Research on the Quality Assurance System of Teaching in Vocational Undergraduate Schools

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Abstract: This paper aims to conduct an in-depth study on the teaching quality assurance system of vocational undergraduate schools. By sorting and analyzing relevant literature, the importance and key elements of ensuring teaching quality are clarified. At the same time, comparative research will be conducted on the quality assurance systems of foreign universities such as the United States, the European Union, and the United Kingdom to draw useful experience. On this basis, strategies and suggestions are proposed to build and improve the teaching quality assurance system of vocational undergraduate schools in China, in order to promote the high-quality development of vocational undergraduate education.

1. Introduction

With the development of the economy and society and the demand for industrial upgrading, the importance of vocational undergraduate education is increasingly prominent. Vocational undergraduate schools bear the heavy responsibility of cultivating high-quality technical and skilled talents, and their teaching quality directly affects the effectiveness of talent cultivation and the development of the social economy. Building a scientifically effective teaching quality assurance system is the key to ensuring the quality of education in vocational undergraduate schools.

2. Theoretical basis of teaching quality assurance system

2.1. The connotation of teaching quality

Teaching quality is a multidimensional concept that encompasses multiple aspects such as teaching process, teaching resources, and teaching effectiveness. The teaching process includes teaching design, teaching implementation, teaching evaluation, and other links, and the quality of each link directly affects the final teaching quality[1]. Teaching resources include teaching staff, teaching facilities and equipment, textbooks, etc. Adequate and high-quality teaching resources are an important foundation for ensuring teaching quality. The teaching effect is reflected in the degree of improvement of students in knowledge, skills, abilities, and their ability to adapt and contribute to society.

2.2. The constituent elements of the teaching quality assurance system

2.2.1. Quality objectives

The quality goal is the core guidance of the teaching quality assurance system, which clarifies the expected level and standards of teaching quality that schools expect to achieve. Quality objectives should have clarity, measurability, accessibility, relevance, and timeliness[2]. It can include academic achievement goals for students, teaching level goals for teachers, curriculum development goals, etc. By establishing clear quality objectives, clear direction and evaluation criteria can be provided for teaching activities.

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2.2.2. Quality standard

Quality standards are the specific refinement and quantification of quality objectives, which specify the specific requirements that should be achieved in all aspects of teaching. These standards can involve the formulation of teaching syllabus, the application of teaching methods, and the methods of student assessment and evaluation. The formulation of quality standards should fully consider factors such as the school's positioning, professional characteristics, and social needs to ensure their rationality and adaptability.

2.2.3. Quality monitoring

Quality monitoring is the process of real-time monitoring and evaluation of the teaching process and teaching quality. It establishes a series of monitoring mechanisms and indicator systems to comprehensively and systematically supervise and inspect teaching activities [3]. This includes observing classroom teaching, tracking student learning progress, and improving the efficiency of teaching resource utilization. The purpose of quality monitoring is to promptly identify problems and deviations, and take corresponding measures to correct and improve them.

2.2.4. Quality evaluation

Quality evaluation is a comprehensive, objective, and fair evaluation and judgment of teaching quality. Multiple evaluation methods can be used, such as student evaluation, peer evaluation, expert evaluation, etc. [4]. The results of quality evaluation can provide important basis for improving teaching quality, and also help schools summarize and reflect on teaching work.

2.2.5. Quality improvement

Quality improvement is a key link in the teaching quality assurance system. Based on the results of quality monitoring and evaluation, schools should take targeted measures to improve and optimize teaching work. This may include adjusting teaching plans, improving teaching methods, strengthening teacher training, and improving teaching resources. Quality improvement is a continuous process that requires continuous cyclic promotion to achieve continuous improvement in teaching quality.

3. A comparative study on teaching quality assurance in universities such as the United States, the European Union, and the United Kingdom

3.1. The Quality Assurance System of American Universities

The quality assurance system of American universities has a multi-level structure, including government management agencies, higher education accreditation systems, and university rankings. The government management agencies are divided into four levels in a top-down order, namely the Federal Department of Education, State Department of Education, educational management agencies of school districts, and the management of schools or educational institutions themselves [5]. The certification system includes professional certification and institutional certification. Professional certification is carried out by professional professional associations and experts in related fields, while institutional certification evaluates the entire school.. In addition, there are multiple institutions in the United States that rank universities, such as the American News&World Report weekly. These rankings usually take into account factors such as the academic reputation, teaching quality, research level, and student graduation rate of the school. University rankings are also part of the quality assurance system of higher education in the United States.

3.2. The Quality Assurance System of EU Universities

The quality assurance system for teaching in EU universities generally consists of three parts: government unified supervision, evaluation by intermediary agencies, and self-evaluation by schools. Here are some specific introductions:

Government unified supervision: The government sets the basic framework and requirements for

vocational undergraduate education by formulating policies, regulations, and standards. For example, the German government has established strict standards and regulations, while professional certification bodies evaluate schools.

