enhance the "four consciousnesses". Always be sober and firm in thinking, always in step with the central government in action, take practical actions to maintain the prestige of the party, safeguard the authority of the central government, maintain the image of the school, and strictly abide by the discipline requirements of "there is no forbidden area for academic research, and discipline is asked in the classroom, and rules are followed by public speech". If instructors in the classroom are eloquent, sensational, boastful, arrogant, and to criticize students arbitrarily, to name and criticize the relevant units, departments and individuals at will without factual basis, in case of adverse effects, depending on the seriousness of the situation, the qualification for prior evaluation within one year shall be cancelled, the qualification for teaching shall be suspended for half a year, and the notice of criticism shall be given.

## **II Curriculum syllabus**

1. The curriculum syllabus is a legal document that guides teachers' classroom

teaching according to the professional training plan. Each course must have a corresponding syllabus.

2. The syllabus must be written strictly in accordance with the "syllabus specification requirements" formulated by the Academic Affairs Office.

3. The main contents of the syllabus include: course name, class hours, assessment method (test based or non-test based), applicable major, course introduction, the position, role and task of the course in the teaching plan, course content, teaching requirements, experimental content, teaching materials, main reference materials, prerequisite courses, etc.

4. The syllabus should be written by teachers with rich teaching experience and high academic level. After the department (teaching and research department) collectively discusses and approves, the department (teaching and research department) head signs and agrees. After being approved by the person in charge of each teaching unit, the printed version and the electronic version will be submitted to the Academic Affairs Office for record. The Academic Affairs Office is responsible for publishing the syllabus online and printing and publishing the syllabus on campus.

5. The instructor should teach the course strictly according to the syllabus.

6. The curriculum syllabus is revised in principle every four years, but teachers who write the syllabus are encouraged to adjust the content of the syllabus in a timely manner according to the development of subject knowledge and the needs of social and economic development. The revised syllabus should be approved by the person in charge of the department (teaching and research department), approved by the person in charge of each teaching unit, and reported to the Academic Affairs Office for record before implementation.

7. Students should check the syllabus of the course before choosing a course to understand the content and basic requirements of their study.

### **III Teaching progress**

1. The instructors of all courses must fill in the "Teaching Schedule of Shanghai University of Electric Power". Duplicate copies are given to the teaching secretary in the first week of the semester. In the second week, after being reviewed and signed by

the director of the department (teaching and research department), a copy is sent to the Academic Affairs Office, a copy is kept in the teaching unit and a copy is kept by the teacher in charge.

2. The teaching schedule should reflect the specific progress of the course, and should also reflect the specific arrangements for the exercise class, class discussion, quiz, experiment, and on-site teaching, and make the necessary explanations. The teaching schedule is the basis for the course teaching inspection, and the content must be true. If the course content is not deleted according to the arrangement of the teaching progress, the teaching unit shall deal with it accordingly.

3. The teaching unit must keep the teaching schedule of all courses within three years.

#### **IV Classroom teaching**

1. Classroom teaching is the basic form of course teaching. Teachers must strictly implement the teaching plan and teach according to the stipulated number of hours, and they must not decrease or increase class hours without authorization.

2. To ensure the quality of lectures in the classroom, the lesson preparation must be serious and full. Lesson preparation content should be continuously adjusted and enriched according to the development of the subject and the specific situation of the students. The focus and difficulties of classroom teaching should be determined through collective discussion during teaching and research activities.

3. In classroom lectures, teachers should pay attention to teaching and educating students, and appropriately carry out ideological education for students in accordance with the teaching content.

4. The new teacher must have a counseling internship period before the class starts, and then give a trial lecture in the department (teaching and research department). The course can only be officially started after being reviewed and approved.

5. Classroom teaching should implement the principles of step by step, less and better, large amount of information, and theory to practice.

(1) The concept is accurate, the organization is clear, the focus is prominent, and the difficulties are scattered.

(2) Mandarin is used for lectures, and the language strives to be vivid and concise.

(3) The writing on the blackboard is neat and concise, with standardized characters and careful drawing.

(4) Carry out heuristic teaching to arouse students' initiative in learning. While imparting knowledge, pay attention to the cultivation of students' self-learning ability and thinking ability. To this end, encourage and advocate the organization of classroom discussions. Combining the content of the lecture, students are encouraged to write course papers and research reports, and practise comprehensive exercises.

(5) Strictly demand students, maintain classroom order, and stop violations of classroom discipline in a timely manner.

(6) Teachers are advised to enter the classroom 5-10 minutes early, and do not leave the class early, and do not delay the class, or arbitrarily adjust the class.

(7) Teachers should be neat and well-dressed in class.

#### V Lectures and lesson plans

1. The difference between lecture notes and lesson plans: (1) The basic content carried by the lecture is knowledge information, and the basic content carried by the lesson plan is the organization and management information of classroom teaching; That is, the lectures solve the problem of "what to teach", and the lesson plan solves the problem of "how to teach". (2) The formation of lecture ideas is governed by the knowledge logic of the teaching process, while the formation of lesson plans is governed by the management logic of the teaching process. (3) In terms of content, the lectures involve knowledge projects, and the lesson plans involve organizational projects.

2. The content of lecture notes and lesson plans should be written strictly in accordance with the syllabus, and cutting-edge content should be added and supplemented in time according to the development of society and the new requirements for talent training. In principle, every lesson in all courses should be

provided with lecture notes and lesson plans, which should be revised every year.

3. The lecture text should be combined with the content of the lecture. Teachers can leave a remarks column in the lecture notes for examples, cases and new content. Lectures can be written or in the form of multimedia courseware. The written form requires neat handwriting, writing with a pen or ball-point pen, using loose-leaf method, separately prepared according to chapter. Lectures in the form of multimedia courseware can be printed on A4 paper and printed as handouts. The blank space on the page is reserved as a remarks column for examples, cases, keynotes, explanation tips, and new content.

4. The lesson plan should generally include the following content:

- (1) Chapter title;
- (2) Requirements for teaching purposes;
- (3) Lecture summary;
- (4) Key points and difficulties and their solutions;
- (5) Teaching aids and how to use them together;
- (6) Outline on blackboard;
- (7) Teaching steps and time allocation;
- (8) The use of teaching methods.

#### **VI Exercise class and discussion class**

1. Exercise class and discussion class are important teaching links to help students master, consolidate and deepen the basic content of classroom teaching, cultivate students' problem-solving ability, thinking ability and analytical problem-solving ability. It must be reasonably arranged and organized according to the specific situation of this course.

2. Exercises include review questions, analysis of typical examples, classroom exercises, teacher summary and other links. Exercises should not be used to explain the new content of the course, but should increase the time for students to use their own hands and brain time.

3. Discussion classes should be conducted in conjunction with the characteristics of this course. The content of the discussion or the discussion topic must be carefully

selected. In the discussion, attention should be paid to enlighten and induce students to create a lively atmosphere. There should be clear conclusions on the issues discussed.

4. If the exercise class or discussion class is presided over by the tutor, the tutor should first discuss the content, purpose requirements and specific process of each activity with the lecturer.

## **VII Homework and Correction**

1. Extracurricular homework is a necessary practical teaching link to feedback teaching information, check students' learning situation, help students consolidate and apply what they have learned, and cultivate multiple abilities. Teachers in class should arrange a sufficient number of extracurricular assignments according to the requirements of the syllabus. The ratio of extracurricular learning time to classroom teaching time is generally between 1: 1 and 2: 1.

2. Extracurricular homework should be selected carefully, and pay attention to training students' independent learning ability. The amount of homework is moderate, not only to achieve the purpose of more practice, but also to prevent students from being overburdened. The form of the work is eclectic, and it can be in the form of exercises, small papers, and social investigation reports.

3. The instructor (teaching assistant) must promptly, seriously and strictly correct the student's homework, and the homework that does not meet the requirements should be returned to the student for supplement or redo. Students who have plagiarized homework should be criticized and educated, and if necessary, deduct their usual scores. The common errors in the homework should be commented on in time to guide students to correct.

4. The instructor (teaching assistant) should register the work submitted by the student in the instruction manual issued by the Academic Affairs Office. Those who have missed homework totaling more than 1/3 of the workload of the course shall be disqualified from participating in the assessment.

## **VIII answer questions and question**

1. Answering questions and questioning is to understand and check students

'learning situation, guide students' extracurricular tutoring, increase the contact between teachers and students, teach and educate students, and play an important role in improving the quality of teaching.

2. The instructor (teaching assistant) should arrange the time and place for answering questions within 2 weeks of the start of the semester, and inform the students in advance. Questions and answers can be arranged in school classrooms or teachers' offices.

3. When questioning, the content or method of questioning should be selected according to the actual level of the students, and the quality should be improved.

### **IX Experimental teaching**

1. Regardless of whether it is a separate experimental course or an experiment arranged in a theoretical course, there should be an experimental syllabus and an experimental instruction book that meets the requirements of the syllabus.

2. Teachers of experimental classes should strictly implement the experimental syllabus, and teach according to the experimental teaching schedule, and no changes are allowed.

3. The experiment instructed by the experiment instructor must be pre-made, and a detailed experiment report should be written for the newly opened experiment. All experimental instruments and equipment must be checked before the experimental class and all preparations must be made.

4. Carefully organize students' pre-class preparations and check the preparation status (If possible, it can be performed in the laboratory). Students who have not prepared for the experiment are not allowed to take the experiment class.

5. During the experiment, students should be required to follow the principle of seeking truth from facts from beginning to end, and be meticulous about every small link to keep improving to obtain accurate experimental results.

6. Teachers should strengthen the cultivation of students' operation skills and experimental hands-on ability, and require students to use their brains and hands-on skills to debug and operate instruments and equipment themselves. Inspect and guide the students' experimental operations. If find that they do not meet the requirements,

they should be instructed to do it again.

7. Teachers should carefully revise the experiment report and evaluate students' scores realistically.

8. Constantly enrich and update the experimental teaching content and improve experimental teaching methods. As far as possible, there should be comprehensive experiments or design experiments in the experimental projects of each course to cultivate students' ability to comprehensively apply knowledge and preliminary scientific research capabilities.

### **X Course Design**

1. Course design is an important part in the course of teaching certain courses to enable students to establish a correct design perspective, become familiar with the design process, and initially master the design method. Course design is also an important means of cultivating students' ability to use theoretical knowledge learned to analyze and solve practical problems.

2. Teachers should formulate course design task books or instruction books according to the syllabus, and prepare necessary reference materials.

3. Teachers should be proficient in the content and requirements of the course design, and regularly understand and check the progress and problems of students.

4. Teachers should provide patient guidance, strict requirements, and strict training to students so that each student can independently complete the course design task. In the course design process, teachers must pay attention to cultivating students' ability to independently consult relevant manuals and materials and to write technical documents.

5. Teachers should carefully review the students' course design, point out the existing problems and errors, score reasonably, and arrange the organization of the defense of students if necessary.

### **XI Assessment**

1. Assessment is an important means to check students' mastery of the courses they have learned and to measure teaching effects. Course assessment standards must be fair.

2. Course assessment methods are divided into written and non-written tests. Non-written test refers to the assessment in the form of completing large-scale homework, design, thesis, etc .. The written test refers to the assessment in the form of closed or open examination. Score records are divided into three forms: percentile system, five-level system and hierarchical system. Course exams are generally scheduled for the final exam week. The test scores are based on the final semester test scores, with appropriate reference to the usual scores. The usual scores can be determined according to the usual homework, learning attitude, classroom participation, course thesis and other forms. The usual score in the course generally does not exceed 30%. If the results are recorded on a percentile system, decimals are not retained and rounded up.

3. The test questions of the examination course are in principle generated by the test questions library. Each examination course that uses the test questions library to generate test papers should generate two sets of different test questions from the test questions library.

4. Other matters related to the examination shall be implemented in accordance with the "Administrative Measures for the Examination of Shanghai University of Electric Power".

5. The instructor must enter the examination results into the teaching management system according to the teaching class within three working days after the end of the examination of this course (including minor courses), and submit the original signed transcript to the college. All colleges will submit the transcripts to the Academic Affairs Office and keep a copy of the transcripts.

6. The instructor must make a summary of the course in time after the completion of the course, as an important material for recording the teaching process and conducting teaching research, and the work records should be properly kept for future reference.

7. Teachers in class must put student test papers (and / or homework essays and other materials reflecting the assessment), standard (reference) answer scoring standards, test room records, course score registration form, test paper analysis table,

teaching manual, etc. into the test paper bag Filed and kept by the college (department) for four years.

## **XII** multimedia teaching

1. The university encourages teachers to use multimedia software for teaching. Multimedia teaching software refers to overall courseware, unit courseware, homework courseware, review courseware, tutoring courseware, question-answering courseware. Teaching video materials refer to optical discs, video tapes, audio tapes. And experimental software refers to simulation teaching experimental software, laboratory construction and development software, etc.

2. Multimedia courseware can be purchased or self-edited, but all must meet the requirements of the curriculum syllabus, and the structure should be consistent with the teaching requirements.

3. Teachers in class should give students handouts consistent with the courseware. The form of distribution is not limited, and can be published in e-mail, paper or on the campus network.

## **XIII** Teaching Evaluation and Teaching Research

1. Carrying out teaching evaluation and teaching research is an important part of doing a good job in teaching and promoting teaching reform. Each teaching unit should establish a regular teaching evaluation system, such as attending classes in class, reviewing lesson preparation materials, student homework, holding student symposiums, etc.. And timely sum up experience, find and solve problems, and strengthen the weak links to ensure the continuous improvement of teaching quality.

2. Each teaching unit should plan to organize teachers to carry out various forms of teaching inspection and teaching research activities, and carry out various experiments on teaching reform, including selected content, reducing the number of class hours, reforming teaching methods, etc.

3. The university and various teaching units jointly organize students to evaluate teachers in the class.

4. Teachers have the responsibility to continuously research and improve teaching methods in order to improve the teaching level. The Academic Affairs Office

and various teaching units should regularly organize teaching and research activities, and the school actively encourages teachers to write teaching research papers.

This regulation shall be implemented since the date of promulgation. If the previously promulgated regulation conflicts with this regulation, this regulation shall prevail. The Academic Affairs Office is responsible for interpretation.

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# **Measures of Examination Management of Shanghai University of Electric Power**

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Examination work is an important part of teaching management and an important content of teaching quality management and evaluation. It should adhere to the principles of fairness, justice, honesty and rigor. In order to further standardize the examination work, in combination with the actual situation of school, these measures are specially formulated.

## **Article 1. Examination Management**

### **(1) Examination organization work**

1. Examination work is organized and coordinated by the Department of Educational Administration in accordance with the measures and relevant regulations of our school under the leadership of the principal in charge of teaching and the headers of the Department of Educational Administration. Each secondary school (or department) organizes and carries out according to the provisions, teaching plans and related regulations.

2. During the examination period, the Department of Educational Administration will join each secondary school (or department) in arranging the examination inspectors. The director of teaching and learning (undergraduate) of secondary school (or department) should visit for inspection in the examination rooms and solve all kinds of problems encountered in the examination process timely.

3. Each secondary school (or department) should seriously do all aspects of the examination work: convene a meeting before the examination to preach the examination-related documents to all teachers, clarify their respective responsibilities, and come up with specific requirements targetedly according to the actual situation of their school or department.

4. Each secondary school (or department) should strengthen integrity education for students, organize students to study the rules of the exam room, preach the purpose, requirements and discipline of the exam to students before the exam. Taking

the education of study atmosphere and exam discipline as the important content and opportunity of ideological and political work, students are taught to treat the exam with an honest attitude through the study of examination room rules and warnings of typical cases; and students are cultivated having morality and styles of honesty, trustworthiness, observance of discipline, and law-abiding during the examination process.

5. Each secondary school (or department), in principle, should stop organizing various activities that affect students for review and preparing the examination during the exam weeks.

## **(2) Exam Candidates and manners**

1. All courses specified in the teaching plan must be examined, and the practical teaching sections such as internship, curriculum design, graduation design (or thesis), independent experiment courses and so on are also examined.

2. Courses specified in the teaching plan, of which have 4 or more credits, in principle, should arrange mid-term examinations. If the classroom needs to be arranged in a unified manner, the application shall be submitted by each secondary school (or department), and the Department of Educational Administration makes overall arrangements.

3. The examination methods of theoretical courses, including closed-book written exam, open-book (or semi-open book) written exam, computer-based skills assessment and non-written exam (small paper, report, oral test, etc.). The examination of a course can be conducted in one or several ways; Curriculum design, independent experiment courses and graduation design (or thesis) are generally evaluated by the combination of teacher review and on-site defense.

4. Our school encourages reforms of contents, manners and methods of exam, but all reform plans need to be verified by the teaching advisory committee of each secondary school (or department), and then each secondary school (or department) summarizes and signs opinions, and submit them to the Department of Educational Administration; next the Department of Educational Administration reviews the application submitted, and feedbacks the review opinions to the relevant secondary

school (or department) in time. When reforms of the course exam are going on, it is necessary to accept the inspection and evaluation of the relevant inspection team and expert team. Those who have reached the goals of reforms through inspection and evaluation, the secondary school (or department) where the course is located submits an application for converting the reform plan to routine implementation, which was approved by the Department of Educational Administration, and there is no need to submit an examination application later; otherwise, the implementation of the plan will be stopped.

5. Each school (or department) of giving course must submit the Summary of Course Examination Manners to the Department of Educational Administration within 13 weeks from the beginning of the theoretical course teaching at latest (except for the other prescribed courses), of which the theory courses adopting non-written examination methods need to be separately submitted the Application Form for Evaluation Programme of the Non-Written Examination Course to the school (or department) of giving course for examining, approving and putting on record against the inspection of the Department of Educational Administration.

### **(3) Exam arrangement**

1. Curriculum exam is conducted by semesters, and the specific time is arranged by the Department of Educational Administration in coordination with each secondary school (or department) of giving course. Due to the different schedules of exam, there are two manners of course exam: the school management examination and the secondary school (or department) management examination.

2. The Department of Educational Administration chooses 3 to 4 courses as school management examination courses according to grades and majors those are arranged in the school management examination week, and all other course examination (including but not limited to the rest of courses of normal classes, retake classes, resit and postponed examination at the start of new semesters, English grading testing and English level examination for major changing) is the secondary school (or department) management examination; the examination schedule is arranged by the Department of Educational Administration and declared about two

weeks before the examination. Once declared, it cannot be changed at will without special reasons.

3. All course examinations can't be held in advance of the school's prescribed time. Courses that need to be examined in advance due to objective reasons all must be applied by the course instructors who should submit applications in written form to the school (or department) of giving course, which are then uniformly summarized and submitted to the Department of Educational Administration for examining and approving after being reviewed by the school (or department) of giving course.

4. The examination paper printing and other related examination work of the school management examination courses shall be in charge by the Department of Educational Administration, assisted by each school (or department) of giving course; the examination paper printing and other related examination work of the secondary school (or department) examination courses shall be in charge by each school (or department) of giving course, assisted by the Department of Educational Administration, ensuring that the exam goes smoothly.

5. The exam schedule is arranged in the morning, afternoon and evening time slots. The duration of examination is 120 minutes. If individual courses need to increase or decrease the duration of examination owing to special circumstances, it must be approved by the secondary school (or department), and put on record to the Department of Educational Administration. The maximum test time is no more than three hours.

6. Generally, the 16th week of each semester is the examination week of the retake courses; the 17th week is the examination week of the secondary school (or department) management; and the 18th week is the examination week of the school management. The semester resit examination is arranged at the beginning of each semester.

