

# Research on the Construction of Quality Assurance System in Higher Education Teaching

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**Abstract:** *The construction of the teaching quality assurance system and operation mechanism in higher education institutions is a crucial guarantee for realizing the connotation-based development with quality as the core. Based on the comprehensive quality concept and the principles of closed-loop operation in systematic design, and in accordance with the mission and requirements of discipline-specific talent cultivation, this research aims to ensure and enhance the quality of talent cultivation. It constructs an educational quality assurance system consisting of five subsystems, namely organizational structure, standard system, construction implementation, monitoring evaluation, and feedback improvement, with the goal of guaranteeing and improving the quality of talent cultivation. This system provides necessary support for the implementation of talent cultivation objectives and quality standards in higher education institutions.*

**Keywords:** *Higher education, Quality assurance system for education and teaching, Quality of talent cultivation*

## 1. Introduction

In order to comprehensively promote the transformation and upgrading of higher education, as well as the connotative high-quality development, and to enhance the scientific, standardized, and institutionalized capabilities in educational management, it is imperative for higher education institutions to ensure the quality of talent cultivation. Addressing the urgent practical issue faced by each higher education institution, there is a need to closely align with the mission and tasks of talent cultivation and establish a sound and comprehensive system for ensuring the quality of education and teaching. This requires each higher education institution to clarify the inherent logic of the various links in the quality assurance process, fully understand and grasp the profound connotations of educational and teaching quality theory, enhance the scientific and effective construction of the quality assurance system, and accurately identify the key links and elements in the construction of the education and teaching quality assurance system. The aim is to ensure the targeted and systematic development of the education and teaching quality assurance system.<sup>[1]</sup>

## 2. Construction Connotation of Higher Education Teaching Quality Assurance System

The construction of the quality assurance system for higher education teaching in colleges and universities should adhere to the guidance of Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era. It should also adhere to the basic principles of "quality-oriented, student-centered, output-oriented, and continuous improvement." Aligning closely with the practical work of higher education teaching and talent cultivation, the fundamental goal is to ensure and enhance the quality of talent cultivation. Following the laws of education and teaching and quality management, the system should use systematic principles and methods to systematically design the entire process and all elements of quality assurance in education and teaching. This ensures the coordinated promotion of various elements, efficient and smooth operation at each stage, and the continuous improvement of the quality of education and teaching.

### **3. The Construction Principles of Higher Education Teaching Quality Assurance System in Universities**

#### ***3.1. System Design Operates in a Closed Loop***

The construction of the quality assurance system for higher education involves a systematic planning and design process for the entire teaching and educational process. Drawing inspiration from the Total Quality Management (TQM) philosophy, it employs an all-encompassing approach, incorporating comprehensive design, full staff participation, complete process management, and comprehensive monitoring, with the overall goal of systematic implementation. Built upon the principles of quality generation, it establishes a quality management closed-loop operation mechanism based on PDCA (Plan-Do-Check-Act), ensuring completeness of standards, strict monitoring, objective assessment, timely feedback, and effective improvement.<sup>[2]</sup>

#### ***3.2. Goal-oriented Output Guidance***

Firmly grasping the fundamental requirements of talent cultivation in the new era education policy, and profoundly understanding the connotations and implications of target guidance and output-oriented approach, according to the relevant requirements of the Ministry of Education and the mission of talent cultivation in specific disciplines, it is necessary to establish talent cultivation objectives, clarify quality standards, optimize the allocation of teaching resources, improve innovative cultivation models, monitor the teaching process, and assess the quality of education. Adhering to the Outcome-Based Education (OBE) philosophy, the focus shifts from attention to resource input conditions to emphasizing the effectiveness of teaching output. Comprehensive measures are implemented based on the comprehensive evaluation of student learning outcomes and benefits.