Intermediary evaluation: Intermediary organizations usually have professionalism and independence, and can use scientific evaluation methods and indicators to comprehensively and objectively evaluate schools. For example, the Quality Assurance Agency for Higher Education (QAA) in the UK is an independent intermediary responsible for evaluating and auditing the teaching quality of British universities.

School self-evaluation: Through in-depth reflection and evaluation of its teaching, research, management, and other aspects, the school is able to promptly identify problems and take targeted measures to improve. School self-evaluation is also an internal driving force for promoting the sustainable development and continuous improvement of schools. For example, universities in the Netherlands attach great importance to internal quality assurance, continuously improving teaching management systems and quality monitoring mechanisms.

3.3. The Quality assurance system of UK Universities

The UK Higher Education Quality Standards released by the UK Higher Education Quality Assurance Agency emphasize that higher education quality standards provide quality reference for higher education institutions, ensuring that these institutions provide students with a "high-quality learning experience" and meet their "long-term needs for future career development". As the main institution in the UK to ensure the quality of higher education, QAA's important responsibilities include guiding higher education providers to consider quality control methods around student enrollment, curriculum design, classroom teaching, scientific research, and student learning outcomes, and meeting the quality standards set by QAA. QAA establishes an internal quality assurance system throughout the entire process, and regularly accepts external audits and external auditor inspections, thereby strengthening quality management in the field of higher education.

4. Strategies for Building a Teaching Quality Assurance System for Vocational Undergraduate Schools in China

4.1. Clarify quality objectives and standard strategies

Based on the national vocational education development plan and the demand for talents in the social economy, schools should formulate forward-looking and adaptive overall teaching quality goals, and refine specific goals for each profession and discipline.

They should establish a quality standard system that covers multiple dimensions such as teaching content, teaching process, and teaching outcomes, ensuring the scientificity, rationality, and operability of the standards.

4.2. Strategies for optimizing the construction of teaching staff

Schools should increase talent introduction efforts, attract teachers with rich practical experience and high academic level to join, and optimize the teacher structure.

They should establish a mechanism for teacher training and development, and enhance the teaching and practical abilities of teachers through regular training and on-the-job training in enterprises.

They should develop a diverse evaluation mechanism, classify and evaluate faculty according to different job types, and establish a representative achievement and performance oriented job appointment and assessment evaluation system.

4.3. Strategies for Strengthening Curriculum and Teaching Resource Construction

Based on the characteristics of vocational undergraduate education and talent cultivation goals, schools should optimize the curriculum system and highlight the practical teaching process.

They should strengthen textbook construction and develop targeted and practical textbooks.

They should vigorously build a digital teaching resource platform, enrich the types and quantities

of teaching resources, and facilitate the use of teachers and students.

4.4. Improve teaching quality monitoring and evaluation strategies

Schools should establish a sound organizational system for monitoring teaching quality, and clarify the responsibilities of monitoring at all levels.

They should utilize various monitoring methods comprehensively, such as classroom listening, teaching inspections, student feedback, etc., to achieve comprehensive monitoring.

They should build a diversified teaching quality evaluation system, including student evaluation, teacher self-evaluation, peer evaluation, enterprise evaluation, etc., to ensure that the evaluation results are objective and fair.

4.5. Promoting the Integration of Industry and Education and Practical Teaching Strategies

Schools should strengthen deep cooperation with enterprises, establish stable off campus internship and training bases, and provide students with a real practical environment.

They should Introduce advanced technologies, new processes, new methods, production experience, and management experience from enterprises, integrate them into the teaching process, and improve the practicality and pertinence of teaching.

They should encourage students to participate in corporate projects and practical activities to enhance their practical abilities and professional qualities.

4.6. Strategies for Creating a Quality Culture Atmosphere

Schools should strengthen the quality awareness of all teachers and students through publicity, training, and other means.

They should carry out quality themed activities, such as teaching competitions, showcasing excellent teaching achievements, etc., to create a strong quality culture atmosphere.

They should establish a quality reward mechanism to commend and reward teachers and students who have made outstanding contributions in improving teaching quality.

5. Conclusion

Building a comprehensive teaching quality assurance system for vocational undergraduate schools is indeed a complex and systematic project. The government plays a crucial guiding and supportive role in creating a favorable development environment for vocational undergraduate education through policy formulation, resource provision, and regulation. As the main body of education implementation, schools need to continuously strengthen their internal quality assurance mechanisms, including optimizing teaching management, improving teacher quality, and improving the curriculum system. The deep participation of industry enterprises is equally indispensable. They can provide real industrial needs and practical resources for schools, promote the close integration of teaching and practical work, and make the students they cultivate more in line with market demand.

Only when all parties work together and work together to build a teaching quality assurance system for vocational undergraduate schools, can we truly achieve high-quality development of vocational undergraduate education. This is not only beneficial for cultivating a large number of high-quality technical and skilled talents for society, meeting the needs of economic and social development, but also enhancing China's competitiveness and influence in the field of international vocational education.

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