7. The resit examination, postponed examination and retake examination without taking courses are carried out in accordance with the following specific requirements:

(1) Those who fail in the course examination can choose to resit or retake their exam (those who fail in practical teaching section, separate experimental courses and

elective courses for the whole school can't resit the exam, but should directly retake). The examination scores of resit are recorded as pass (grade point of 1) and fail (grade point of 0), and the retake scores are faithfully recorded based on the examination scores.

(2) For some special circumstances, some retake courses (excluding practical teaching section, separate experimental courses and elective courses for the whole school) can apply for retake examination without taking courses, after approval by the secondary school (department) and college (department) and the Department of Educational Administration.

(3) Students who are unable to take the exam due to illness or something can apply for delayed examination (excluding the practical teaching sections, separate experimental courses and elective courses for the whole school). Those who are absent from the examination without authorization are were punished with absenteeism, and are not allowed to take the delayed or supplementary examination of this course. The course must be retaken. The scores of the delayed examination are recorded based on the examination score. Those who fail in or are absent from the delayed examination are not allowed to take the supplementary examination, and should retake the course.

(4) Those who fail in the exam can be offered a supplementary exam, and those are absent from or fail in the supplementary examination should retake the course. The supplementary examination can't be applied for postponement. Students who are not eligible for the examination, have violated exam regulations (disciplinary violation or cheating) or have absenteeism on exam, etc., are not eligible for supplementary examination.

(5) Students generally can choose no more than three retake free-listening examination courses each semester. The retake free-listening examination courses, in principle, are selected from the courses normally offered during the semester, without proposition. Students that extend the school year and college seniors are free from these constraints.

(6) The scores of retake free-listening examination courses are recorded

according to the exam results. Those that have absenteeism on exam or fail in the retake free-listening examination are not allowed for supplementary examination.

(7) The supplementary examination, postponed examination and retake free-listening examination are uniformly arranged to carry out at the start of new semesters. In order to make sure that the pre-graduation students of the current semester graduate on time in the current semester, their retake free-listening examination should be separately arranged to carry out at the end of the current semester. All courses of the pre-graduation students of the current semester have no supplementary examination and postponed examination.

(8) In order to reflect the principle of fairness and justice, the requirements of proposition, assessment and review for the papers of the supplementary examination, postponed examination and retake free-listening examination shall be the same as the requirements of the final examination of the course. The papers of free-listening examination, in principle, shall follow the final examination as far as possible. In order to ensure the normal teaching order, the review and scores registering of the supplementary examination, postponed examination and retake free-listening examination should be completed within the time prescribed by school.

(9) There is no charge for the supplementary and postponed examination, but the retake-examination course will be charged according to the school stipulated standard.

#### **(4) Arrangements for examination room, invigilation and inspection tour**

1. Arrange the examination room according to the curriculum teaching class as the unit and meet the principle of the candidates sitting in every other seat.

2. The relevant departments of school shall ensure that facilities in the examination room are intact and the surroundings are clean and quiet.

3. The number of invigilator teachers is set in the following proportion: the examination room with 70 persons or less shall be arranged 2 invigilator; the examination room with more than 70 persons shall appropriately increase the number of invigilators. The leader of the secondary school (or department) and the propositional teachers shall make an examination tour, and the patrols are responsible for supervision and inspection of examination on site.

4. The invigilator teachers on the regular payroll, in principle, shall be assigned by each secondary school (or department) of giving courses in accordance with the examination arrangement of the Department of Educational Administration, which is responsible for coordination (the lecturer should attend the invigilation work of the course assessment).

5. Invigilators must seriously carry out the Invigilating Responsibilities of Shanghai University of Electric Power, strictly implement the Examination Regulations of Shanghai University of Electric Power, and truthfully fill in the Registration Form of Examination situations.

6. During exams, school sets up an examination working group, which is composed of the vice president of teaching, the heads of the Department of Educational Administration and the student affairs office, the head of each secondary school (or department), the general secretary of the branch responsible for student work, as well as the staff of the curricula-variable and examination center, in charge of arranging for inspection tour, coordinating examination work and handle related matters.

7. The examination inspectors mainly inspect the discipline of the examination room and determine if the invigilators whether supervisors perform their duties. During the inspection tour, the examination inspectors have the right to determine the candidates' disciplinary violation and frauds Conduct, and together with the invigilators, strictly deal with problems happened in the examination room in a timely manner in accordance with the Regulation for Disciplinary Violation and Frauds Disposal Shanghai University of Electric Power. After the examination, the examination inspectors truthfully fill in the information about the inspection tour and submit it to the department of educational administration.

#### **(5) Funds management**

Examination funds management is divided into two methods: internal examination and external examination management. In principle, the examination funds in various teaching plans are uniformly dived into each secondary school (or department) as the teaching performance evaluation by the Department of Educational

Administration and Personnel Department; for various external examinations, such as College English Test Band 4 and 6 (CET-4 and CET-6 ), they are managed by the Department of Educational Administration, and the invigilators technical support personnel shall be supported by each secondary school (or department) and functional departments. If the external examination fee exceeds appropriation from superior departments, the Department of Educational Administration shall submit an application to the Personnel Department, and the examination fee funded by the Personnel Department will be reckoned in the teacher performance funds.

The specific dicing plan for the internal examination is as follows:

According to the annual execution plan and the corresponding number of students taught, the examination workload is increased in the calculation of the existing teaching workload. After the calculation, it is uniformly diced into each secondary school (or department) as the teaching workload.

The examination workload is the product of the total number of teaching classes in the secondary school (or department)  $\times$  examination factor  $\times$  invigilation completion factor (previous year).

The examination factor is calculated as follows:

Class size  $\leq 40$ , factor = 1.0;

$41 \leq$  Class size  $\leq 80$ , factor = 1.2;

Class size  $\geq 81$ , factor = 1.4.

The invigilation completion factor (previous year) is calculated as follows:

Factors of examination errors and accidents  $\times$  Enrolled invigilation completion factor of external examinations (previous year)

Category	Frequency	Error Accident Factor
Teaching errors and teaching accidents	0	1
Teaching errors	1	0.95
Teaching errors	$\geq 2$	0.90
Teaching accident	1	0.85

Teaching accident	$\geq 2$	0.80
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Note: when the teaching errors and teaching accidents coexist, the lower factor of error/accident is taken

Category	Enrolled Invigilation Rate	Enrolled Invigilation Completion Factor of External Examinations (Previous Year)
Enrolled Invigilation Rate of CET-4 and CET-6	[70%, 100%]	1.1
Enrolled Invigilation Rate of CET-4 and CET-6	[50%, 69%]	1.0
Enrolled Invigilation Rate of CET-4 and CET-6	[30%, 49%]	0.95
Enrolled Invigilation Rate of CET-4 and CET-6	[20%, 29%]	0.90
Enrolled Invigilation Rate of CET-4 and CET-6	[0%, 19%]	0.80

Note: Due to the specificity of the teaching work of Sports Department, the examination workload is not increased in the calculation of the teaching workload.

The detailed rules of outlay of specific funds of external examinations will be separately stipulated.

## **Article 2. Examination paper management**

### **(1) Examination paper proposition**

1. The examination paper proposition should be based on the achievement of the student's training goals. The difficulty of the test questions is appropriate, the meaning of the questions is clear, and it meets the requirements of the curriculum syllabus that the measurement objectives are adequately covered, the proportions of the contents of various parts are appropriate, and the question types of examination as well as the proportion of scores are determined according to the requirements of the syllabus for knowledge points.

2. The examination paper proposition should embody the principle of separation of examination and teaching as much as possible, paying attention to standardability and scientificity of the index parameters such as the question types, questions amount, difficulty, and coverage. In principle, courses with the same curriculum number should use the examination papers with identical requirements, and courses with different curriculum numbers should use different examination papers.

3. The propositions of the open-book exams should examine the students' ability to comprehensive generalization, analytical reasoning and integrating theory with practice using the knowledge they have learned. The test questions propositioned cannot make students get ready answers directly from textbooks, reference material, and notes.

4. For courses that have established a test paper database, the examination paper must be randomly extracted from the test paper database by the Department of Educational Administration or secondary school (or department) in accordance with the principles of the school management curriculum and the secondary school (or department) management curriculum, making a record of test paper extraction and not allowing reusing it within four years.

5. For courses that have established a test paper database, the test papers must be built up by a special person; for courses without a test paper database, the test papers are made out by a special person designated by the teaching classes teachers or the secondary school (or department).

6. The test papers must be reviewed by a special person and fill in the review forms of test papers.

7. The examination of each course must provide at least two sets of test papers (Paper A and Paper B), providing the examination management department with picking out one set, and the other set is standby (using as the supplementary paper for the course having the supplementary exam). Paper A and Paper B must be made out at the same time; their assessment level is equivalent; their similarity should not exceed 20%; and the test questions in the past four years must not be the same.

8. The test paper must be clear writing and avoid mistakes. The test paper must be

provided with reference answers and scoring points.

9. The test paper must be printed in the standard format prescribed by the Department of Educational Administration, or pasted on the standard test paper after printing. Exam authors need fill according to the sample of the test paper and notes provided by the Department of Educational Administration, and leave a place in the sealed line for candidates to fill in information such as the class, name, student ID and teaching classes teacher; the open-book exam subjects have to indicate the carry-on items on the test papers.

10. The review of the test paper must be signed by the exam authors, reviewer and the head in charge of teaching designated by the secondary school (or department), stamped with the official seal of the secondary school (or department), and then safely kept by the secondary school (or department). The educational administrators finish sending the test papers, reference answers and scoring points according to the scope of course management to the Department of Educational Administration for reviewing or the secondary school (or department) for archiving three weeks before the course examination.

11. For the assessment of experiments, internships, computer operation and other non-written subjects, an assessment plan must be drawn up, and is reviewed by the head in charge of teaching designated by the secondary school (or department) who then fills in the Application Form of the Assessment Plan of Non-Written Courses of Shanghai University of Electric Power that was safely kept by each secondary school (or department) after signature and official seal by the head of the secondary school (or department). According to the scope of course management, it is sent in time to the Department of Educational Administration or secondary school (or department) for archiving.

(1) The assessment of non-written examinations requires making a detailed and explicit graded- and itemized-assessment as well as scoring criteria to ensure the quality of the course assessment;

(2) The non-written assessment should be propositioned based on the requirements of the syllabus, with covering the main knowledge points and skill

points of the syllabus;

(3) Each scoring item (scoring point) shall have clear and detailed scoring standards;

(4) If there is an on-site defense section in the assessment scoring, there must be the defense records as the teaching document together with the student's assessment work for archiving;

(5) The non-written assessment requires a quality analysis for the non-written assessment plan based on the assessment results, and the analysis requirements are the same as that of the written test paper.

(6) Archived documents: the copy of the Application Form of the Assessment Plan of Non-Written Courses of Shanghai University of Electric Power (non-written examination course), students' assessment work, the form of test paper analysis, defense records (if including an on-site defense), transcripts, the scoring standard of assessment scheme and the teaching handbook.

## **(2) Test paper printing**

1. Strengthen the management of test paper printing, storage, handover and other links, trying to reduce the intermediate links and the staff involved in papers to prevent exam leak.

2. The printing company designated by school shall sign the confidentiality agreement of test papers with the Department of Educational Administration before it can undertake the work of printing, binding and sub-packing test papers. The printing company must establish a confidentiality responsibility of test papers, and appoint the specialized personnel to perform the work such as test paper printing, so as to minimize the personnel involved in test papers and shorten the residence time of test papers in the printing company. If found an abnormal situation, it should be reported immediately to the leader of the Department of Educational Administration or the relevant departments without delay, otherwise investigated for responsibility.

3. The test papers are printed according to the prescribed procedures and uniform specifications. Two or more pages of test papers (including the answer sheets and scratch paper) must be bound. The printing works should carefully check whether the

printed test paper is consistent with the original one, to avoid the problems of missing printing and misprinting.

4. The number of printed and bound test papers must be accurate. Any excess test papers should be destroyed immediately. The test paper should be packed in special paper, and indicated the basic information such as the test date, course, location, and the number of copies.

5. The test paper administrator should strictly perform the test paper handover procedures in the process of handing over test papers with the propositional teachers and the printing company, and faithfully record the handover process ensuring the safe handover of test papers.

6. The test paper administrator must properly take care of the printed test papers, and do a good job of fire prevention, anti-theft, moisture proof, etc. to ensure that the test papers are delivered on time and accurately.

7. For the secondary school (or department) management examination courses, the invigilation teachers should take the test papers at the place designated by the school (or department) of giving courses 30 minutes before the start of the examination according to the arrangements of each secondary school (or department); for the school management examination courses, the invigilation teachers should take the test papers led by the educational administrator of each secondary school (or department) at the place designated by the Department of Educational Administration 30 minutes before the start of the examination. Each secondary school (or department) needs to do identity verification of the invigilators who take the test papers, to avoid problems such as mis-receiving and missing collection.

### **(3) Review of test papers**

1. In order to embody the principle of separation of examination and teaching, fairness and impartiality, the test papers of all course are reviewed with sealing.

2. After the exam, the invigilators will collect all the test papers and send them to the designated place for binding. After binding, the teachers organized by the school (or department) of giving courses review the papers. For the conditional courses, several teachers must be assigned to review through a flow process.

3. The review of test papers must be graded strictly in accordance with predetermined grading standards. The calculation of the test paper scores should be accurate, and the total scores must be consistent with the sum of the sub-questions scores. The whole test paper can be divided into topics, and each topic has multiple questions. The reviewing teacher should indicate the deduction points next to the corresponding questions in the test paper, and the whole scores of the topic next to the topic; if reviewed through a flow process, the names of the reviewers need to fill in the reviewer space.

4. The usual-time mark is comprehensively assessed based on classroom attendance, homework, quizzes, interactive performance, etc. Generally, it does not exceed 30% of the total grades of the course; for instance, the grades are scored out of 100 points, there is no need to retain decimals and round them off. For the specific requirements for process assessment, see the Interim Measures on Process Assessment and Evaluation of Curriculum of Shanghai University of Electric Power.

5. The reviewing teachers should complete registering the examination results in the teaching system within three working days after the exam (Unless the time is otherwise stipulated). If not registering the results on time due to special cases, the application need to be submitted to the school (or department) of giving course in advance, which is permitted and then sent to the Department of Educational Administration for approval; after agreement, it is allowed to adjust the time to register the results; otherwise, it will be dealt with in accordance with the relevant provisions of the Identification and Treatment Measures of Teaching Errors and Accidents of Shanghai University of Electric Power.

6. The test paper should be kept clean and tidy, and should not be altered at will. If needing to make corrections, the name and changing date must be signed at the correction place.

7. After reviewing the test paper, the results analysis form of the test paper uniformly formulated by the Department of Educational Administration must be filled in, including the segmented score statistics, the analysis of the test paper scores, and summary. The analysis of the course examinations must be based on the results of the

papers instead of the overall scores.

#### **(4) Confidentiality and storage of test papers**

1. Regardless of the school management courses or the secondary school (or department) management courses, all links from proposition, transmission, printing, storage until before the exam must be strictly kept the test paper confidential., the exam the school management course or the college management course, from, the confidentiality of the test paper. Each secondary school (or department) must strictly follow the Examination Confidentiality Management of Shanghai University of Electric Power.

2. The archiving teacher should carefully fill in the Archive Record Form of Shanghai University of Electric Power, archive and store all registration form of the course scores, the teaching handbook (the record form of the usual-time mark), the analysis form of final test papers, standard (reference) answers, scoring criteria, and the relevant assessment materials submitted by students (students' answer paper, answer sheets, etc.).

3. All the test papers of courses examinations after finishing reviewing, are properly kept by the school (or department) of giving course. Each school (or department) of giving course must do a good job in the storage, management and registration of test papers, and archive them according to the major, grade, semester, etc., so that they can be referred to at any time.

4. The retention period of test papers is at least four years. After expires, the school (or department) of giving course can organize the destructions.

5. All attachments of the test paper must be archived by the Department of Educational Administration or the secondary school (or department) for long-term storage according to the scope of course management, and must not be lost or defected.

**Article 3. The measures of examination management of the graduate school and the school of continuing education shall be separately formulated by the two departments.**

**Article 4. These Measures shall be implemented from the date of**

**promulgation, and the explanation right is reserved by the Department of Educational Administration and Personnel Department.**

(The measures were formulated in June 2016, and revised in June 2018.)

# **Examination Security Work Management System of Shanghai**

## **University of Electric Power**

No. 29 [2007] of Shanghai University of electric power

### **Chapter I**

Article 1, in order to ensure the smooth implementation of the examination, these provisions are formulated in accordance with relevant laws and regulations, such as the criminal law of the People's Republic of China, the law of the People's Republic of China on guarding state secrets, the measures for the implementation of the law of the People's Republic of China on guarding state secrets, and the other relevant laws and regulations.

Article 2, the security of national education examination, such as the college entrance examination, the adult college entrance examination, the entrance examination for master's degree postgraduates, and the higher education examination, needs to carry out the principle of "administration at different levels and responsibility at different levels". Educational administration department of Shanghai University of electric power (hereinafter referred to as educational administration department) and security department of Shanghai University of electric power (hereinafter referred to as security department) must assist in the transportation and storage of the examination papers, and actively cooperate to do well in security of the transport and storage of examination paper.

### **Chapter ii**

Article 3 the examination papers must be printed by the printing house of Shanghai University of electric power (hereinafter referred to as the printing house). The educational administration department shall sign an agreement with the printing house on security, confidentiality, printing quality, etc.

Article 4 the educational administration department shall be responsible for the supervision and inspection of the printing house during the period when it is responsible for the printing of examination papers.

(a) The following requirements must be met for qualified officers:

1. 1. Abide by the state secrecy laws and the security and secrecy of designated printing house.
2. No lineal consanguinity members take part in the exam.
3. be healthy.

(b) The duties of qualified officers are:

2. Abide by the state secrecy laws and the secrecy rules of designated printing house, Receive the security and secrecy of educational administration department and designated printing house.
3. Supervise and check the execution of security and secrecy of designated printing house, Be responsible for the timely rectification of non-conforming operation procedure of the printing house, And the working situation will be timely reported to the educational administration department.
4. Check the printing quality of test papers and related materials.

Article5 the printing house shall be responsible for the security and secrecy of the examination papers and relevant examination materials in the factory, The following conditions shall be met:

(a) Non-working personnel shall not enter the production workshop. Production workers were not allowed to enter other workshops; No one may enter the place where the examination papers are kept alone. It is strictly prohibited to transport any goods outside the factory. To strengthen the monitoring of special parts of workshop, such as doors and Windows, sewers and drainage pipes.

(b) The workers of designated printing house who have access to the examination papers and related materials shall be assigned to a compulsory register.

1. Qualified personnel must be vetted and meet the following requirements:
  - (1) Abide by the state secrecy laws and the security and secrecy of designated printing house;
  - (2) No lineal consanguinity members take part in the exam;
  - (3) Be healthy.
2. Qualified personnel shall comply with the following provisions:

- (1) Strictly abide by the security and secrecy system, no visitors, no communication, no phone calls, no workshops, no discussion relate to the test paper. Only qualified personnel shall enter the printing house.
- (2) Those who need to enter the printing house on business must get the approval of the person in charge, and go to certain place for interview, and in interview, more than three people (including the person in charge of printing house or the factory assistant manager or the inspect printing workers of educational institution) are required to be present.
- (3) The production area, examination paper storehouse, waste paper storehouse and living area in the printing house can be isolated; Production and living facilities are well maintained, capable of self-maintenance of major equipment; enough spare parts and materials; complete firefighting equipment.
- (4) There are sufficient safeguards to ensure the security and secrecy of the test papers.
- (5) Personal wireless phones, interphones, mobile phones and other communication tools as well as equipment with camera and video functions are strictly prohibited into the printing house, and electromagnetic shielding can be carried out when necessary.
- (6) Person specially assigned can keep test paper sample, proof, plate making, paper mold and negative film and so on in special counter. Specialist-assigned person is responsible for examination paper storehouse, waste paper storehouse and other places involving examination papers and related materials, and establishing relevant management regulations.
- (7) Each production process must go through strict handing-over procedures; strictly check the number of production paper, the number of finished products, and the number of waste pages. Waste pages and fragments must be destroyed under the supervision of supervisors and printers, after checking and registering on the same day. Destroying of finished

products and other materials related to the test paper must be approved by staff of educational administration department.