#### ***3.3. Establishing Systems and Regulations with a Focus on Long-Term Effectiveness***

The quality assurance system is essentially a set of working measures and systems formed by colleges and universities to ensure that the quality of education and teaching meets certain standards, composed organically of various elements<sup>[3]</sup>. Establishing a sound quality assurance system is aimed at creating a set of working measures and operational mechanisms that drive continuous improvement and enhancement of the quality of education and teaching. A crucial aspect is the establishment of a comprehensive standard system, achieved through in-depth analysis of the process of generating the quality of talent cultivation. This involves identifying the main factors and key links influencing the quality of education and teaching, determining key control points for quality assurance, and implementing long-term control through standards, systems, procedures, norms, culture, and other means.

#### ***3.4. Emphasizing Characteristics Based on Reality***

In accordance with the fundamental laws of higher education in the country and drawing extensively from the practical experiences of various university colleges in educating and cultivating students, we aim to optimize and integrate regulations and practices related to strengthening teaching and training across all university colleges. This initiative is designed to construct a quality assurance system that aligns with the needs of higher education institutions in transition, ensuring smooth operational mechanisms, advanced methodologies, and reflects the distinctive characteristics of the institution.

### **4. The Systematic Composition of the Higher Education Teaching Quality Assurance System in Universities**

The quality assurance system of higher education institutions aims to ensure and enhance the quality of talent cultivation. It consists of five subsystems: organizational structure, standard regulations, construction implementation, monitoring evaluation, and feedback improvement. The organizational structure serves as the central hub for the operation of the quality assurance system. The four interconnected subsystems - standard regulations, construction implementation, monitoring evaluation, and feedback improvement - form a closed-loop for the management of educational quality, guaranteeing the realization and implementation of talent cultivation goals and quality standards.

#### ***4.1. System Settings for Organizational Structure***

The organizational structure subsystem comprises two modules: the College Teaching Management Organization and the Expert Organization. The Teaching Management Organization includes the College Administration and the Student Corps. The Expert Organization encompasses the Teaching Committee, the Academic Committee, the Degree Evaluation Committee, and the Supervision Group, among others. Under the unified leadership of the Party Committee, the quality assurance work in higher education institutions involves the Teaching Management Organization primarily engaging in planning, design, organizational command, management decision-making, daily administration, and student education functions. Meanwhile, the Expert Organization primarily serves the functions of decision-making consultation and supervision evaluation.

#### ***4.2. System Settings for Standard Systems***

The standard system includes three modules: policies and regulations, quality standards, and management systems. The policies and regulations module encompasses national-level policies and regulations on teaching quality. The quality standards module comprises a system of standards covering key teaching elements and crucial processes, including regional-level teaching quality standards and university-level standard systems. The teaching system includes regulations related to teaching work, teaching support, academic research, and student management.

#### ***4.3. Construction and Implementation of System Settings***

The construction and implementation system is a management measure system to ensure education and effectively implement teaching quality standards. It consists of two modules: teaching construction and organizational implementation, based on key teaching elements and critical teaching stages. The teaching construction module primarily includes professional development, curriculum construction, textbook development, faculty team, ethical conduct of teachers, teaching style, learning environment, facilities, equipment, and information environment. The organizational implementation module mainly involves admission reexamination and review, theoretical teaching, practical teaching, innovative training, guided self-study, extracurricular activities, examination and assessment, graduation and completion.

#### ***4.4. Monitoring and Evaluation System Configuration***

The monitoring and evaluation system is a means of systematically monitoring and evaluating the implementation process of teaching construction. It includes three modules: inspection and supervision, teaching evaluation, and status monitoring. Inspection and supervision encompass teaching inspections, instructional supervision, leadership class observations, and on-site observations and training. Teaching evaluation involves comprehensive teaching evaluation, professional evaluation, course evaluation, and classroom teaching evaluation. Status monitoring includes student situation surveys, teaching evaluations, follow-up surveys of graduating students, continuous cultivation student follow-up surveys, and the collection of basic teaching status data.