- (8) Open-fire and smoking are strictly prohibited in the workshop and warehouse area.
- (9) Outgoing equipment, vehicles and personnel must be inspected.
- (10) Paying attention to education of security and secrecy, and strict management. Strictly check the situation of the qualified personnel and security staff, organize and carry out regular education of security and secrecy, check the implementation of security and secrecy measures.

### **Chapter iii security and secrecy of examination paper transportation**

Article6 the staff of educational administration department shall be responsible for the transportation of test papers from the printing house to the secure room, and shall be responsible for the security and secrecy of the transportation.

Article7 the following conditions must be meet when transporting the test paper:

- (a) There shall be no less than two escorts on the spot during the transportation in any case.
- (b) It is strictly prohibited to carry items irrelevant to the transportation of the test paper.
- (c) Report to staff of educational administration department at any time about the abnormal situation during the transportation of the test papers.

Article8 the escorts of the examination papers must pass the examination and meet the following conditions

- (a) To observe the security and secrecy system of the state and educational examination institutions.
- (b) No lineal consanguinity members take part in the exam
- (c) Be healthy.

### **Chapter iv The security and secrecy of the security room for examination paper**

Article9 the school shall establish a security room for the examination papers, to store the examination papers before they are used .During implementation of the exam, the security room shall be used to storage the answering papers (including

answer sheet, the same below).

Article 10 the security room of the examination papers must be located on any layer higher than second floor of the building. The room must be apartment of reinforced concrete structure (or brick mix), have the functions of guard against theft, fire proof, moisture proof, rat proof, and equip up with iron door, iron window, iron box. Patrol personnel on duty use the outer room of the apartment, and the inner room is used for storing examination papers. Security door must be installed between the inner and outer rooms. It should be ensured that the inside conditions can be observed in the outer room. The number of iron cabinets should agreement with all examination papers are stored in sub-subjects. The security room of the examination paper shall be equipped with alarm and video monitoring equipment, and the equipment should be well operated when used as the security room. The relevant examination authorities shall keep the monitoring data at least half a year after the examination. The establishment of security room should consider the convenience of the personnel on duty, such as dining, water and sanitation.

Article 11 there should be at least two locks in the security room of the examination paper, one is door-lock of the inner room, and the other is door-lock of the iron cabinet. Keys of the locks were respectively in charge; if possible, the iron cabinet shall be cryptography. Personnel in charge of the iron cabinet password shall not be in charge of the key to the iron cabinet at the same time. During the period of non-paper preservation, the paper confidentiality room should not be used for other purposes. If necessary to use for other purposes, the lock of the inner room and the lock of the iron cabinet must be changed before put into service again, and the password of the iron cabinet must be changed.

Article 12 a person shall be assigned to responsible for the work of the security room by the educational administration department, and supervise the implementation of these work regulations

Article 13 during the use of the security room, the personnel shall be as follows:

(a) Two persons in charge, one of whom must be the leader of the educational administration department

(b) More than four patrol personnel on duty (excluding the person in charge of the security room)

(c) If there is a password of the iron cabinet, it is necessary to arrange a person in charge of the password specialist (the person in charge of the security room and patrol personnel on duty); two people can in charge the password, respectively.

Article 14 the person in charge of the security room of the examination paper, the patrol personnel on duty and the person in charge of the key (password) of the iron cabinet shall meet the following conditions:

(a) To adhere to principles, be devoted to their duties, strictly observe discipline, and work conscientiously and responsibly

(b) In-service staff have no lineal consanguinity members take part in the exam.

(c) Be healthy.

Article 15 the responsibilities of person in charge of the security room, as follows:

(a) To be fully responsible for the safety and security of the test paper confidentiality room during the storage of the test paper.

(b) One person in charge of the key to inner door lock, the other in charge of the key to the door lock of the iron cabinet.

(c) Responsible for receiving, keeping and distributing test papers. In receiving and distributing examination papers, the number of examination paper bags shall be checked face to face, the subjects shall be verified, the sealing condition of examination paper bags shall be checked, the handover procedures shall be fulfilled, and the records of receipt and distribution shall be filled in.

Article 16 duties of patrol personnel on-duty:

(a) On duty day-night, real-time monitoring of the security room.

(b) To be responsible for the security room of the examination paper and fill in the on-duty record form.

(c) to be responsible for the security work of the security room; every half an hour two persons should be sent to carry out a comprehensive inspection around the security room, and make a detailed patrol record.

(d) Report the situation of the security room to the leader at any time.

Article 17 for papers that are unsealed, damaged or otherwise affecting the normal examination, the security room shall report to the person in charge of educational administration department. In addition, after approval, appoint a special person (more than two people) to carry out technical treatment, and truthfully record the relevant information. Effective measures shall be taken to isolate the persons who encounter the contents of the examination.

Article 18 before taking up their posts, the person in charge of security room and the patrol personnel on duty shall receive security and secrecy education, learn the laws and regulations of the state on confidentiality, and familiar with the requirements and procedures of the examination papers to be sent and received. During receiving, sorting, distribution and other work, examination papers must be counted bag by bag. Deal with related procedures after the quantity meets the requirements. In addition, special attention should be paid to the examination of the spare paper bag.

Article 19 since the test papers were delivered to the security room, educational administration department must arrange personnel to patrol the security room day-night. The person in charge of the security room and the patrol personnel on duty shall strictly implement the following provisions:

(a) It is strictly prohibited to receive visitors, smoke, drink, entertainment and private use of the telephone in security room, while on duty.

(b) Irrelevant personnel are not allowed to enter the security room of the examination paper;

(c) Do not open the sealed package of examination papers for any reason;

(d) The key of the security room of must not be handed over or co-hosting, and not to disclose the cipher;

(e) Refuse to ask others to use the test paper confidential room door, and the key of the iron cabinet of the examination paper. Refuse to take the examination paper for others.

(f) During the period of keeping the examination papers, the educational

administration department shall report the security and secrecy of the examination papers grade by grade.

Article 20 during the period of using of security room, any major events such as leakage, theft, damage or alteration of the national unified examination paper shall be immediately reported to the local administrative department of education, the provincial educational examination institution, the public security departments and the safety department. In addition, take immediate measures to protect the site and prevent spreading. At the same time, the provincial education examination institutions report to the ministry of education.

Article 21 if the person in charge of the security room and the patrol personnel on duty do not implement this work regulation, and serious accident occurs such as the disclosure, theft, damage or alteration of the examination paper, the person in charge shall be punished for directly responsibility.

#### **Chapter v security and secrecy of grading test paper and examination results**

Article 22 the national examination papers shall be escorted by the security office and the educational administration department (at least 3 persons) to the place designated by the higher authorities at the end of the test day. The examination papers were bound under the supervision of the educational administration department, and be submitted to the secondary colleges (departments) for evaluation.

Article 23 the examination staff participating in the process of grading shall not disclose to the outside world about the progress of unified grading, the relevant information and the exam scores. No query the examinee scores without authorization, not allow to change the examinee test score. If any suspicious circumstances were found about the alteration of test scores, it shall promptly report to the person in charge. The computer operator cannot change the score on any pretext.

Article 24 Do safety and maintenance work of marking computer room and computer hardware, Prevent the hacker malicious attack or the damage of natural disasters, ensure the security of data.

#### **Chapter VI reporting system**

Article 25 as required, the educational administration department shall report to

the higher education and examination institutions the relevant information on the work of security and confidentiality.

### **Chapter vii supplementary provisions**

Article 26 these provisions shall be implemented as of the date of promulgation.

( Formulated in September 2007, revised in June 2018 )

# **Interim Management Measures of Shanghai Institute of Electric Power on Assessment of Course Process**

Teaching Affair Office of SHIEP (2018) No.33

## **I. Purpose of process assessment**

In order to adapt to the requirements of school education and teaching reform, we should pay attention to the process of students' usual study, strengthen process management, promote the accumulation of students' knowledge, change the traditional mode of evaluating students with single examination results, and realize the change from result evaluation to process evaluation and the change from single evaluation to multiple evaluation. We should also decompose curriculum evaluation to the whole teaching process, change learning evaluation from traditional way of single examination result to multi-stage and multi-form process evaluation, give full play to the leading role of examination on students' learning and evaluation on students' knowledge mastery, ability cultivation and quality improvement, and promote students' comprehensive development. A set of examination system and assessment system should be formed, which is more scientific and reasonable, more in line with the requirements of the training of applied talents, more conducive to arouse students' enthusiasm and initiative in learning, more conducive to the overall evaluation of students' learning effectiveness.

In accordance with the relevant provisions of the Examination Management Measures of Shanghai Institute of Electric Power, each department is required to give full play to the enthusiasm and creativity of the teachers, to study and deepen the reform of the contents and forms of examination, to promote the reform of teaching methods by the reform of process assessment, to transform one-way classroom lectures into interactive, seminar-based teaching, to open the classroom and extracurricular activities, to link up the first classroom and the second classroom, so that learning throughout the student's college life.

## **II. Evaluation of process assessment**

1. All the theoretical courses in the teaching plan should be assessed. The school advocates diversity in student evaluation, aiming at urging students to treat the usual learning process conscientiously, improve the style of study, and comprehensively assess the students' ability to master and apply theoretical knowledge. The students' overall learning status of the course can be reflected by the process assessment.

2. The implementation plan of the process assessment is discussed and determined by the Teaching Supervisory Committee of the department and the specialty of the course according to the characteristics of the course firstly, and then could be implemented after reporting to Course Selection and Examination Centre for record. The examination plan should run through the whole process of the course teaching. According to each stage of the teaching process, we can comprehensively adopt the various forms of process examination, such as class attendance, classroom discussion, classroom test, course paper, big school assignment, research report, case analysis, experimental operation, etc., and combine the midterm and final examinations to comprehensively evaluate the students' academic performance.

3. In principle the process assessment adopts a percentage system to assess students' performance. The number of assessment and the proportion of scores should be indicated in the syllabus. If other scoring system is adopted, the department can change and determine the final assessment grade according to the corresponding relationship between other scoring system and percent system.

#### 4. Calculation of total mark

The student's total mark consists of two parts: the regular score and the process total score.

(1) The regular score is composed of class attendance, performance in classroom, answering questions and quality of school assignments.

(2) Process score consists of large assignments, practice reports, practice defense, final exams, etc.

(3) The process total score is the weighted sum of the score of each process.

(4) The total mark = the regular score  $\times$  the proportion of regular score + the process total score  $\times$  the proportion of process total score

(5) The total mark after the supplementary examination = the regular score  $\times$  the proportion of regular score + the test paper score  $\times$  the proportion of process total score. If the total mark after the supplementary examination is equal or larger than 60, the total mark is registered "passes" (GPA is 1). If the total mark after the supplementary examination is small than 60, the total mark is registered "does not pass" (GPA is 0).

#### 5. Performance Archiving

(1) Course Grade Registration Form

(2) Instructional Manual (Record of regular score)

(3) The grading data of each sub-item of the process results, mainly include the relevant examination materials submitted by the students (student unit test papers, major assignments, stage task data, etc.), the final examination paper analysis table, the standard (reference) answers and grading criteria.

**III These Measures shall be implemented as of the date of promulgation, and the power of interpretation shall be vested in the Teaching Affairs Office.**

Teaching Affairs Office

3 May, 2018

**Operating Rules for Test Room of Course Written Examination of  
Shanghai Institute of Electric Power**

Time	Job Contents	Detailed Requests
30 minutes before examination	Getting examination paper	1. The main invigilator gets the examination paper at the designated place 30 minutes before examination.
15 minutes before examination	Organizing admission of examinees and cleaning up test room	2. To check the examination room and organize the examinees to enter the test room. 3. To clean up the items that the examinees carry carefully. To remind the examinees not to bring the items which have nothing to do with the examination into the examination room. The items that have been brought in should be concentrated in the designated place and must not be brought into the seat. Mobile phones and other means of communication must not be brought into the examination room. If it is inadvertently brought into the examination room, it must be turned off before the examination and placed on the platform. Examination papers may not be issued before the examination room is cleaned up completely. 4. To check the examinees' certificate one by one, to guide the examinees to sign their name at the location specified on the signature form, and to remind the examinees of the serious consequences of cheating in exams.
5 minutes before examination	Opening paper bag, answer sheets, draft papers, etc	5. To issue answer papers, draft papers and examination papers. The invigilators show all the examinees that the examination paper bag is well sealed, unsealed in public and issue the answer sheets, draft papers and examination papers. 6. The invigilators ask the examinees to fill in the class number, course name, their names and student numbers on the answer sheet carefully.
Beginning of the examination		7. To announce the beginning of the examination. The examinees begin to answer the questions.
15 minutes after the beginning of examination	No admission of examinees	8. The examinee who is 15 minutes late or more is not allowed to enter the examination room, is regarded as not taking the examination.
30 minutes after the beginning of examination	Admission of handing in the examination paper	9. Only 30 minutes after the beginning of the examination can the examinees hand in the examination paper and leave the examination room.

During examination	invigilating	10. The invigilator shall conscientiously perform their invigilating duties and shall not do anything unrelated to the invigilation. The teachers who undertake the task of invigilating should strictly carry out the "invigilating duties of Shanghai University of Electric Power ", maintain the order of the examination room, seriously investigate and deal with violations, and ensure that the examination is fair and just.
15 minutes before the end of the examination		11. To remind the examinees that there are 15 minutes left before the end of the examination.
10 minutes before the end of the examination		12. To remind the examinees that there are 10 minutes left before the end of the examination, and announce that they could not leave until the end of the examination.
End of the examination		13. To announce the end of the examination, and ask them to stop answering the questions. 14. Invigilator A maintains the order of the examination room. Invigilator B accepts the examination papers, answer sheets and draft papers and checks again whether the information filled in by the examinee is standardized. The examinees can leave the room after all items are counted correctly. (the test paper and answer sheet, draft paper are not allow to take away)
Handling of violations		15. Upon confirmation of any violation of discipline or cheating, the invigilator shall record and request the signature of the examinee in the "Record Form of the Examination Room for the Course Examination of the Shanghai University of Electric Power", collect the cheating materials and report the inspector immediately. After the examination, the "Record Form of the Examination Room for the Course Examination of the Shanghai University of Electric Power" and the answer sheet of the violation examinee together with the evidence of cheating (including cheating tools) should be reported to the Teaching Affairs Office.
Collection of examination papers		16. At the end of the examination, the invigilators should collect all the examination papers and check them correctly before leaving the examination room and hand them in as required.

## The Duties of Invigilator for Examination at SUEP

Teaching [2017] No.77

1. The invigilator shall arrive at the office of Educational Affairs Department or the office of college (department) on requested time, and check the exam subject, then take the test paper to the exam room 15 minutes before the examination begins.
2. The invigilator shall arrange student's seat based on the seating table, and check his or her ID card. The invigilator shall hand out the test paper 5 minutes before the examination begins. The beginning of the examination shall be announced just after the bell rings. The student who arrive at the exam room 15 minutes after the beginning of the examination shall not be allowed to take the examination. Within 30 minutes after the examination begins, no student is allowed to leave the exam room. And within 10 minutes before the end of the examination, no student is allowed to leave the exam room until the examination ends.
3. After the examination begins, the invigilator shall count the students in the exam room. After the examination ends, the invigilator shall count the returned test paper. The number of returned test paper shall be equal to that of the students who take the examination.
4. The invigilator shall obey the invigilation rules, and be devoted to the duties. The invigilator shall not do things which are not related to the invigilation, such as browsing with mobile phone, reading books or newspapers, talking and laughing, smoking, napping, etc.. One invigilator stands in the front, while the other stands at the back of the exam room. Without appropriate reason, the invigilator shall be in the exam room all the time during the examination.
5. The invigilator shall not explain any questions related to the content of the exam problems. If the inquiry is about unclear printing, the invigilator shall answer it in front of all students, instead of pointing on student's test paper with his or her fingers. Corrections on test problems shall be written on blackboard in time and be notified to all students.

6. The invigilator shall keep the evidence when a student violates the examination rules, such as violation materials, test paper, draft sheet, or answer sheet etc..  
Then the invigilator needs to report the violation to the exam inspector for him or her to proceed with the issue.
7. The invigilator needs to remind the students of the termination time 15 minutes before the end of examination. The invigilator shall announce the exam closure just after the bell rings. Then the invigilator(s) shall collect the test paper and count them. The students can leave the exam room only if the number of the test paper is correct and no test paper is lost.
8. When the examination is over, the invigilator shall fill in the Record for Exam Issues and the table on the paper bag. The student who violates exam rules or cheat during the examination shall be recorded in the Record for Exam Issues and it shall be returned to the exam inspector. The invigilator(s) shall bring the test paper to a designated site for binding. The test paper shall be bound and sent to a designated site.
9. The invigilator(s) shall protect and take care of the student who becomes ill during the examination. The invigilator(s) shall notify the exam inspector about student's illness as soon as possible, so the exam inspector can request medical staff to come and make treatment.
10. The invigilator who violates the above rules will be disciplined based on the Regulations for Identification of Teaching Mistakes, Accidents and Penalties at SUEP.
11. This regulation will be in effect after being announced. If there is inconsistency between this regulation and previous ones, this regulation shall be adopted. The Educational Affairs Department has the responsibility to interpret this regulation.

(First version in Oct. 2005, revised in Jun. 2017)

## Inspection duties of Shanghai University of Electric Power

Hudian Academy (2017) No. 78

1. Inspectors should sign in at the Course Selection and Examination Center 30 minutes before the start of the exam and receive the "Sign-in Form for Supervisors on Site".

2. Check the availability of invigilator teachers 15 minutes before the start of the exam, and ask the invigilator teachers to sign in on the "Sign-in form for invigilators."

3. During the exam, inspectors should visit the examination room: Check whether the candidate's seat is arranged as required; Randomly examine the candidate's certificate to check whether the candidate has violated the examination room discipline and other phenomena; Check whether the supervisors are carefully conducting the supervisal in accordance with the "Supervisory Responsibility of Shanghai University of Electric Power "; Any behavior that does not comply with the regulations shall be stopped in time, recorded, and reported to the examiner.

4. Maintain the order of the examination area, and have the right to stop the personnel and actions that affect the order of the examination area. Students who have submitted papers early but are still in the examination area should be ordered to leave the examination room immediately.

5. After the test is over, take back and fill in the "Examination Room Record Form", together with the "Inspection Checklist" and submit it to the elective course and examination center.

6. This regulation shall be implemented since the date of promulgation. If the previously promulgated regulation conflicts with this regulation, this regulation shall prevail. The Academic Affairs Office is responsible for interpretation.

(First version in Dec. 2005, revised in Jun. 2017)

## **Measures for grade management of Shanghai University of Electric Power**

No. 92 [2010], Shanghai electricity institute

According to “The regulations on the management of undergraduate students of University of Electric Power”, all the teaching parts stipulated in the training program should be examined, only those who pass the examination can get the corresponding credits. Examination results and credits should be truthfully and completely recorded in the students’ files. The examination is divided into written and non-written form. Written test refers to the examination in the form of closed or open papers. Non-written test refers to the examination in the form of completing large assignments, design, papers and etc.. To further standardize the management work of our school and ensure the seriousness, fairness and rationality of performance, this management method is specially formulated.

### **I. The result registration**

1. The grade registration form is filled with the usual grade, the final grade and the general grade. You can choose to input all the grades into the teaching management system and print the signature or manually fill in the signature. The grade registration form filled in manually must use black or blue ink to write the passing grade and use red ink to write the failing grade. The grade registration form must avoid the alteration, which really needs to revise must sign in the modification confirmation.
2. The assessment of performance will be based on the final examination result (the total result of the process), with appropriate reference to the usual result. The total score is calculated according to the proportion of the usual score and the final examination score (the total result of the process). The total score is rounded to an integer.
3. The usual score can be determined according to the students' attendance, the usual test, etc., the proportion of the total score usually does not exceed 30%. To the students who defer to take an examination, who violate discipline, who are unqualified, and who stay away from examination, the usual score depends on actual situation. The usual score and its proportion are the same in the final and make-up

examination, which are set and input synchronously into system during the final exams. The make-up examinations can't input the usual score. There is no usual result in the examination of exemption from repair and retaking.

4. The grading ratio and grade type of the same course should be consistent in principle, which should be uniformly determined by all the teachers of the course group or the teaching and research office at the beginning of the term, and be informed by the teachers to the students at the beginning of the course.

5. If a student is absent from the examination, violates the discipline, or is disqualified from the examination, the total score of the corresponding course will be recorded as zero, and the students will be marked as absent from the examination, violates the discipline, or is disqualified.

6. If a student does not go through the procedures of course selection but participates in the study, takes the wrong courses and attends the examination, his/her performance will not be recognized.

7. The score of the final examination is recorded in three forms: the percentage system, the five-level system and the hierarchical system. The score of the make-up examination is recorded in the two-level system of "pass" and "fail", strictly in accordance with the "Shanghai University of Electric Power undergraduate student management provisions" related provisions.

8. The course teacher should log the students' course results into the school's performance management system through the Internet within the specified time (the written test course is within 3 working days after the end of the test, and the non-written test course, the elective course of the whole school and the experimental practice course before the deadline set by the teaching office).

9. The results should be checked carefully after they are logged in. If errors are found to change the results after the system audit, the teacher should fill in "The report card of Shanghai University of Electric Power for the result change application", explain the reasons for the change, attach the relevant certificates, and sign by the dean of the school (department) and the director of academic affairs before the administrative staff of the academic affairs office changes.

10. In the management of students' performance, those who cause serious consequences due to work mistakes or participate in the falsification of students' performance will be dealt with according to “The seriousness of the case by referring to the relevant provisions of Shanghai University of Electric Power on teaching errors, accident identification and handling”.

## **II. Performance analysis**

In order to find out the reasons of the students' learning quality, analyze the reasons and rules of the success or failure of the teachers' teaching ideas and methods, and conscientiously summarize the experience, improve the teaching work, and further improve the teaching quality, the teachers must make a careful analysis of the students' examination results.

11. The performance analysis mainly focuses on the performance of the test paper (the total result of the process), and the main contents include: students' understanding, consolidation and application of knowledge; The distribution of passing rate and excellence rate; The degree of difficulty and effectiveness of the test; Analysis and explanation of the causes of an outcome.

12. After the examination papers are evaluated, the teacher will analyze the results while submitting them, and carefully fill in the "Shanghai University of Electric Power performance analysis form" in duplicate. One copy is packed with the test paper, and one copy is delivered to the school (department) for preservation. The shelf life is four years.

13. Other matters relating to performance analysis may be referred to the office of teaching quality management.

## **III. Performance review**

In order to protect the legitimate rights and interests of students, students have the right to challenge their own test scores, and to review the test results. Here are the procedures:

14. The student who doubts assessment of the current semester course grades , can fill

out the review result notification office of “The Shanghai University of Electric Power student performance review application form” to the student's school (department) at the end of the semester, by the summary of backwardness to the office of the institute (department) in the process of reviewing the course no longer accepted student performance review.

15. The review of the intensive practice courses at the end of the semester and the retard examination results in the semester will be uniformly arranged at the beginning of the next semester. For details, please see the notice of the academic affairs office for the review results, the procedure is the same as article 14 of these measures.

16. The opening school (department) should organize at least two teachers of the course to jointly review the students' performance evaluation, give the review results before the deadline set by the notice of the academic affairs office for review results, and fill in the return receipt of the application for review results.

17. If it is found through reexamination that the results are wrong and need to be revised, article 9 of these measures is be followed.

18. The academic affairs office should promptly turn back the return receipt of the student's result review to the secondary school (department) where the student is located after the result review, and it should be returned to the student by the secondary school (department).

19. If a student has any objection to the result of the review, he/she should handle it within the specified time in accordance with the relevant provisions of “The measures for the management of student complaints in Shanghai University of Electric Power ”.

20. The school (department) need to strengthen the management and inspection of the examination papers, score registration, score analysis, and score review, etc. The teaching quality management office will carry out random inspection on the relevant work of each school (department) from time to time.

#### Iv. Archiving of achievements

21. After the school (department) receives the original transcript registration form, it should be delivered to the academic affairs office within the time stipulated by the academic affairs office of each semester. The academic affairs office is responsible for

archiving the original grade registration form.

22. The academic affairs office is responsible for archiving the scores of cet-4 and cet-6 twice a year, the scores of Shanghai computer rank examination once a year, and the scores of cet-4 and cet-8.

23. After graduation, the office of academic affairs is responsible for the preservation of the master record of students in the archives.

V. The supplementary provisions

24. These provisions will be implemented since the announcement. In case of any discrepancy between the previous relevant provisions and these provisions, these provisions shall prevail.

25. This regulation is interpreted by the academic affairs office of the university.

(formulated in July 2010, revised in June 2018)

# **Regulations on the Management of Undergraduate Students of Shanghai University of Electric Power**

SUEP Teaching (2010) 94

To standardize student management behavior, maintain the normal teaching order of the university, protect the legitimate rights and interests of students, and achieve the goal of talents cultivating, these regulations are formulated by the "Regulations for the Management of Students in Ordinary Higher Schools" of the Ministry of Education and the relevant provisions of the Shanghai Municipal Education Commission, combined with the actual situation of our university.

## **Chapter 1 Admission and Registration**

**Article 1** Freshmen admitted by the national admission regulations shall hold their admission notices and relevant certificates and materials specified by the university to go to the university to complete the admission procedures on time. Those who are unable to register on schedule for some reason should submit a written report and related certificates to their second-level college (department) (hereinafter referred to as the college (department)) in advance, and go through the procedures of asking for leave. The leave time should not exceed two weeks. Absent without asking for leave or overdue the leave time shall be considered as abandonment of admission qualification except for deterministic force and other legitimate reasons.

**Article 2** The university conducts a preliminary investigation of the admission qualifications of freshmen at the time of registration, and passes the admission procedures after passing the investigation, and registers the enrollment status. During the examination, if the admission materials, the candidate information and other supporting materials of the freshmen are found to be not matched with their actual conditions, or there are other violations of the country, then the admission qualifications shall be canceled.

**Article 3** After the admission of freshmen, the university will conduct a comprehensive recheck according to the national enrollment regulations within three months. During the recheck, if the students are found to be fraudulent, favoritism, and

etc. , they shall be determined to be unqualified for the recheck and their university membership shall be canceled, and if the circumstances are serious, they shall be referred to the relevant government department for investigation and handling.

For students who have obtained admission qualifications or enrollment status in violation of the national enrollment regulations, their university status shall be canceled once they are verified in the university.

**Article 4** For Freshmen with illness or freshmen who are found to be physically and mentally unfit to study in the university and are diagnosed by the Grade 2A or higher hospital designated by the university to need to be recuperated at home, they may apply for the retention of the admission qualification one year. There is no enrollment status during the period of retaining the admission qualification.

Freshmen should apply for admission to the university before the expiration of their retention qualifications, and be diagnosed by the university's designated hospital. If they meet the physical examination requirements and pass the university's recheck, they can go through the admission procedures. If the rechecked result is unqualified, the admission qualification will be canceled. If the admission procedures are not completed before the deadline and there are no legitimate reasons such as deterministic force delay, the admission qualification will be deemed to be abandoned.

Freshmen who are recruited into the military can apply for retention of admission qualifications for two years after retirement, and the procedures and other matters for retention of admission qualifications shall be handled by relevant national regulations.

**Article 5** At the beginning of each semester, students should pay tuition fees within the prescribed time and go through registration procedures at their college (department) to obtain the qualifications for the semester. Failure to pay tuition fees in accordance with university regulations or other conditions that do not meet the registration requirements will not be registered.

If students can't register on time for some reason, they should apply to the college (department) to suspend registration or go through leave procedures. The time for suspending registration or leave should not exceed two weeks. In case of failure to ask

for leave, being overdue asking for leave, failure to apply for suspension of registration or failure to register after the expiration of the suspension of registration, the college (department) will report to the university, and it will be treated as an automatic withdrawal.

Students with financial difficulties can apply for loans or other forms of subsidies, and register after going through the relevant procedures.

## **Chapter 2 Performance Evaluation and Recording Methods**

**Article 6** Students must go through the relevant procedures prescribed by the university before they can participate in the study and assessment of the corresponding courses. For details, please refer to the "Administrative Measures for Course Selection of Shanghai University of Electric Power ". Students who do not go through the course selection procedures and participate in the courses of study and assessment without permission will not be recognized.

**Article 7** All teaching stages regulated by the cultivation plan must be evaluated, and you can get the according credits only if passing the performance evaluation. The assessment results and credits will be truly and completely recorded in the student's grade file.

**Article 8** The assessment methods are divided into written test and non-written test. The written test refers to the assessment in the form of closed or open papers, and the non-written test refers to the assessment in the form of completing large-scale homework, design, and thesis.

**Article 9** Records of achievements are divided into three forms: percentile system, five-level system and hierarchical system. Credits are a unit of measurement to measure a student's learning quantity, and grade point is an indicator to measure a student's learning quality. The average grade point is the sum of credits multiplied by grade points of the learned courses divided by the sum of credits of the taken courses. The conversion relationship between "percentage system", "five-level system", "level system" and "achievement point" is shown in the table below.

Percentage system	100~90	89~85	84~82	81~78	77~75	74~72
Level	A	A-	B+	B	B-	C+
Five-level	excellent	good	good	good	medium	medium
Achievement point	4.0	3.7	3.3	3.0	2.7	2.3
Percentage system	71~68	67~66	65~64	63~60	60 以下	
Level	C	C-	D+	D	F	
Five-level	Medium	Pass	Pass	Pass	Fail	
Achievement point	2.0	1.7	1.5	1.0	0	

Note: Excellent -94-4.0; Good -85-3.7; Medium -75-2.7; Pass -66-1.7; Fail -40-0.

**Article 10** The assessment of results shall be based on the final performance evaluation grades (total process grades), with appropriate reference to the everyday evaluation grade. Ordinary grades can be determined based on student attendance and usual quizzes. In principle, the proportion of usual scores in the total score does not exceed 30%. Ordinary scores and proportions are consistent at the end of the semester and the total scores of the make-up examination. Exemption assessment or free-listening re-take course assessment is without everyday evaluation grade.

**Article 11** If the student's missing homework or laboratory report exceeds one-third of the total quantities in a semester, or the student's cumulative absenteeism exceeds one-third of the course's total hours, the assessment qualification can be canceled as soon as it is discovered.

**Article 12** When a student misses exams, cheats, or is disqualified from the exam, the total score of the corresponding course will be recorded as zero points, and the students will be marked absent, cheating, and unqualified respectively.

**Article 13** For students with physical disabilities or physical conditions that are not suitable for normal physical education and military training classes, after providing relevant materials or medical certificates, they shall be rechecked by the School Health Section, Sports or Armed Forces of the university and reported to the Teaching Affairs Department for approval. After that, they can take courses of health theory and

military theory, and those who pass the examination will get corresponding credits.

#### **Article 14** Course Exemption

1. A student can take a course specified in the cultivation plan through self-study or other ways, and if his pre-requisite course score is more than 80 points (or "good"), he can apply to the college within 1-2 teaching weeks of each semester Exemption assessment. With the approval of the college (department) and the Teaching Affairs Department, and if the assessment score is not less than 70 points or "medium", the course credits can be obtained and recorded according to the actual score.

2. The following courses or teaching stages are not allowed to apply for exemption assessment: political theory courses, physical education courses, practical teaching stages, courses with experiments or designs, and selective courses for the whole university.

3. If the student suspends the studies due to withdrawal and takes the entrance examination again to meet the admission requirements and re-enter the university, the courses he/she took during the school study period and the credits he/she has obtained, upon application by the student, can be approved after the school's relevant department affirms, and the corresponding courses can be exempted.

### **Chapter 3 Deferred examination, make-up and re-take**

**Article 15** Those who fail the course assessment may choose to make up for the examination (except for the practical teaching step, separated experimental courses and selective courses for the whole university), re-take or free-listening re-take assessment. Graduating students have no make-up and delayed examinations for all courses in the last semester of graduation. The results of the re-take or free-listening re-take assessment shall be based on the authentic and complete records of the assessment results and shall be marked. If the make-up test passes, the scores are registered as "pass" (grade point 1); if the make-up test fails, the grades are registered as "failure grade" (grade point 0).

**Article 16** Students should take the examination at the specified time and place. If you cannot take the examination due to illness or business, you should go through the deferred examination procedure in advance. In case of sudden illness during the

examination, the examination can be renewed afterward with the relevant medical certificate. Courses that have been deferred must be taken as the deferred examination on time, otherwise, the course will need to be re-taken. Deferred examination results are considered final examination results.

**Article 17** Those who are absent from, cheat in the examination or unqualified to attend the examination shall be disqualified from making up the examination and re-take.

**Article 18** In principle, the re-take for the passed courses must choose the normal classes to re-take or free-listening re-take based on the premise that the students have spare capacity to learn. In principle, there shall be no more than 3 courses per semester, and the examination results shall be recorded truthfully and completely and marked. The highest achievement of the course will be taken as the final result of the course to participate in the calculation of performance points.

**Article 19** Students who want to retake a course or retake a free-listening course examination shall pay according to the standard stipulated by the university, and students who do not pay shall not be admitted to go through the relevant procedures.

#### **Chapter 4 Appraisal and attendance**

**Article 20** Students shall be checked for their attendance at all activities organized by the school. Students who are unable to attend for some reason must ask for leave in advance.

**Article 21** In teaching activities, those who do not ask for leave or exceed the leave shall be recorded as absenteeism. Students who are absent from school shall be given corresponding disciplinary sanctions based on the cumulative number of one semester: those who exceed 30 class hours shall be given a warning; those who exceed 45 class hours shall be given a serious warning; those who exceed 65 class hours shall be given a demerit recording sanction; those who exceed 90 class hours shall be given a stay for observation; those who exceed 120 class hours shall be given an expulsion.

**Article 22** For all kinds of practical teaching stages specified in the cultivation plan, four hours shall be counted for a day of absenteeism. Students who are late for class

for more than 20 minutes are recorded as absenteeism; three times of being late is equivalent to once absenteeism.

**Article 23** If a student asks for leave due to illness or business within one day, it shall be examined and approved by the teacher in charge of the course involved, and the student shall report to the counselor for filing; if it is more than one day but less than one week, it shall be examined and approved by the college (department); if it is more than one week but less than two weeks, it shall be examined and approved by the Teaching Affairs Office; in principle, it shall not be more than two weeks.

### **Chapter 5 Transfer of major and transfer of study**

**Article 24** The freshmen who meet the requirements of the university (the first, second, third and fourth grades mentioned in the management regulations are the first, second, third and fourth grades of the standard learning system in the cultivation plan, the same below) can apply to the university for major transfer within the time specified in the second semester. For details, please refer to the implementation regulations of major transfer (direction) for the freshmen of Shanghai University of Electric Power and the detailed implementation rules of major transfer (direction) for the freshmen of each college (department).

**Article 25** Student may also be allowed to transfer to another major or college under any of the following circumstances:

1. The students do have their own specialty, and they can play their specialty better when they transfer to another major or school;
  - (1) Publish a paper in official journals (or exhibition works in national and international works exhibitions) as the first author to complete the achievements;
  - (2) Obtain one or more authorized patents as the first author to complete the achievement;
  - (3) According to the provisions of the Rules for the Credit Recognition of Innovation and Entrepreneurship for Undergraduates of Shanghai University of Electric Power (Trial), awarded in the national class A and class B, provincial and municipal academic competitions (Top 3 of the first prizes in provincial and municipal academic

competitions, top 5 of first prizes and top 3 second prizes in national academic competitions.).

2. Students who are found to be with some disease or physiological defect after entering the university are proved with the examination through the medical unit designated by the university to be unable to study in the original major but still able to study in other majors of the university or other universities;
3. Students who have some difficulties and are unable to continue to study without transferring to another major or university, as approved by the school;
4. A Freshman who becomes a transferred student by the examination;
5. For students who leave the university to start a business or return to the university after releasing from the military service, if they need to transfer their major due to their own circumstances, the university will give priority to them;
6. According to the reform of the employment system for graduated student and the change of the demand on talents by the society, with the consent of the students, the university can adjust the majors of some students appropriately when necessary;
7. There are no circumstances listed in Article 28 of this provision.

**Article 26** In addition to Article 24 of these regulations, in other cases, students applying for transfer to another major or university shall be handled according to the following methods:

1. For a student who wants to transfer to another major, he/she needs to submit a written application by himself/herself. The original college(department) and the transferred college (department) shall sign the comment. After being reviewed by Teaching Affairs Department, the principal in charge will report to the president's office meeting for approval.
2. For a student who wants to transfer to another university, he/she needs to submit a written application by himself. After being reviewed by Teaching Affairs Department, the principal in charge will report to the president's office meeting for approval and then report to the higher authority for approval.
3. With the consent of the two universities, the transfer-out university shall report to the local provincial education administrative department to confirm the justification

for the transfer, and then handle the transfer formalities; for the transfer between two provinces, the provincial education administrative department of transfer-out university shall consult with the provincial education administrative department of transferred university to handle the transfer formalities after confirming the transfer conditions. For those who need to transfer their registered permanent residence, the provincial education administrative department of the transferred place shall send the relevant documents to the Public Security Department of the place where transferred university is located.

4. There are no circumstances listed in Article 28 of these provisions.

**Article 27** After a student transfers to a major, if the previously obtained credits meet the requirements of the cultivation plan for the transferred major, they shall be confirmed by Teaching Affairs Department after being approved by the transferred college (department) .

**Article 28** Those who have any of the following circumstances shall not be considered for major or university transfer:

1. Those who have enrolled for less than one semester;
2. Those who have enrolled for more than three years (excluding the rest semester);
3. Those who have already transferred a university or a major;
4. Those who should be dropped out;
5. Students enrolled through targeted employment;
6. There are special provisions in enrollment;
7. Suspension of schooling or retention of student status;
8. Without justifiable reasons.

## **Chapter 6 Suspension and Resumption**

**Article 29** Students may complete their studies in stages. The longest period of schooling (including suspension) is 6 years. The maximum length of schooling (including suspension) for "further education for junior colleges to colleges" students is 3 years.

**Article 30** Students who have any of the following circumstances shall be suspended from the university:

1. Those who have been diagnosed by the designated hospital due to illness and have to be suspended for treatment or recuperation for more than one-third of the total class hours of a semester;
2. According to attendance, those who missed a class due to asking for leave for more than one-third of the total class hours for a semester;
3. Female students who are pregnant under the premise of observing the "Marriage Law" and the national family planning regulations and fulfilling the relevant procedures;
4. For some reason, the university considers that it is necessary to suspend.