#### ***4.5. Feedback and Improvement System Configuration***

The feedback and improvement system is a crucial link in the formation of a closed-loop quality management system. It consists of two modules: feedback and improvement. The feedback module includes internal feedback mechanisms such as weekly shift meetings, supervision meetings, educational and disciplinary meetings, teaching work meetings, educational situation analysis meetings, and office meetings. External feedback mechanisms include feedback from specialized supervision on teaching training, comprehensive teaching evaluation information feedback, and feedback from surveys conducted by employing units. The improvement module comprises a mechanism for rectifying identified issues and a mechanism for tracking the effectiveness of corrective actions. This dual-module system aims to establish a comprehensive and effective closed-loop quality management system, ensuring continuous improvement in educational practices.

## **5. The Key Focus of the Operation of the Higher Education Teaching Quality Assurance System in Universities**

The quality assurance system, centered around organizational structure and guided by quality standards, is established on the foundation of rules and regulations. It is secured by a quality culture and supported by an information system. Following a closed-loop improvement approach of "standard system - construction and implementation - monitoring and evaluation - feedback and improvement," the effective operation of the quality assurance system is promoted.

### ***5.1. Comprehensive and Effective Collaboration Among Organizational Units***

Establishing a quality assurance system requires the collaboration of various functional departments within the university, covering every quality-related aspect of educational and teaching activities, especially the main teaching processes and crucial teaching elements. For example, the personnel management unit implements a series of measures to ensure the quality of faculty management in colleges, the student management unit adopts a series of measures to ensure the quality of comprehensive student development, and the academic management unit implements a series of measures to ensure the quality of main teaching processes and key teaching elements. Therefore, the leading units responsible for comprehensive quality assurance construction in higher education institutions should first clarify the responsibilities and authorities of each functional department. To address any temporary issues of unclear responsibilities, relevant units should promptly review and clarify their responsibilities and authorities.

### ***5.2. Effective Process Management in Quality Assurance System***

The various elements and links in the quality assurance system of higher education institutions need to cover all aspects of each system, and the quality assurance system process management is the fundamental guarantee to ensure the quality management level<sup>[4]</sup>. To enhance the level of process management in the quality assurance system, firstly, it is necessary to clarify the interaction relationships between various elements. Secondly, based on the impact of each element on the quality assurance system, corresponding quality assurance requirements should be determined accordingly. Thirdly, based on the essential characteristics of each element, the limiting conditions of relevant elements should be clearly defined. For example, input and monitoring related to the construction of teaching assurance conditions around the quality assurance system's construction goals; clarification and monitoring of responsibilities and authorities at various levels in the operation and management of the teaching quality assurance system.

### ***5.3. Implementation of Feedback and Improvement in the Quality Assurance System***

Higher education institutions consistently consider the feedback and improvement mechanism as an essential component of their education and teaching quality assurance system. However, improving the feedback and improvement mechanism within this process remains a challenging task. Addressing contemporary and societal feedback issues and resolving persistent problems identified in research pose difficulties. Effectively enhancing the implementation and effectiveness of the quality assurance system requires accurate understanding of its construction goals by various levels and departments within higher education institutions. To address this, institutions should align their objectives with feedback results from various levels of research, pinpoint weaknesses within the teaching quality assurance system, and clarify the actual relationships among teaching processes, educational development, and teaching conditions. Identifying loopholes, weaknesses, and deficiencies is crucial. It is essential to break away from rigid thinking patterns and, in a timely manner, address and resolve issues within the quality assurance system in conjunction with the higher education institution's specific context.

## **6. Conclusion**

In summary, under the background of the new round of teaching evaluation, the construction and implementation of the quality assurance system in higher education institutions is a concentrated reflection of the comprehensive implementation of the quality of talent cultivation in the new era. Establishing a sound quality assurance system for teaching has become a crucial aspect in promoting the continuous development of various higher education institutions<sup>[5]</sup>. Each higher education institution should adhere to the inherent laws of talent cultivation in higher education, clarify the internal logic of

carrying out teaching quality assurance, pinpoint the key points of constructing the education quality assurance system comprehensively, and establish an education quality assurance system covering all elements and stages. This system should possess effective self-improvement and enhancement functions, aiming to cultivate new talents that meet the needs of society.

## References

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