Students who apply for suspension due to personal reasons could be suspended upon approval of the university.

**Article 31** Students are usually suspended for one year. They may be suspended for two consecutive years with the approval of the university due to illness, but the cumulative period shall not exceed two years. Otherwise, they will be treated as dropouts or completion.

**Article 32** Students who apply for suspension due to entrepreneurship generally take one year. After being approved by the university, they may be suspended, but the total suspension period shall not exceed two years, and the suspension because of entrepreneurship shall not be included in the maximum number of years in the university. During the entrepreneurial suspension period, students should regularly report their work and study status to their colleges.

**Article 33** Suspension shall be handled according to the following provisions:

1. During the period of suspension, the university reserves the student status for them but they will not own the treatment of students in the university.
2. As soon as the suspension is approved by the university, the student should go through the formalities of suspension, and leave the university within one week (for inpatients, it must be processed within one week after discharge). The round-trip expenses shall be borne by themselves.

3. The medical expenses of the students who are absent from the university due to illness or disease shall be handled according to the relevant regulations of the state, Shanghai, and the university.

4. Freshmen who retain their admission qualifications do not own the treatment of suspended students.

**Article 34** Students' resumption of study shall be handled in accordance with the following provisions:

1. Students who are suspended due to illness shall submit the diagnosis (rehabilitation) certificate and relevant physical examination materials of hospitals at the county level or above to the university one month before the expiration of the suspension period. After being reviewed by the health department, a notice of reexamination shall be issued, and the student must go to the university to be re-checked. Those who pass the reexamination can return to the university for study.

2. Students who are suspended due to psychological problems shall submit the rehabilitation certificate and relevant materials of relevant hospitals at the county level or above to the school one month before the expiration of the suspension period. After being reviewed by the mental health counseling center for college students, a notice of reexamination shall be issued, and the student must go to the medical institution designated by the university to be re-checked. Those who pass the reexamination can return to the university for study.

3. Upon the expiration of the suspension period, students shall apply to the college (department) one month before the beginning of the semester (excluding holidays) with relevant materials and personal application. After signing the comments, the college (department) will report them to the Students' Affairs Office for review, and they will be incorporated into the next grade of the original major after being approved by the university. If there is no class of the original major for those resumer, the university will decide to enroll them into similar majors. Those who fail to finish the procedure before the deadline will be deemed as automatic drop-out.

4. During the suspension period, any violation of laws and disciplines will be dealt with in accordance with relevant regulations of the university.

5. Students who suspend, retain enrollment qualification, and retain student status shall not attend classes before going through the formalities for a resumption of the university.

**Article 35** For the freshmen and students enrolling in the Chinese People's Liberation Army (including the Chinese People's Armed Police Force), the university shall retain their admission qualifications or the university membership until two years after retirement. After demobilization, they will go through the admission or resumption procedures in accordance with relevant documents.

During the period the students participate in the inter-university joint training project organized by the university, the university retains their school status for them.

During the student status retention period, students should establish a management relationship with the army, university and other organization they stay actually.

**Article 36** Students are not allowed to apply for admission to other universities during the period of retention of enrollment qualification, student status, and suspension. If they are found to apply to other schools, they will no longer retain admission or re-entry qualifications, and they will be removed from the university no matter they are admitted by other universities or not .

**Article 37** If students apply for suspension or resumption of study, they shall submit their application and written materials approved and signed by their parents or guardians to the college (department) they belong to, together with relevant supporting materials. The college (department) shall report to the Student Affairs Office after approving these materials. Application for suspension or resumption of study due to illness shall be examined and approved by the department of health, while the application for suspension or resumption of study due to psychological problems shall be examined and approved by the counseling center for the mental health of college students. After discussion and approval by the university, the Student Affairs Office shall notify the college (department) of the student formally, and the college (department) shall notify the student himself and the student's parents or guardians.

## **Chapter 7 Increase or decrease of the school year**

**Article 38** For students with the credit system, the years of study in the university may be 3 to 6 years. The standard schooling is 4 years.

**Article 39** The credits that a student should complete in each semester shall be subject to the credits specified or recommended in the cultivation plan. To choose a course without permission is also regarded as unfinished credits.

**Article 40** During the period the freshmen study in the university, those whose accumulative unfinished credits are more than 25 but no more than 35 after the end of the academic year must terminate the follow-up course study and be treated as an additional academic year. Those whose accumulative unfinished credits are more than 35 after the end of the academic year must terminate their studies and be dismissed as dropouts.

**Article 41** During the period the students of grade 2 and 3 study in the university, those whose accumulative unfinished credits are more than 30 but no more than 50 after the end of the academic year must terminate their follow-up courses and be treated as an additional academic year. Those whose accumulative unfinished credits are more than 50 after the end of the academic year must terminate their studies and be dismissed as dropouts.

**Article 42** Students of grade 4 whose accumulative unfinished credits are more than 8 before entering the graduation design stage shall not be permitted to enter the graduation design stage and shall be treated as an additional academic year. Those who have entered the stage of graduation design, but still have not completed the credits specified in the cultivation plan at the time of graduation review, shall also be treated as an additional academic year.

**Article 43** During the period the students study in the university, if the accumulated failed credits do not exceed the prescribed credits, in the subsequent semesters, the students may re-take part or all of the failed courses by going through the formalities of re-take or free-listening re-take after arranging the courses specified in the teaching plan, or apply to be treated as an additional academic year.

**Article 44** Students with additional academic year shall consult with the relevant

teachers to make their curriculum plan based on the cultivation plan, and report to the teaching dean for review and Teaching Affairs Department for approval.

**Article 45** Students with additional academic year must complete the formalities within the time prescribed by the academic affairs office. Students who fail to go through the formalities on time will be treated as non-completion or completion. Students can only add 2 academic years at most during the school period, otherwise, they will be regarded as non-completion or completion.

**Article 46** For the non graduating students with additional academic year, the graduation examination shall be carried out according to the cultivation plan of the transferred grade, and the academic scores shall be offset and recognized by the college (department). For the graduating students with additional academic year, the graduation examination shall be carried out according to the cultivation plan of the last academic year.

### **Chapter 8 Withdrawal**

**Article 47** Students shall be withdrew out of the university under any of the following circumstances:

1. Those who have not completed their studies within the period of schooling prescribed by the university, or it is determined impossible to complete their studies within the period of schooling prescribed by the school;
2. The application for resumption is not provided within two weeks after the expiration of suspension or retention of school status, or fails to pass the reexamination;
3. Those who do not suspend while they should be suspended confirmed by the university, and the absenteeism in one semester exceeds one-third of the total class hours of the academic year;
4. Absent from the teaching activities prescribed by the university for two consecutive weeks without approval;
5. Failing to register before the deadline prescribed by the university without going through the formalities for postponing the registration;

6. Diagnosed by the hospital designated by the university, suffering from disease or accidental disability and unable to continue to study in the university;
7. Other circumstances required by national laws and policies, other provisions of these regulations, or other rules and regulations of the university.

If a student applies for withdrawal from the university with the consent of his guardian, he may go through the formalities of withdrawal after being examined and approved by the university.

**Article 48** The withdrawal of a student shall be examined and reported to the Teaching Affairs Department or the Students' Affairs Office by the college (department) the student belongs to. It shall be discussed and decided by the president's office meeting or the special meeting authorized by the president, and the decision shall be formally notified to the college (department) the student belongs to by the Teaching Affairs Department or the Students' Affairs Office. The college (department) shall notify the student himself and the student's parents or guardians.

**Article 49** As soon as receiving the notice of the withdrawal approved by the university, the student should go through the formalities of withdrawal and complete within one week. The files shall be returned to the place his family is located, and the registered permanent residence shall be moved back to the original registered permanent residence or family registered permanent residence.

**Article 50** The withdrawal student must leave the university within three days after completing the formalities of withdrawal and shall not participate in any educational and teaching activities of the university. Students who leave the university without going through the formalities of leaving the university within the time prescribed by the university shall be responsible for the consequences.

### **Chapter 9 Graduation, degree, completion and non-completion**

**Article 51** In the assessment of students' moral education, the method of combining moral evaluation with the examination of moral education courses is adopted and the appraisal shall be made once a year. Students shall be appraised comprehensively including moral, intellectual, physical, and aesthetic aspects just before they graduate.

**Article 52** Students with enrollment status, who have completed all courses specified in the cultivation plan within the prescribed study period, passed the examinations and obtained corresponding credits, shall be granted graduation, and be issued graduation certificates. Students who meet the requirements specified in the detailed rules for the implementation of the granting of a bachelor's degree by Shanghai University of Electric Power shall be awarded a bachelor's degree.

**Article 53** For the student who has completed the contents specified in the education and teaching program within the prescribed study period but not obtained all the credits specified in the teaching program, if he/she has obtained more than 90% (including 90%) of the specified credits, he/she shall be issued a certificate of completion.

**Article 54** Students who have studied in the university for more than one year but not obtained 90% of the required credits shall be issued a certificate of non-completion.

**Article 55** The students with a certificate of completion who have studied in the university for 4 years may return to the university to re-take within two academic years after leaving the university, and the students with a certificate of completion who have studied in the university for 5 years may return to the university to re-take within one academic year after leaving the university. They may be issued with a graduation certificate of that year to instead the completion certificate when meeting the graduation conditions. Students who meet the requirements specified in the detailed rules for the implementation of the granting of a bachelor's degree by Shanghai University of Electric Power shall be awarded a bachelor's degree. The students with a certificate of non-completion are not allowed return to the university to re-take.

**Article 56** Students without enrollment status or being expelled from the university will not be issued any form of an academic certificate.

**Article 57** If a student obtains admission qualification or enrollment status in violation of the regulations of the state on enrollment, the university shall cancel his/her enrollment status and shall not issue a certificate of academic qualification or a certificate of academic degree; if a certificate of academic qualification or a certificate

of academic degree has been issued, the university shall cancel and recover it according to law. For the academic certificate and degree certificate obtained by cheating, plagiarism, copying and other academic misconduct or other improper means, the university shall cancel and recover according to law.

If the canceled academic certificate or degree certificate has been registered, the university shall cancel it on a "student information network" or "degree network" and report it to the administrative department of education to declare it invalid.

**Article 58** The certificate of graduation, completion, non-completion and degree cannot be reissued after being lost or damaged. The certificate holder may provide the university with relevant supporting materials to apply for a reissued certificate. Among them, the certificate number of graduation and degree certificate shall be redrafted by the Teaching Affairs Department, and the certificate can be issued only after it is remarked on the "student information network". The certificate has the same effect as the original certificate.

#### **Chapter 10 Supplementary provisions**

**Article 58** These provisions are approved by the president's office meeting and shall come into force from September 1, 2018. In case of any inconsistency between the original provisions and the present provisions, the latter shall prevail.

**Article 59** The university authorizes the Teaching Affairs Department and the Student Affairs Office to be responsible for the interpretation of these provisions.

(Formulated in July 2010 and revised in June 2018)

# **Examination Discipline and Fraud Treatment Regulations of Shanghai University of Electric Power**

Hudian Academy (2011) 69

In order to strictly examine discipline, correct the style of examination, promote the construction of style of study, and safeguard the fairness and fairness of the examination, according to the relevant laws and regulations, such as the Education Law of the People's Republic of China, the Regulations on the Administration of Students in General Institutions of Higher Learning (Decree No .41 of the Ministry of Education of the People's Republic of China) and the Measures for Handling Violations of National Education Examinations (Decree No .33 of the Ministry of Education of the People's Republic of China), and in the light of the situation of our school, the following provisions are made:

Article 1 Students shall conscientiously abide by the rules of examination rooms of Shanghai Electric Power College (referred to as the rules of examination rooms), and any violation of the relevant provisions of the rules of examination rooms that constitutes a violation of discipline or fraud shall be dealt with in accordance with these regulations.

Article 2 Any of the following acts shall be given a warning sanction:

1. those who fail to produce valid documents and do not listen to advice as required by the Rules of Examination;

2. those who fail to submit schoolbags, books, notes and other relevant materials to the designated place and do not listen to advice as required by the Rules of Examination;

3. those who do not sit at the designated seat or obey the invigilator's instructions and do not listen to advice;

4. Those who have left and right looking at each other during examinations, and who have dissuaded each other from disagreement (when the content of the examination is involved, will be dealt with in accordance with Article 4 of these Regulations)

5. Carrying mobile phones, pagers and other means of communication, although not used in the examination process but make a sound;

6. Those who do not hand in papers at the prescribed time, delay time and do not listen to advice;

7. Those who do not leave the examination room or make a loud noise inside or outside the examination room and do not listen to advice after handing in the papers;

8. Those who take an examination without taking a course;

9. the general examination less than 30 minutes or some tests are not allowed to cross the paper to leave and forced to leave the paper;

10. A person who writes a name, test number or otherwise marks information on the answer sheet with a pen or paper answer or in a place other than that specified in the test paper;

11. Those who deliberately disrupt the order of examination places, examination rooms, marking places, etc.;

12. Those who refuse or obstruct the performance of management duties by examination staff;

13. The act of threatening, insulting, slandering, framing or otherwise infringing upon the lawful rights and interests of the examination staff or other candidates, and intentionally damaging the facilities and equipment of the examination room;

14. Other minor disciplinary offences.

Article 3 A person who commits one of the following acts shall be given a severe warning:

1. Hiding books, notes, notes, etc. related to the examination in drawers or under the examination paper, without plagiarism but found;

2. A person who gives advice to (or assists in) others in the examination or transmits information relating to the examination course;

3. Those whose examination papers were taken by others and not reported to the invigilator;

4. Unauthorized examination papers, answer cards, answer paper and draft paper and so on out of the examination room;

5. The desktop contains the content related to the exam course, although it is not copied by me, but it is not reported to the proctor in time

6. The course of computer examination, other documents related to the examination course (outside the requirements of the test questions) are operated, although they are not copied by themselves, but they are not reported to the invigilator in time;

7. Other disciplinary offences.

Article 4 Any of the following acts shall be punished with demerit:

1. Reading or copying books, notes, notes, other people's papers, copying other people's disk;

2. Receive a message, signal or seek information about the examination course;

3. Copy formulas or text relating to examination courses at desks, clothing, bodies, etc.;

4. The use of calculators, mobile phones and other high-tech means for single cheaters;

5. Those who tear up examination papers, answer cards, answer sheets and other examination materials during the examination period;

6. Other disciplinary offences.

Article 5 Any of the following acts shall be subject to probation:

1. Cooperate with others through communication tools such as mobile phones, tablets, etc.

2. To take the examination in place of others;

3. Other disciplinary offences.

1. Those who acquire the examination papers or answers by illegal means prior to the examination;

2. Those who have altered or destroyed the examination papers by improper means;

3. Substitute others for their own examiners;

4. rganization cheaters;

5. Selling test questions or answers to others for profit;

6. Other serious cheating or disrupting exam order actors.

Article 7 For repeated violations of school regulations (excluding those violating article 6), the following shall be dealt with separately:

1. Have committed the relevant provisions of this regulation has been punished up to two times, and no detention to check the punishment, and once again committed one of the second, third, fourth of these regulations, to stay in school to check the punishment.

2. Have committed the relevant provisions of this regulation has been punished up to two times, and have stayed in school to check the punishment, and once again committed one of the second, third, fourth of these regulations, to be expelled from school punishment.

3. Have committed a total of two punishments against the relevant provisions of this Regulation and accused of violating Article 5 of this Regulation again shall be dismissed from school.

4. ave committed the relevant provisions of this regulation has been punished up to three times, and again committed the relevant provisions of this regulation directly expelled from school.

Article 8 A person may be given a lighter punishment under any of the following circumstances:

1. The violation of discipline has not been discovered and the initiative to admit mistakes and sincere repentance;

2. Significant meritorious service in the course of school investigation;

3. The minimum punishment may in principle be lower than the original corresponding punishment, but the minimum must not be lower than the warning punishment, the decision of the lighter treatment must be discussed and approved by the teaching management committee before it can be carried out.

Article 8 shall not apply to those who have been punished for having committed the relevant provisions of these Regulations.

Article 9 Invigilators shall strictly abide by the requirements of the Rules for Invigilating Examinations in Shanghai Electric Power College, conscientiously

supervise candidates to abide by the Rules for Examinations, correctly judge and deal with all kinds of violations of discipline and fraud in the examination room in accordance with these Regulations, and fill out the Form of Violation of Discipline in the Examination Room in detail, which shall be signed and confirmed by the students concerned or two persons present, and submitted to the academic affairs office for processing

Article 10 The handling of violations of discipline and fraud shall be conducted in accordance with the following procedures:

1. The examinee has the sign of violating discipline, the invigilator should put forward the warning in time and stop it by adjusting the seat and so on; if the violation of discipline or fraud has occurred and has caused consequences or effects, the invigilator should suspend the examination of the relevant examinee, immediately report to the inspector of the examination room and report to the relevant department for handling.

2. Relevant departments immediately verify the situation after receiving the report. If they believe that disciplinary action should be taken against the student, they should inform the student of the facts, reasons, and reasons for the decision and the right to make a statement and defense before giving a suggestion To listen to the statements and defenses of students who violate disciplines and make corresponding work records.

3. the relevant departments will handle the opinions and student statements and defense records summary submitted to the Office of the Department of academic Affairs for discussion and legitimacy review, after the discussion and approval of the relevant departments to deal with the documents and to be published; for candidates constituting probation and above grade punishment, first according to the provisions of this Ordinance, the intention to deal with the opinions, and the Office of academic Affairs submitted to the Office of the President for discussion and approval after the issuance of official documents.

4. The method of serving disciplinary documents shall be implemented in accordance with the provisions of Article 31, paragraph 7 of the "Regulations for

Punishment of Disciplinary Violations of Students of Shanghai Electric Power University" (revised in June 2017).

Article 11 Strengthening the education of examination style and discipline is an important content of students' ideological and moral education and teachers' moral education. We should give full play to the educational function of dealing with disciplinary violations.

1. Violators must carefully reflect on their mistakes, and write a written examination, within three days after the incident to the Institute (Department). Those who refuse to admit their mistakes or refuse to submit them to the inspector will be severely punished.

2. Colleges (departments) should carry out serious education for violators.

3. The invigilator violates the rules of invigilation, he will inform and criticize, and make teaching errors or teaching accidents according to the circumstances.

4. In order to put an end to the problem of fraud, the sending, sending, transmitting, printing and keeping of examination papers must appoint a special person to be responsible for each link, and strictly enforce the relevant rules of confidentiality of examination papers. All teachers and students found joint cheating, problem-free phenomenon, the responsible person should be seriously investigated and dealt with.

Article 12 If a student commits fraud in a social examination (such as a CET examination, a computer grade examination, etc.) organized at the national level or in Shanghai, he shall be dealt with again in accordance with the relevant state regulations or the provisions of Shanghai Municipality and in conformity with the provisions of these Regulations.

Article 13 These Regulations shall be implemented as of the date of promulgation, and if the provisions of other relevant documents are inconsistent with these Regulations, these Regulations shall prevail, and these Regulations shall be interpreted by the Office of academic Affairs of the School.

# Shanghai University of Electric Power Undergraduates Graduation

## Design (Thesis) Working Regulations

Shanghai University of Electric Power (2017) No. 85

Graduation design (thesis) is an important part of the teaching plan, is an important part of teaching practice, and plays an important role in training students' practical ability, innovative ability and innovative spirit. In order to effectively carry out the work of graduation design (thesis) in our school and further improve the quality of graduation design (thesis), these regulations are specially formulated.

### **1. Purpose and requirements of graduation design (thesis)**

The teaching purpose of graduation design (thesis) is training students to comprehensively use the basic theory, professional knowledge and basic skills, thus improve the ability to analyze and solve practical problems. Moreover, to get the basic training necessary for practical work and preliminary ability of scientific research. As a systematic training to cultivate students' innovative spirit and practical ability, graduation design (thesis) should pay more attention to the cultivation of the following aspects:

1. Practical ability such as innovation and entrepreneurship;
2. The ability to investigate and research, consult chinese and foreign literature and collect data;
3. The ability to theoretically analyze, formulate design or test plans;
4. Ability to design, calculate and draw;
5. Experimental research and data processing capabilities;
6. Ability to comprehensively analyze, summarize and improve, compile design specifications and write scientific papers;
7. Ability to use foreign languages and computer applications.

### **2. The basic program of graduation design (thesis)**

The time for students to complete the graduation project (thesis) (including

graduation internships and graduation thesis) starts from the eleventh week of the second half of the seventh semester to the entire eighth semester. Arrange and organize graduation design (thesis) work, and complete the graduation design (thesis) work according to the teaching requirements.

### **3. Procedures and requirements for question preparation and examination**

1. The subject should meet the professional training objectives and meet the basic requirements of comprehensive training. Avoid large and empty, moderately difficult topics and reasonable workload, so that students can complete under the guidance of teachers and within a specified time.

2. In principle, the subject should mainly come from production, scientific research, and social reality, and the proportion of engineering majors should be  $\geq 65\%$ . The purpose is to strengthen engineering awareness and cultivate engineering practical ability.

3. The graduation project (thesis) subject is proposed by the instructor, and in principle requires one person and one question. For a task with a large workload, several students can be organized to complete collaboratively and divide the design (research), but it must be clear that one person and one subtopic, or use subtitles to distinguish. The sub-topics are based on the large topics and are launched separately. Identify the tasks that each student must complete independently.

The teaching and research section should discuss and approve the source, content, difficulty, workload, etc. of the subject, and the students will complete the opening report (the format and requirements of the opening report will be designed and produced by the college), and state the motivation and research status of the topic. , Theoretical and practical significance, subjective and objective conditions for researching the subject, reference literature, work progress, etc., instructing teachers to review the students' opening reports and fill out the graduation design (thesis) task book. The task book must be filled in carefully, in addition to providing the necessary content, requirements and work to be completed to complete the graduation design (thesis), the stage of work should be drawn up according to each link, and the reference list should be listed. For a project completed by multiple students, the

content of the work completed by each student should be clear.

4. Encourage students to formulate topics based on their own actual situation, so that students' innovative ability can be fully exerted. Encourage cooperation with foreign companies and institutions to propose topics and jointly guide graduation projects (thesis).

5. The mission statement must be reviewed and signed by the person in charge of the teaching and research department. Once the assignment book is approved, the instructor cannot change it at will. If it needs to be changed due to special circumstances, it must be approved by the person in charge of the teaching and research department and reported to the dean for approval.

6. In principle, the work of question selection and examination is completed in the first half of the seventh semester (before the tenth week), and the work of selecting and opening questions is started. The assignment book should be sent to the students before the graduation project (thesis) begins. All majors should report the graduation project (thesis) to the Teaching Practice Section of the Academic Affairs Office for record.

#### **4. Instructor's requirements and work**

1. Instructors should be teachers and engineering technicians with intermediate or higher professional titles. Encourage all colleges to hire experienced technicians from enterprises to participate in graduation design work and guide students' graduation design work. Teachers with the title of assistant teacher (assistant engineer) can assist in guiding the graduation design, and the instructor should report to the dean for review after confirmation.

2. The instructor should be responsible for the quality of students' graduation design (thesis). To ensure the quality of the graduation design (thesis), the number of students guided by each instructor should not exceed 8 in principle.

3. The instructor should insist on teaching and educating people while conducting business guidance, and do a good job of ideological education for students. They must understand students and be good teachers and friends of students. The instructor must not only strictly demand the students in business, and guide them carefully, but also

care about the students' lives and thoughts.

4. The instructor's business guidance for graduation design (thesis) should focus on the cultivation of students' independent work ability and innovation ability, and should play a checkpoint role in the key places, and be bold in specific details and give full play to student initiative and creativity at the same time.

5. The instructor should influence and educate students with sublime teachers' ethics and personality strength, govern the school by virtue, safeguard academic ethics, abide by academic norms and adhere to a serious and strict scientific attitude in the guidance of graduation design (thesis), be honest and trustworthy and resist all academic misconduct such as academic fraud.

6. The specific work of the instructor:

(1) The instructor is responsible for students' attendance, ideological education and business management during graduation design.

(2) The instructor is responsible for the selection of the student's subject, reviewing the design plan and the opening report prepared by the student; writing the graduation design (thesis) task book according to the nature and requirements of the subject and issuing it to the student after passing the review.

(3) Check the work progress and quality of students at least 1 to 2 times a week, and answer questions and guide at the same time.

(4) Carefully review the students' graduation designs (thesis), propose amendments, supplement comments and suggestions, guide students to improve and perfect the graduation designs (thesis) and control the quality.

(5) Review the students' completion of the task in accordance with the requirements of the assignment book and the graduation design (thesis) of each college at the end of the graduation design (thesis), carefully write the opinions of the instructor and pre-examine the students' qualifications and guide students participate in graduation defense.

(6) After completing the graduation project (thesis), the instructor should collect all the materials of the graduation project (thesis) and make a list on the information bag. Write comments and recommended scores according to the students' work attitude,

work ability and design (thesis) quality.

(7) The instructor should carefully fill out the "graduation design record manual of Shanghai University of Electric Power" during the guidance process.

### **5. Requirements for students**

1. Diligently study, diligent in practice, brave in innovation and complete the tasks stipulated in the mission statement with quality and quantity.

2. Respect teachers, unite and cooperate and carefully listen to the guidance of teachers and relevant engineering and technical personnel.

3. Complete the required work independently without falsification or plagiarism.

4. In graduation project (thesis), the intellectual property rights and research results of others should be respected. When citing other people's work in the work, the source must be indicated; the cited part cannot constitute the main part or substantial part of the citing man's paper or treatise; the source should be indicated while the third person's work is transferred from another person's work,.

5. Strictly abide by the discipline. In principle, students should conduct graduation design (thesis) at designated locations for teachers to check and guide; if there are special requirements for graduation design (thesis), the college can arrange it flexibly according to the situation, but the filing work must be done well, and report the graduation design (thesis) work situation to the instructor regularly at least once a week. In case of things or illness, you must ask the instructor for leave in advance. The time for leave should not exceed two weeks. The leave will be approved by the instructor within three days and approved by the dean of the teaching department within one week. Otherwise, it will be treated as truancy in accordance with the relevant regulations on student status management.

6. Graduation design (thesis) finished materials should be handed over to the instructor in time. Those who have been selected into the school's outstanding graduation design (thesis) collection must compress the graduation design (thesis) according to the format specified by the Academic Affairs Office so that the school can compile the school's outstanding graduation design (thesis) collection.

### **6. Requirements for the finished product of graduation project (thesis)**

1. Graduation design (thesis) should be written in accordance with "Specifications for Writing Graduation Design (Thesis) of Shanghai University of Electric Power "
2. The finished graduation project (thesis) should consist of the following parts
  - (1) Literature review of graduation design (thesis);
  - (2) Graduation design (thesis) task book;
  - (3) Graduation design (thesis) score evaluation book;
  - (4) Graduation design (thesis): Press "Abstract, Table of Contents, Text (In principle, no less than 15,000 words for engineering subjects, and no less than 8,000 words for liberal arts principles), acknowledgements, references, appendices (Charts or computer programs) "bound into a book;
  - (5) Attachment: refers to a large number of drawings or computer programs, foreign texts and their translations (the original texts are not less than 8000 English characters), etc. Among them, each college should gradually improve the graduation report (thesis) opening report, mid-term checklist and recheck report according to its own situation, and file it.
3. The text of the graduation project (thesis) for foreign language majors should be no less than 5000 foreign words in length.

## **7. Graduation reply**

Students should submit the complete graduation design (thesis) product two weeks before the formal reply. Each college should organize instructors' comments, teachers' mutual evaluation, and graduation thesis in a timely manner.

### **1. Pre-reply mechanism**

The graduation design (thesis) work defense should be pre-defense and diversion early warning mechanism. All students participating in the graduation design (thesis) must pass the school's academic misconduct test before they can participate in the graduation defense.

2. Each student must participate in the graduation defense after the graduation project (thesis) is completed, and the results of the defense must meet the requirements set by the college, otherwise it is deemed that the graduation design (thesis) fails. Each college establishes a defense committee, and each major establishes a corresponding

defense group. The task of the defense committee is to organize and lead the graduation design (thesis) defense of the whole school. The director of the committee is chaired by the dean of each college or a teacher with a high academic level, and the members of the committee are generally not less than five. The team members can be composed of teachers in the major (discipline) or teachers related to the subject. In combination with the actual production or scientific research tasks, colleges are encouraged to invite enterprise engineering and technical personnel to participate in the defense.

3. There should be no less than 3 respondent team members, and the instructor should not participate in the respondent group according to the principle of avoidance. The defense team should earnestly maintain the objective and fairness of academic evaluation. In the defense of graduation project (thesis), we must adhere to objective and fair evaluation standards, insist on acting in accordance with the rules, without favoritism, and consciously resist the influence and interference of bad social atmosphere.

4. In addition to the comments given by the instructor, the graduation design (thesis) of the students should also be reviewed in detail by a reviewing teacher and write a written opinion. At the same time, according to the content and requirements of the subject, prepare questions of different difficulties involving basic theories and basic concepts, so that students can ask questions when they reply.

5. Before the defense, the defense committee should hold special meetings to study and unify the requirements of the defense, and each defense group must implement it seriously. Strictly review the student's qualifications for defense. Any one of the following situations may be disqualified and the student will be disqualified.

(1) Those whose accumulated absence time reaches or exceeds 1/3 of the whole process of graduation design (thesis);

(2) Those who have not completed the teaching requirements of graduation design (thesis).

6. After the end of the defense, the defense team (or the defense committee) will make a written evaluation of the quality of the graduation design (thesis) and the status of

the defense of the students.

## **8. Graduation design (thesis) results**

1. Graduation design (thesis) results are generally composed of three parts, which are the instructor's assessment results, the assessment teacher's assessment results and the graduation defense results (5: 2: 3 or 4: 2: 4). Each college clarifies the proportion of three parts of the grade to the graduation design grade based on its own discipline characteristics and formulates the corresponding implementation rules, then reported to the Academic Affairs Office for record.

2. Graduation design (thesis) evaluation basis:

- (1) The completion of the task.
- (2) The ability to use the knowledge learned to analyze and solve problems.
- (3) Actual achievements made by students.
- (4) Ability for experiment, test, calculation, foreign language and computer application.
- (5) The writing format is standardized, and the charts, formulas and illustrations are accurate.
- (6) Answering questions during the reply.
- (7) Performance during graduation design (thesis) (including attendance, discipline, collaborative spirit, etc.).
- (8) If the student publicly publishes or accepts the thesis as the first author, or is awarded a subject competition award, and the content of the graduation design is related to the content of the competition or thesis, priority can be given to the evaluation of the graduation design.

3. After the student's reply is completed, the respondent team will first give a comprehensive evaluation score based on each part of the score. The comprehensive evaluation score is recommended to adopt a five-level system of excellent, good, medium, pass, and fail. The dean's signature is the final grade.

4. The principle for all colleges to master the graduation design (thesis) results as a whole is: no more than 15% in principle.

## **9. Graduation design (thesis) work management**

1. Under the leadership of the principal in charge, the Academic Affairs Office is responsible for the organizational supervision and inspection of the graduation design (thesis) work of the whole school.

2. The teaching work of graduation design (thesis) is carried out by colleges. Each college establishes the leading group and the defense committee of graduation design (thesis) (there are several subject or professional defense groups), which is responsible for the organization of the graduation design (thesis), Inspection, daily teaching and defense.

3. All colleges must mobilize before the graduation design (thesis) starts, organize and instruct teachers, students and related personnel to study this regulation and the regulations on graduation design (thesis) formulated by each college.

4. Graduation design (thesis) document information management

The instructions for the students' graduation design (thesis) should be bound together, and then bagged according to the requirements of the finished product of the graduation design (thesis), which shall be properly kept by the colleges and the storage period is four years. The Academic Affairs Office will be responsible for compiling the excellent collection of papers. The papers of the excellent collection of papers will be selected by the college according to 1-2 papers with excellent grades for each major, and can be adjusted appropriately according to the number of major students.

#### **10. Others**

1. In the course of graduation design (thesis), if serious errors are found, or there are serious disciplinary violations such as fraud, the disciplinary departments and individuals will be dealt seriously.

2. Each college shall formulate relevant implementation rules in accordance with the regulations and the specific circumstances of the department.

3. This regulation is explained by the Academic Affairs Office.

(Formulated in June 2017, revised in June 2018)

# **Shanghai University of Electric Power Undergraduates Graduation Design (Thesis) Management Measures for Academic Misconduct**

Hudian Academy [2017] No. 86

According to the spirit and regulations of the Ministry of Education on Measures for Dealing with Degree Thesis Fraud (Decree No. 34 of 2012) and Measures for the Prevention and Treatment of Academic Misconduct in Colleges and Universities (Decree No. 40 in 2016), in order to further improve the teaching quality of undergraduate graduation design (thesis) and strengthen the construction of the integrity mechanism, this management method is specially formulated.

## **I Check objects**

Full-time undergraduate graduates (including spring graduates).

## **II Basic process**

1. For the case of not submitting the finished graduation project (thesis) and without checking repetition rate, it is forbidden to enter the graduation project (thesis) defense, and shall not record the overall evaluation results of any graduation project (thesis).

2. Fresh graduates should complete the graduation design (thesis) on time, and will directly submit the electronic file and a paper printed text (the two must be consistent) to the instructor for review and approval.

3. After reviewing and signing the consent opinion by the instructor, the instructor will submit the finished product of the student's graduation design (thesis) to the checking staff of the secondary college.

4. The checking personnel should unify the various requirements of the naming format and text format of the electronic document, and carry out a unified check and inspection work according to the unified arrangement progress of the Academic Affairs Office and the secondary college.

5. The checking personnel should summarize the checking results in time, report them to the defense committee of the graduation design (thesis) of the second-level college, and make further processing according to the resolution of the defense

committee.

### **III Reference Standard for Checking Repetition Results**

1. If the repetition ratio of the text is within 30% (inclusive), the graduation design (thesis) defense committee of the second-level college determines that it is qualified and can enter the graduation design (thesis) defense stage.

2. The repetition ratio of the text is higher than 30% and lower than 50% (inclusive). It is considered as partial plagiarism by the second-level college, and the situation is not serious. It can give an opportunity to make improvements and revisions. Students are required to propose rectification of graduation design (thesis) and the relevant application for the next round of checking, and approved by the second-level college, otherwise directly cancel the graduation design (thesis) defense qualification.

In principle, the rectification of graduation project (thesis) should guarantee more than two weeks of working time before the next check. The next check result meets the qualifications, the student can participate in the defense, but the highest total score record is "medium" (equivalent to a maximum score of 70 points), and the graduation design (thesis) as an excellent qualification is cancelled. If it still fails, the graduation design (thesis) defense qualification is cancelled .

3. If the repetition ratio of the text is higher than 50%, it is considered as serious plagiarism by the second-level college, and the graduation design (thesis) defense qualification will be cancelled directly.

4. Students who have been suspected plagiarism of graduation design (thesis) will be notified to the Student Office and the student's title of "Excellent Graduate" will be cancelled, including students who need to revise their thesis due to partial plagiarism and students who have been disqualified due to severe plagiarism.

### **IV Appeals and Arbitration**

Students or teachers who disagree with the check results and plagiarism may submit an appeal to the graduation design (thesis) defense committee of their college. The college defense committee should accept and feedback on arbitration results within one week. If students or teachers disagree with the college's arbitration result,

they can further appeal to the school academic committee, and the school academic committee will conduct arbitration.

**V Dealing with fraudulent activities in the check process**

1. It is strictly forbidden for students and instructors to interfere with the normal and independent work of checking repeatability.

2. Managers at all levels participating in checking of graduation project (thesis) should strictly abide by their professional ethics, strictly abide by the relevant rules and regulations, and strictly forbid fraud. It will be dealt seriously if it occurs and is verified.

**VI Each college shall formulate relevant implementation rules in accordance with the regulations and the specific conditions of the department.**

**VII The Academic Affairs Office is responsible for interpretation.**

(Formulated in June 2017)

# **Management Methods for Undergraduate Practice Teaching in Shanghai Institute of Electric Power**

Teaching Affairs Office of SHIEP (2017) No.87

Practice is an important part of teaching for students to combine theory with practice, consolidate and broaden their theoretical knowledge, cultivate their ability to analyze and solve problems, and increase their ability to work independently.

## **I. College responsibilities**

1. According to the cultivation goal in the teaching plan, each college prepares the practice plan (including the purpose, content and requirement of the practice). After the examination and approval of the college, the practice plan should be sent to the teachers and students before the practice beginning, and reported to the Teaching Affairs Office for record.

2. Each college should carry out the practice strictly according to each specialized teaching plan. If the special situation occurs, and needs change, each college should contact and communicate with the practice receiving enterprises in time, and report to the Teaching Affairs Office for record two weeks ago before the practice.

3. The practical guidance teachers should be the teachers with rich teaching experience, familiar with the practice scene, and have certain organizational leadership ability. The number of students per instructor should be controlled between 15 and 29. In special cases, a written application must be submitted by the college and approved by the Practice Section.

4. Before practice, the practical guidance teachers should mobilize the students, explain the purpose and requirements of the practice, declare the practice discipline, conduct safety education, and organize discussions.

5. After practice, each college should do a summary work conscientiously.

## **II. Responsibilities of the instructor**

1. Before the practice, the instructor should arrive at the practice site in advance, get to know the practice contents, make the development of a practice schedule, and prepare all the work done according to the requirements of the practice outline.

2 During the practice, the instructor should strengthen guidance, strictly request students, organize all kinds of teaching and learning activities, and guide students to

face the reality of in-depth learning.

3. At the end of the practice, the instructor should assess and summarize the practice conscientiously.

4. During the practice, when the student violate the practice discipline or make a mistake, the instructor should give critical education in time, and give timely advice to those who have serious circumstances and extremely bad influence, and report to the college.

5. After the practice, the instructor should write the summary of the practice work carefully, report to the college and keep it properly.

### **III. Requirements for students**

1. In practice, students should conscientiously complete the practice task according to the requirements and regulations of the practice outline and the practice schedule, take notes of the practice, and write the practice report in combination with their own experience.

2. Students should respect the guidance of technical personnel on the spot, learn from them with an open mind, assist in doing some work within their capabilities, and close the relationship between schools and enterprises.

3. To strengthen practice discipline and strictly abide by the rules and regulations.

(1) Students are generally not allowed to take leave during the practice. If students have to ask for leave, they must obtain the proof, and get approval of the instructor, otherwise they are regarded as being absent from school without leave.

(2) To strictly abide by the rules and regulations of the practice enterprises.

(3) During the period of practice, if the student violates the practice discipline, he/she should bear the responsibility for the violation of discipline, depending on the seriousness of the circumstances, and should be given the necessary disciplinary action.

### **IV. Assessment of practice score**

1. Students must complete all the practice tasks and submit the practice report before they can participate in the assessment. The assessment method is determined by each college.

2. Practice results are assessed according to excellent, good, medium, pass, fail

five-level system evaluation.

3. If the student's practice is not qualified, he/she need to re-study practice.

**V. Each college may formulate corresponding implementation rules according to specific circumstances.**

**VI. The Teaching Affairs Office shall be responsible for the interpretation of these Regulations.**

(Formulated in June 2017)

## **The Teaching Management Methods of Shanghai University of Electric Power**

### **Undergraduate Curriculum Design (Large Coursework)**

Shanghai Electric Academy [2017] No.88

The curriculum design (large coursework) is based on the curriculum and related knowledge, which could strengthen the basic skills training and achieve the combination of theory and practice, inheritance and innovation, thereby giving full play to combination of students' subjective initiative and teachers' teaching according to aptitude; the curriculum design (large coursework) can cultivate students' preliminary ability to investigate and research, use literature, and conduct scientific experiments or technical design, and it also help students to synthetically use the theoretical knowledge of the courses to solve practical problems and initially establish correct design methods.

Strengthening the work of the curriculum design (large coursework) is of great significance and role in improving the quality of teaching. Therefore, this method is specially formulated.

#### **1 Working procedures and requirements of the curriculum design (large coursework)**

(1) The subject of curriculum design (large coursework) should be proposed by the Instructor in accordance with the requirements of the curriculum design syllabus, and it also should be approved by the head of the teaching and research section (discipline group) after reporting to the deans of faculties; The Instructor should carefully fill out the task design of the curriculum design (large coursework). The assignment book should be sent to the students before the beginning of curriculum design (large coursework).

(2) The curriculum design process should have relatively fixed time for answering questions and guidance, in order to understand the progress and quality of student work in time.

(3) The Instructor should determine the corresponding assessment method. At the end of the curriculum design, there should be corresponding finished products. After completing the curriculum design (large coursework), the instructor need to collect all

the materials of the curriculum design (large coursework), and based on the working attitude, working ability and design quality etc., the grades should be given according to the corresponding assessment requirements.

(4) The number of students instructed by each instructor should be controlled between 15 and 29. In special cases, a written application must be submitted by the college and it can be implemented only after approval by the practice section.

## **2 Teaching work management of the curriculum design (large coursework)**

### **(1) Organizational form of the curriculum design**

The teaching management work of the curriculum design (large coursework) takes each college as the unit, and the person in charge of teaching manages the curriculum design (large coursework) work of the college. The teaching and research departments and other grass-roots units implement the curriculum design (large coursework) work, and promptly solve problems in curriculum design (large coursework) work.

### **(2) The work inspection of the curriculum design (large coursework)**

Each college should organize forces to check and monitor the curriculum design process. Generally, the contents of the check include: whether the teacher is on duty, whether the necessary conditions for the subject are available, and whether the curriculum design (large coursework) task book is issued; the study style, work progress, teacher guidance and work problems of the curriculum design (large coursework). The dean's office should grasp the inspection of each college through different methods and assists in solving related problems.

### **(3) The materials preservation of the curriculum design (large coursework)**

The materials of the curriculum design (large coursework) are kept by each college for four years. After the expiry date, the college department could destroy the materials in an organized way.

**3 Each second-level college could carry out relevant rules in accordance with this specification, which is also need to combine with the specific conditions of the department.**

**4 The office of academic affairs is responsible for interpreting this specification.**

(Established in June 2017)

# **Teaching Quality Management Implementation Measures for the Shanghai University of Electric Power**

Academic Affairs Office of Shanghai Electric Power University (2017) No.108

## **Chapter 1 General**

**Article 1** Teaching quality is the lifeline of universities. Teaching quality management is an important content of teaching management, which is of great significance for the full realization of the goal of talent training. In order to further improve and standardize the teaching quality management of our school and build a teaching quality monitoring system that is more in line with the actual situation of the school, these measures are specially formulated.

**Article 2** The school implements teaching quality management and operation mechanisms at the school and college (department) levels. The Academic Affairs Office and the Teaching Quality Management Office are the centralized management responsibility departments of the school's teaching management. The division of functions of the Academic Affairs Office (Teaching Quality Management Office) and the College (Ministry) in teaching quality management is carried out in accordance with the "Two-Level Management Duties of Teaching Work".

## **Chapter 2 Framework of Teaching Quality Monitoring System**

**Article 3** The management of school teaching quality is based on the monitoring of daily teaching operations and implements a combination of regular inspections and random inspections, and regular inspections and special inspections. On the basis of daily teaching quality monitoring, the school implements professional independent assessment and professional annual quality report system, and finally form a school-level quality monitoring and management system represented by the annual quality report of undergraduate teaching, to achieve the whole process, multiple angles, and comprehensive teaching quality control.

**Article 4** The Teaching Steering Committee and the Teaching Supervision Group are important teaching quality management organizations in the school, which work in accordance with the "Articles of Undergraduate Teaching Work Committee" and

the "Regulations on Teaching Supervision Work" respectively. The school gives full play to the role of industry enterprises and independent third-party evaluation institutions in teaching quality management. At the same time, a student information officer and a student independent management committee are involved to participate in teaching quality management, and students should play a dominant role in teaching quality assurance.

### **Chapter 3 Teaching Quality Standards**

**Article 5** The teaching quality standard is the foundation of teaching quality management and the goal that teaching work should achieve. Our school has formulated teaching quality standards covering the whole process of talent cultivation, which includes three major sections: talent cultivation quality objectives, teaching resource construction and reform and teaching quality monitoring and guarantee. The teaching quality standards are mainly reflected in the main teaching links such as the training plan, the syllabus and the corresponding curriculum teaching, practical teaching, graduation thesis (design).

### **Chapter 4 Daily Teaching Quality Monitoring**

#### **Article 6 Three-stage teaching inspection**

The three-segment teaching inspection refers to the routine teaching inspection at the beginning, middle, and end of the semester organized by the School Affairs Department.

1. At the beginning of the semester: for the purpose of stabilizing the teaching order, focus on checking the preparation for the start of school. Including: teacher availability rate, teacher teaching preparation, teaching materials and classroom, laboratory implementation, etc.

2. Mid-semester: to ensure the quality of semester teaching , the school carry out mid-term teaching quality inspection. Through the implementation of quality week activities, teacher-student seminars and other forms, a comprehensive inspection of the teaching operation, teaching plan and teaching status. Each college (department) proposed and implemented rectification measures in response to the problems in the

teaching of this department, forming a summary of the mid-term quality inspection work. To master the teaching status of the whole school , The Academic Affairs Office is responsible for the analysis of the mid-term examination results of the whole school , and to form the report of the mid-term teaching quality of the whole school, and feedback on the inspection situation, propose solutions or solutions to common problems.

3. At the end of the semester: for the purpose of analysis and summary and improvement of teaching quality, focus on examinations, completion of teaching tasks for the semester, teaching management, teaching reform, and professional construction, and analyze and summarize the results and existing problems Improvement measures and methods.

#### **Article 7 Inspection of important teaching links**

Focusing on the cultivation of applied talents, the school focuses on the construction of professional connotation. On the basis of carrying out the three-stage daily teaching inspection, the school combines the teaching work focus of each semester and focuses on important teaching links (such as experimental teaching, graduation design, enterprise internship ) Carry out special inspections. According to the corresponding inspection standards and evaluation indicators, the school will feedback the inspection results to the relevant colleges and teachers in a timely manner, and be included in the college performance assessment and teaching work evaluation.

#### **Article 8 Multi-level lecture inspection system**

The school leaders and college (department) leaders, the two-level supervision group of the school and colleges, the teaching steering committee and other multi-level lectures and all teachers 'evaluation of teaching to cover the entire coverage system are implemented.

1. The two-level teaching supervision group listening system of the school and college: the supervision group goes deep into classroom teaching, experimental teaching, and on-site listening to watch classes, understands the situation of classroom teaching, evaluates and recommends teachers' classroom teaching content and

teaching effects. Each college (department) should strengthen the quality awareness, establish and improve the college supervision and management system, and build a teaching supervision group of about 5 to 7 colleges (departments).

2. Leadership and management cadre listening system: school leaders and teaching management cadres at all levels should often go deep into the field to check the teaching, understand the implementation of teaching tasks, and grasp the teaching dynamics; collect students' opinions and suggestions on teaching; coordinate all aspects of teaching Problems to avoid teaching accidents. According to the requirements of the "Shanghai Teachers College Teacher Listening System".

3. Curriculum construction person in charge of listening to the system: The curriculum construction person in charge is responsible for the training of young teachers in this course and the training of subject successors. The person in charge of curriculum construction must go deep into the classroom listening of the teachers of the curriculum group, master the teaching status of the teachers of the curriculum group, coordinate the teaching activities of the teachers of the curriculum group, and assist the school to do a good job in the assessment of the teaching work of the teachers of the curriculum group and the cultivation of young teachers.

4. Teacher listening system: Establishing a teacher listening system is an effective way to learn from peer teaching experience, improve teaching methods and methods, and improve teaching effectiveness. Teachers' lectures are divided into instructional lectures and training lectures.

(1) Instructive listening lessons: Senior teachers go deep into young teachers 'classroom listening, give full play to the teaching guidance role of "passing on belts", and provide guiding suggestions in terms of improving teaching methods, enriching teaching content, and improving teaching skills to assist young teachers Improve classroom teaching effect.

(2) Cultivating listening lessons: Young teachers should take the initiative to attend classes in senior teachers' classrooms to learn teaching experience and advanced teaching methods. Young teachers 'number of lessons per semester will be included in the assessment of teachers' teaching work, and will be used as a reference

indicator when applying for job titles or teaching awards and teaching competition applications.

5. Student evaluation of teacher system: The Academic Affairs Office arranges student evaluation for each semester, and each college (department) organizes and implements students 'online evaluation of teachers' classroom teaching (experimental teaching, practical teaching). The Academic Affairs Office is responsible for establishing student evaluation data, summarizing statistics and analyzing evaluation data, forming a detailed report of the evaluation results of student evaluation, and feeding it back to each college (department). Feedback from the college (department) to the teacher himself promotes the continuous improvement of teaching quality.

6. Student teaching information officer system: By establishing a team of student teaching information officers, the Academic Affairs Office widely collects students' opinions and suggestions on classroom teaching and teaching management, and obtains front-line teaching information from all angles and angles. The Academic Affairs Office is responsible for the direct management of information personnel, and analyzes and verifies the teaching information provided by the information personnel, and feeds them back to various colleges (departments).

7. Teaching work self-evaluation system: The college (department) summarizes and self-evaluates the daily teaching work according to the school's "teaching work performance evaluation index system". At the end of each year, the Office of Academic Affairs starts the year-end assessment of teaching work of various colleges (departments), and assesses and evaluates the completion of indicators such as the running status of teaching work, the construction and reform of talent training models, and the evaluation and guarantee of teaching quality.

## **Chapter 5 Teaching Quality Analysis and Evaluation**

**Article 9** The analysis and evaluation of teaching quality is the responsibility of the Vice-President of Teaching, and the relevant departments such as the Academic Affairs Office, the Teaching Quality Management Office, the Student Office, the Personnel Office, and the Teacher Education Development Center shall jointly

organize the implementation. On the basis of continuously improving the construction of the teaching status data system, realize the "combination of self-assessment and external assessment", "combination of college (department) self-assessment and school assessment", strengthen the characteristics, highlight the key points. Carrying out various types of teaching quality analysis and evaluation based on relevant management systems and indicator systems

The specific analysis and evaluation of teaching quality implemented are as follows: (1) Undergraduate teaching review and evaluation. (2) Special inspection and evaluation organized by the Shanghai Municipal Education Commission. (3) The annual quality report of each major organized and implemented by the school, the mid-term (end) teaching quality analysis report, the undergraduate teaching annual quality report and the employment quality report, etc.

## **Chapter 6 Feedback**

**Article 10** The information feedback is the responsibility of the vice-principal in charge of teaching. The Academic Affairs Office and the Teaching Quality Management Office shall implement it. The teaching-related information shall be aggregated and analyzed. Implement follow-up supervision. The feedback forms include regular teaching feedback, written feedback, oral feedback, information platform feedback, etc.

The main feedback content includes:

1. Feedback on daily teaching inspection: For the problems found in the routine inspection, the Office of Educational Affairs shall issue the "Feedback and Handling Form of Daily Teaching Quality Inspection" to the relevant responsible subjects, and report to the Office of Academic Affairs within 10 working days.

2. Special inspection feedback: The problems found in the special inspection will be issued by the Office of Educational Affairs, "Teaching Quality Rectification Notice", rectification within a limited time and supervision and tracking of the implementation of the rectification.

3. Feedback of student evaluation results: The Academic Affairs Office

summarizes, sorts, and analyzes the results of student evaluation and evaluation, and provides timely feedback to the leaders of each college (department) ) And the average score of the whole school, the highest score and the lowest score, etc.). Each college obtains the evaluation results of the students in the department, and the college should promptly transmit information and exchange opinions to the teachers in order to solve the discovered and existing problems in time, to help the teachers improve the teaching methods, and improve the teaching quality.

4. Information feedback on the quality of graduates: Through the follow-up survey of graduate quality, questionnaire surveys and employer surveys, etc., information feedback on the quality analysis of graduates is established to understand the society 's demand for school graduates and their changes, to understand graduation Students' learning feelings and requirements, to understand whether the goals and results of talent training meet the needs of society, to reform and adjust professional settings, talent training programs, and to education and teaching links accordingly.

These measures shall be implemented as of the date of promulgation. If the previously promulgated rules conflict with these rules, the rules shall prevail. The Academic Affairs Office is responsible for interpretation.

(Formulated in June 2017)

## **Quality Standard of Undergraduate Teaching in Shanghai University of Electric Power**

No.81 [2017] of Shanghai University of Electric Power

The undergraduate teaching quality standard is the basic document for the implementation of the teaching quality management, the explicit stipulation of the undergraduate teaching process or the result of the activity, and the main basis for the implementation of the teaching quality evaluation. In order to establish a well-known university with good undergraduate teaching quality, we must formulate relatively complete, detailed, scientific, standardized and feasible undergraduate teaching quality standards so as to accurately and timely grasp the teaching quality status of each teaching link in daily teaching activities, make scientific analysis and evaluation, and realize continuous improvement of undergraduate teaching quality.

The undergraduate teaching quality standards of Shanghai University of Electric Power mainly include "Classroom Teaching Quality Standard", "Experimental Teaching Quality Standard", "Professional Practice Quality Standard", "Graduation Design (Thesis) Quality Standard" and so on.

### **Quality Standard of Classroom Teaching in Shanghai University of Electric Power**

Teaching procedure	Key points	Quality standard	
		Excellent	Qualified
<b>Teaching preparation</b>	syllabus	It is scientific, ideological and practical, with strong guidance and good foresight.	In line with the talent training program, embodies the teaching objectives, clear teaching content system.
	Textbook selection	Select national planning textbooks, self-compiled textbooks which won provincial, ministerial or above awards. Can recommend a certain amount of excellent reference books.	Textbook selection or self-compiled textbooks meet the basic teaching requirements.
	Teaching progress	The teaching content and schedule are scientific and	Complete the form, submit it to the department, school and academic affairs office

		reasonable and conform to the teaching rules.	on time, and inform the students
	Teaching plan	Reflect the teaching research result, reflect the subject frontier information, the teaching plan quality is high, can realize the continuous improvement.	The teaching plan is complete, clear and accurate, meeting the basic requirements of teaching.
<b>Classroom Teaching</b>	Teaching content	The classroom teaching content is handled properly, the key points are explained thoroughly, the difficult points are explained well, the attention is paid to reflect the subject frontier.	According to the teaching syllabus, the teaching schedule arrangement organization teaching, the content is substantial, the concept is correct.
	Teaching method	The teaching method is flexible, the emphasis is on teaching students according to their aptitude, the interaction between teachers and students is effective, the classroom atmosphere is active.	According to the specific teaching objectives and teaching objects to apply suitable teaching methods.
	Blackboard multimedia	Blackboard writing neat, drawing standard, artistic; PPT high quality, multimedia teaching effect is good.	Blackboard writing is serious, has a plan, not disorderly;Multimedia teaching focuses on effect.
	Teaching effect	Inspire thinking, stimulate interest, link with practice, cultivate innovation ability; Student satisfaction is high.	Complete the assigned teaching tasks and basically achieve the classroom teaching objectives.
<b>Homework , tutoring</b>	Homework assignment	It is helpful for students to consolidate their knowledge and improve their ability to follow the teaching key.	Can assign a certain amount of homework according to teaching requirements.

	Homework correction	Correction earnest, timely, careful, it is necessary to comment.	Corrects the homework on time, guarantees the quality, guarantees the quantity, has the record.
	Counseling and answering questions	Individual counseling and focus on the combination of question and answer, focus on personalized training. The network online counselling effect is good.	According to the teaching process or department (teaching and research office) unified arrangements, regular arrangements for answering questions.
<b>Testing, result</b>	Test proposition	Highlight, moderate difficulty; It effectively tests students' understanding of knowledge and reflects their ability to use knowledge.	In line with the teaching syllabus, public courses, basic courses to build a test bank, professional courses have a database of examination papers, the implementation of teaching separation.
	Marking and filing	Reading papers carefully, meticulous, each question are marked points or points lost, the paper is well preserved.	Correction of standards, accurate score; There are no errors in the record of results, and the results are recorded timely. Papers are well documented.
	Curriculum analysis	The course analysis is accurate and scientific, which is conducive to the comprehensive grasp of the teaching status. Can reflect the concept of continuous improvement, is conducive to further improve the quality of classroom teaching.	Combine the examination paper to carry on the course analysis, have the data, have the explanation, the quantitative and the qualitative union.

**Quality Standard of Experimental Teaching in Shanghai University of Electric Power**

Teaching procedure	Key points	Quality standard	
		Excellent	Excellent
Experimen	syllabus	Around the	There is an independent

<b>-tal preparat-i on</b>		experimental teaching objectives, reflect the requirements of teaching reform, highlight the ability training.	and complete experimental syllabus.
	Experimental teaching material	Experimental teaching materials embody the effects and characteristics of curriculum construction and laboratory construction.	Has the experiment material or the auxiliary experiment instruction book which compiles by oneself, satisfies the experiment teaching basic requirement.
	Experimental project	Comprehensive and designed experiments account for more than 80% of the total number of projects. There are a certain number of open experiments.	The number of experimental projects is more than the number of required experimental projects; The proportion of comprehensive and designed experiments reached 50%.
	Experimental lesson plan	The experimental lesson plan is detailed and clear, highlighting the key points and difficulties in each experimental teaching.	The complete experimental lesson plan can meet the basic requirements of experimental teaching.
	Equipment preparation	The equipment, equipment completion rate is high, the guidance teacher to the experiment teaching each link is fully prepared.	The laboratory (site) is clean, the instruments are in good condition, and the experimental materials are all available. The teacher finished the experiment in advance.
<b>Experimen -tal instruct-io n</b>	Teaching content	The experimental teaching content is full of inspiration and innovation, and focuses on cultivating students' independent operation ability.	The teaching content conforms to the teaching syllabus; To enable students to understand the purpose of the experiment, the principle, the operation steps and matters needing attention.

	Teaching method	Students as the main body, follow the heuristic teaching principle, pay attention to the communication between teachers and students, pay attention to the teaching interaction.	Explanation and practice are combined, and demonstration and instruction complement each other. Can allow students to operate independently to complete the experimental teaching content.
	Experimental management	Standardized and orderly experimental management; In the experiment, the students were grouped in a reasonable way and the number of students in each group was reasonable.	Laboratory instruments and equipment can be timely maintained to ensure personal safety.
	Teaching effect	Comprehensively improve students' analytical ability, understanding ability, practical ability and innovation ability.	Complete the experimental teaching tasks stipulated in the syllabus.
<b>Experimental examination</b>	Experimental report	The format and contents of the students' experimental report all meet the requirements, and the report fully analyzes and discusses the experimental results.	On the basis of completing the experiment preview and experiment operation, each student can finish the experiment report on time.
	Correction of report	Carefully correct each experimental report, pay attention to the experimental teaching information reflected in the report, and encourage students to think creatively in the report.	The report corrects in time, corrects the rate 100%, after each report corrects has the assessment and the record.
	Experimental examination	the theory test is combined with the operation test, and the	At the end of the experimental course, the laboratory arranged a

		operation test is the main one. The contents are mainly comprehensive and designed experiments.	certain form of experimental assessment, comprehensive assessment of students' experimental ability.
	Record of achievement	To achieve the organic unity of the process assessment and the end assessment of the experimental course, and the necessary analysis and statistics.	After the students study the experimental courses, they have clear experimental results, which are accurate and standardized in accounting and recording.

**Quality Standard for Professional Practice in Shanghai University of Electric Power**

Teaching procedure	Key points	Quality standard	
		Excellent	Excellent
Preparation	Internship program	The professional internship plan formulated, after full investigation and demonstration, is scientific and reasonable, which is conducive to improving the efficiency and quality of the internship.	According to the professional talent training program, determine and fill out the professional internship plan for the second year in November each year, and submit it to the academic affairs office for approval on time.
	Internship syllabus	The internship program can fully reflect the purpose, content, procedures and requirements of the internship, so as to facilitate the organization and inspection of the internship.	For each internship program included in the talent training program, there is a corresponding internship outline.
	Practice base	The practice base has certain scale and industry influence, strong technical force, scientific	Off-campus internship programs have established internship bases or units that can basically meet the needs of internship work,

		management, perfect teaching facilities.	and achieve a relatively stable, cost-saving.
<b>Guidance</b>	In-school guidance	Adequate and comprehensive preparation; Guide practice strictly and carefully; Actively care about students' thoughts, study and living conditions; Be a good teacher by example.	Implement the internship tasks; Fully responsible for students' practice and life during the internship; Use the internship funds reasonably to complete the examination and evaluation of the students' internship.
	Out-school guidance	There are specialized training institutions and experienced instructors, who work closely with the instructors dispatched by the school to take the initiative to do a good job of introductions, lectures and guidance.	Can cooperate with the guidance and organization of the school teachers to complete the internship, and provide necessary support and help for the school to complete the internship.
	Internship discipline	Interns show a high sense of responsibility and professional quality in the internship unit, actively and seriously complete each internship task.	Abide by the school's rules and regulations and the relevant provisions of the internship unit; No late arrival, early leave and unexcused absence during the internship.
	Internship content	The practice content shows the leading role of teachers and the main role of students in the practice process, so that students can get full exercise.	The school and the internship unit can arrange the internship contents according to the requirements of the internship plan and the internship program, combining with the actual situation, and implement the internship to each student.
	Internship report	Students can keep a good practice diary,	Students complete the internship tasks on time,

<b>Internship</b>		timely find and solve the problems encountered in the practice, the internship report content is full, high quality.	complete the internship assignments within the specified time, and submit the internship report.
	Assessment	At the end of the internship, each intern can carefully complete the internship summary, and can communicate in the internship group; After returning to school, the internship instructor read the students' internship summary carefully, and summarized the situation and problems in the internship.	According to the students' attitude towards the internship, the completion of the task, the quality of the internship report and other aspects, the instructor determines the internship performance of each student; The students of the scattered internship can be evaluated according to the comments of the internship unit and the comprehensive evaluation after returning to school.

**Quality Standard for Graduation Design(Thesis) in Shanghai University of Electric Power**

<b>Teaching procedure</b>	<b>Key points</b>	<b>Quality standard</b>	
		<b>Excellent</b>	<b>Qualified</b>
<b>Preparation</b>	Plan	School, department leaders and professional teachers attach great importance to, careful preparation, careful layout, scientific planning of the annual graduation project (thesis) work.	Arrange the work plan of graduation project (thesis) according to the training plan of professional talents and the working rules of graduation project (thesis).
	Tutor selection	The selected instructors attach great importance to teaching, have high academic level, and are good at inspiring and motivating	According to graduation design (thesis) work regulations in the relevant provisions of the selection of graduation design (thesis) supervisor.

		students. There are external instructors to participate in the graduation project (thesis) guidance.	
<b>Classroom teaching</b>	Topic selection	Fully reflect the requirements of training objectives, reflect high academic level or practical application value.	The selected topic conforms to the professional training objectives, the selected topic process through the graduation project management system implementation, one person one problem.
	Guidance	Grasp the progress and quality of each link from beginning to end; In the training of students independent analysis of problems, problem solving and innovation ability training has achieved obvious results.	Complete the examination and approval of students' graduation project (thesis) scheme, and can check the progress regularly; Give guidance to the whole process of graduation project (thesis).
<b>Design Paper</b>	Open question	The content of the proposal report is complete and the format is standard. Meet the training objectives.	Under the guidance of the tutor, draw up the design plan, write the proposal report, and submit it in the management system on time.
	Literature research	Foreign language literature occupies a considerable weight and proportion in reading literature. The collected data are novel, practical and meet the research purpose.	Able to complete the literature review required by the major, and collect the relevant materials needed for the graduate design (thesis) research.
	design process	In the design and installation, adjustment and testing, calculation and drawing, etc.,	According to the design scheme, under the guidance of the tutor, independently complete the design (thesis) task.

		reflects a strong ability to learn, use the known and explore, research the unknown.	The drawings are complete and the data are correct.
	Writing level	Correct views, clear arguments, strong arguments, concise and comprehensive; it shows strong ability to learn, apply the known and explore, and study the unknown.	The format of the paper (design specification) conforms to the standard, the demonstration conforms to the logic, the text sentence is smooth; Have English and Chinese abstract, the number of words liberal arts not less than 8,000 words, science and engineering not less than 15,000 words.
<b>Thesis defense</b>	Oral thesis defense	Standardized and feasible defense procedures; The defense process is serious and serious; Students' oral defense is clear and smooth. The defense record is accurate and complete.	Can set up the defense committee (group) according to the relevant provisions of the school, the design (thesis) are through public defense.
	Grade assessment	Reflect the level and ability of the students in the design (thesis) and defense, and have objective comments.	Standard and fair performance assessment method: the tutor and the defense team should keep separate scores and make comprehensive assessment in proportion.
	Summary and archive	Carefully select the excellent graduation project (thesis), timely summarize and feedback related problems and information, and constantly improve the teaching work.	At the end of the defense, a summary report shall be made, and the design (thesis) shall be bound according to the requirements, which shall be filed and saved by the college, and the results shall be recorded into the teaching management system in a timely

			manner.
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(Formulated in June 2017)

# Implementation Measures for Practical Teaching Quality

## Supervision at SUEP

Teaching [2017] No.109

Practical teaching is an important part of the undergraduate education system. Practical teaching is important for students to develop the ability to apply theories to practice, improve practical ability and innovation capability. The establishment of this document is for the purpose of enhancing the educational sense of practical teaching, setting up normal procedures for practical teaching, managing the practical teaching quality (PTQ) scientifically, standardizing the PTQ management, and continuously improving PTQ and PTQ management.

### 1. PTQ document management

PTQ documents consist of PTQ management documents, practical teaching plan documents, practical teaching process management documents and PTQ recording documents.

- 1) PTQ management documents include: PTQ system, teaching guidelines or basic requirements for experiments, practice programs, curriculum projects, graduation projects (theses), experiment subject cards, practice subject cards, graduation project (thesis) initiation cards, responsibilities for management position of different layers for practice teaching, PTQ management, practice course exams, exam grading criteria, identification and penalties of practice teaching accident, etc..
- 2) Practical teaching plan documents include: experiment course teaching plans, experiment teaching arrangements of laboratories, annual plans for practice, practice implementation plans, etc..
- 3) Practical teaching process management documents include: teaching management procedures, specifications and regulations for experiments, practice projects, curriculum projects, and graduation projects (theses).
- 4) PTQ recording documents include: exam score register sheets for practice course, appraisal records for experiment and practice course inspection, questionnaire surveys

for quality of practice and graduation project (thesis) guidance, experimental and practical teaching quality inspection sheets, teacher's summarization reports for practice teaching, appraisal records of teaching quality for practice and graduation project (thesis).

PTQ documents shall be prepared based on PTQ objectives, and be approved according to relative procedures of the university. After approval, PTQ documents shall be sent to Educational Affairs Department and colleges (departments) as record. Copies of the documents or materials shall be sent and kept by related teaching and research sections, experiment centers and teachers as well.

## 2. PTQ information management

1) Collect and summarize "Teaching Information Personnel Feedback Form" regularly, and provide related articles. Create email accounts for teaching information on campus network, and collect and organize information for practical teaching and teaching management.

2) Improve the feedback process for practical teaching information. Collect and organize the practical teaching information through teaching supervisions, teaching inspections, course inspections, emails sent to Educational Affairs Department, and other information channels. Feed the collected and organized information back to related college (department) in time through teaching director meeting, campus media or in the form of documents and reports biweekly. Call practical teaching information feedback meetings if necessary. Each semester report the common and general teaching inspection and assessment information to university leaders, so they can know the situation in time.

## 3. PTQ process management and inspection

1) Preparation inspection before semester begins. College (Department) shall check if the practical teaching courses of the semester are offered based on the university platform and the professional training scheme, if the practical plans are feasible, if related facilities, and instruments (equipment) are operated well, if the materials for

instruments or equipment operation are prepared, and if the companies or factories for practice programs, related technical instructors and management staffs are ready.

2) Implementation inspection. College (Department) shall organize teaching inspectors or other teaching quality management staff check if the practice teaching is implemented based on the course guidelines and teaching plans. Based on the plans, check the subjects college (department) offered. Check if the experiment teaching files are prepared and complete, and the information in these files is consistent, such as course guidelines, experiment subject cards, teaching plans, textbooks (instruction materials), safety education records, usage records of laboratories and related instruments(equipment), student preview reports and experiment original records, student roll books, etc..

3) Mid-term inspection. College (Department) shall organize practice course inspections and call mid-term meeting with teachers and students, to totally understand the practical teaching status and issues existing in teaching process. In the mid-term summarization report for teaching quality inspection, focuses shall be on the description of existing issues and their resolution plans.

4) Irregularly inspection. Education Affairs Department shall organize practice course inspections and call meetings with teachers and students, to understand the practical teaching status. Call meetings with deans of colleges (departments) responsible for teaching, to inform them with the inspection results, to request them to resolve issues, to discuss with them on general problems, and to write out a mid-term inspection report for practical teaching of the university.

5) Inspection at the end of semester. Inspection shall focus on the actual fulfilment of experiment plans of colleges (departments), such as number of experiments offered, number of groups, experiment course hours, experiment workload, experiment updating rates, status of experiment staffs, status of instrument (equipment) operations, status of experiment environment and facilities, etc.. Colleges shall establish a summarization report of practical teaching and laboratory status based on teachers and experiment staffs' reports.

6) Special inspection. (1) Inspection of files for practice course teaching. Supervision files for PTQ include: student roll books, course score register sheets, inspector's course appraisal records, questionnaire survey of course guidance quality, teaching quality inspection and appraisal records, teacher's teaching summarization reports, etc. Inspection shall focus on grading of practice course tests, experiment (or practice program, training) reports, design details (possibly including preview reports, experiment original records), student roll books, laboratory teaching operation records, test method and course score register sheets for practical teaching, teaching quality course inspection and practical teaching appraisal records, student questionnaire surveys of course guidance quality, teacher's teaching summarization reports, and consistency of course subjects, course codes, etc. among different files. (2) Inspection of practice or training programs outside of the university. Education Affairs Department shall organize teaching inspection group, teacher representatives, teaching management staffs, etc. to inspect practice or training programs outside of the university. The inspection mainly includes: if the instructors are at practice or training site; if the practice (training) guidelines or practice (training) plans are complete; the routine management and disciplines for practice or training; if the companies or factories take the practice programs seriously; the usage of practice instruction books, etc. Relative records shall be kept and the Education Affairs Department will feed the inspection results back to the colleges (departments) in proper ways.

#### 4. PTQ Assessment

The assessment of PTQ can be classified into routine practical course teaching quality (PCTQ) assessment and special PTQ assessment. The routine PCTQ assessment includes student's appraisal of teaching, teacher's appraisal of learning, and course inspection. The special PTQ assessment includes college (department) or major's appraisal of experiments, practices, graduation projects (theses), acceptance appraisal of practice teaching sites.

The assessment of PTQ is organized by different layers, the university and the college (department). All the assessment of PTQ is guided by the Education Committee of the University. Each college (department) is responsible for its PTQ assessment, which is done by an assessment group. The group consists of leaders of the college (department), members of Teaching Guidance Committee, directors of teaching and research sections (directors of laboratories), and experienced teachers of practice teaching.

The PTQ assessment should be arranged based on the difference of the assessment subject and the actual situation of the assessment process. Concentrated assessment will be combined with routine assessment. The routine PCTQ assessment is usually arranged in the middle or at the end of the semester. The special PTQ is arranged by the university according to the demand of practical teaching reform and development, and undergraduate education level assessment.

#### 5. PTQ Early Warning and Improvement

Build up PTQ early warning mechanism. Establish early warning process measures at PTQ monitor points such as updating rates of experiment and practice program teaching plans, rates of experiments offered, rates of student attendance of practice courses, pass rates of practice courses, and graduation projects (theses).

Establish continuously improving mechanism for PTQ:

- 1) College (department) should resolve the issues of practical teaching found in routine management and supervision, and keep the records.
- 2) For the issues found in practical teaching supervision, inspection, appraisal and information feedback, college (department) shall establish improvement measures if necessary. Furthermore, college (department) shall provide preventive and continuously improving measures. Related documents shall be sent to Educational Affairs Department as record.
- 3) Educational Affairs Department shall collect and summarize PTQ issues from each college (department), and their preventive, correction and continuously

improvement measures. Furthermore, Educational Affairs Department shall supervise the implementation of these measures.

4) Each semester Educational Affairs Department shall collect and summarize PTQ issues, and their preventive, correction and continuously improvement measures from each college (department). Each semester Educational Affairs Department shall report these information to university leaders and Education Committee of the University. These information are also used as reference for annual teaching performance appraisal of colleges (departments).

This document will be in effect after being announced. If there is inconsistency between this document and previous ones, this document shall be adopted. The Educational Affairs Department has the responsibility to interpret this document.

(Jun. 2017)

# **Inspection System of Undergraduate Teaching in Shanghai**

## **University of Electric Power**

No.112 [2017] of Shanghai University of Electric Power

### **I. The purpose of teaching inspection**

Teaching inspection is an important means to evaluate the teaching situation in schools. It is also of great significance to deepen the reform in education, improve the level of school-running and teaching quality.

Through inspection, teachers can get feedback information timely, understand their own teaching situation, motivate teachers' enthusiasm for teaching and educating, deepen teaching reform, promote strengths and circumvent weaknesses, and improve teaching level. It can encourage students to study hard and establish a good style of study; It is helpful for the teaching management department to fully understand the teaching situation of the school, find out problems, and provide the basis for formulating relevant measures. Teaching inspection also provides a direct basis for evaluation, appraise and promotion of teachers.

### **II. Organization and modality of teaching inspection**

1. Organization: teaching inspection shall be organized and conducted by the Academic Affairs Office. Each courtyard (department) also should improve the corresponding inspection mechanism, completes the self-inspection work positively.

2. Modality of inspection: the teaching inspection adopts the form of combining the self-inspection of the college (department) with the selective inspection of the key points of the teaching affairs department, and the comprehensive inspection with the individual inspection.

### **III. Content of teaching inspection**

Teaching inspection is a routine work, mainly divided into the following parts:

#### **1. Initial teaching inspection**

The beginning teaching inspection is arranged in the first week of each term. The inspection mainly includes the attendance of teachers and teaching administrators; Good condition of desks, chairs, classroom lighting and other teaching equipment;

The teacher's teaching schedule, remedial examination results and other teaching materials are available; The enrollment rate of students, the availability of teaching materials and other teaching information status.

## 2. Mid-term teaching inspection

Mid-term teaching inspection is usually arranged in the tenth week of each semester. The contents of the inspection mainly include the implementation of the teaching plan of each major, the implementation of the curriculum syllabus, the teachers' teaching progress, lesson preparation, attendance, homework correction, teaching discipline, teaching attitude and other aspects of teaching and educating, as well as the activities of the teaching and research office and the system of attending lectures.

## 3. Final teaching examination

The final teaching examination usually starts two weeks before the final examination week and lasts until the end of the semester. Inspection contents include all kinds of examination inspection; Teaching practice inspection; The teaching summary of each major and so on.

## 4. Daily work inspection

Carry out irregular routine inspection on all aspects of daily teaching. In addition, one of the important aspects of the work of teaching inspection is whether each college (department) has seriously formulated and effectively implemented the corresponding teaching inspection system.

# **IV. Teaching inspection methods**

## 1. Preliminary teaching inspection

The academic affairs office organizes the school inspection team to inspect and fills in the "Preliminary Teaching Inspection Form", sorts out the teaching inspection situation and reports it to the principal in charge, and informs each school (department).

## 2. Mid-term teaching inspection

(1) According to the content of Article 3, schools (departments) shall conduct inspections, and hold teaching seminars of different grades. Students shall give

feedback on the teaching situation and suggestions, summarize and fill in the "Mid-term Teaching Inspection Form" and summarize them to the academic affairs office.

(2) the academic affairs office organizes and holds a forum for teachers and students, listens to the learning feedback and suggestions of teachers and students, summarizes the check list of secondary schools (departments), summarizes the teaching inspection situation, and reports it to the principal in charge, and informs the schools (departments).

### 3. Final teaching examination

(1) Each school (department) shall organize the inspection and report the inspection results and the work summary of the semester to the academic affairs office.

(2) The academic affairs office organizes students to fill in the "Teacher Situation Questionnaire" and investigate the situation of each course attended by each teacher. The office of academic affairs compiles and fills in the "Summary Form of Teachers' Teaching Investigation" according to the students' questionnaire.

(3) The academic affairs office shall summarize the inspection situation and teaching work of each school (department) together with the inspection results of the academic affairs office, write a summary of the whole school's teaching work and report it to the competent President and submit it to the school's teaching management committee for discussion.

(4) After filing the relevant inspection materials, the academic affairs office will inform all the inspection results to each school (department). The investigation situation of relevant teachers will be reported to teachers by each school (department).

### 4. Daily teaching inspection

(1) For the teaching inspection of leading cadres, please refer to the system of the school (department), office and room for cadres' lectures.

(2) Each school (department) shall strengthen the inspection of daily teaching links at ordinary times and report the relevant situation to the academic affairs office

in a timely manner. ◦

(3)The academic affairs office will also conduct irregular inspections of all aspects of daily teaching. The academic affairs office and the higher education research office will report to the principal in charge and report to the relevant departments in time according to the inspection of the teaching supervision group.

#### **V. Management of teaching inspection work**

Teaching inspection is a serious and important work, which is fully organized by the office of academic affairs. All departments should attach great importance to it and actively cooperate with it.

The problems found in the teaching inspection should be reported in time, and each department should propose corresponding rectification measures, so as to effectively solve the problems, summarize the experience and improve the work.

(Formulated in December 2005, revised in June 2017)