

Exploration of the Quality Assurance System in Universities under the New Round of Education and Teaching Audit Evaluation

Yong Zhang*

Zhejiang Yuexiu University, Shaoxing 312000, Zhejiang, China

*Corresponding author: Yong Zhang, 18967588978@163.com

Copyright: © 2025 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: As China's higher education enters the stage of universal access, improving the quality of education and teaching has become the core task of university development. The new round of education and teaching audit evaluation, as the starting point of classified evaluation of higher education in the new era, is of great significance for promoting the high-quality development of higher education and improving the internal quality assurance system of universities. This paper focuses on the new round of education and teaching audit evaluation and deeply explores the construction of the quality assurance system in universities. It expounds on the significance of the evaluation for university development, analyzes the existing problems in the quality assurance systems of private universities, and proposes strategies for constructing and improving the quality assurance system from aspects such as reform ideas, characteristic innovation, and specific practices. The aim is to promote universities to achieve high-quality connotative development, improve the quality of undergraduate education and teaching, and cultivate high-quality talents with all-around development.

Keywords: The new round of audit evaluation; University quality assurance system; Private universities; Quality of education and teaching

Online publication: April 4, 2025

1. Introduction

Private universities have played an important role in the process of popularizing higher education in China. However, with the expansion of scale, many problems have emerged in their quality assurance systems, restricting their connotative development^[1]. The "Implementation Plan for the Audit Evaluation of Undergraduate Education and Teaching in Regular Institutions of Higher Education (2021–2025)" issued by the Ministry of Education points out the direction for the construction of the quality assurance system in universities. In this context, studying how to construct a scientific and effective quality assurance system in universities under the new round of audit evaluation is urgent and of practical significance for private

universities and even the entire field of higher education ^[2].

2. The significance of the new round of education and teaching audit evaluation

2.1. Guiding the classified evaluation of higher education

Against the backdrop of the diversified development of higher education, different types of universities have different school-running orientations and development goals. The new round of audit evaluation formulates differential evaluation indicators and standards according to the characteristics of different types of universities, guiding universities to clarify their own positions and develop their unique features ^[3]. For example, for application-oriented universities, the evaluation pays more attention to the depth of cooperation with industries and enterprises, the effectiveness of practical teaching, and the quality of graduates' employment. For research-oriented universities, it focus on the feedback of scientific research achievements transformation on teaching and the support of academic innovation ability for talent cultivation. This classified evaluation model helps universities find their development directions, avoid homogeneous competition, and achieve differential and characteristic development.

2.2. Promoting the high-quality development of higher education

Higher education in the stage of universal access should not only pursue scale expansion but also pay more attention to quality improvement. The new round of audit evaluation takes the effectiveness of cultivating people with morality as the fundamental standard and focuses on the key links of undergraduate education and teaching quality, such as the scientific nature of talent training programs, the rationality of the curriculum system, and the effectiveness of teaching methods ^[4]. Through the evaluation, universities are urged to strengthen connotative construction, optimize the allocation of education and teaching resources, improve the quality of talent cultivation, and promote the transformation of higher education from scale development to quality improvement, achieving the goal of high-quality development.

2.3. Improving the internal quality assurance system of universities

Constructing a sound internal quality assurance system is the key to the sustainable development of universities. The new round of audit evaluation requires universities to establish a quality culture of self-awareness, self-reflection, self-discipline, self-inspection, and self-correction, and improve the operation mechanism of the internal quality assurance system ^[5]. This helps universities clarify the responsibilities of various departments in quality assurance, strengthen the monitoring and management of the teaching process, timely discover and solve problems in education and teaching, form a long-term mechanism for continuous improvement, and continuously improve the overall school-running level of the university.

3. Problems in the quality assurance systems of private universities

3.1. Lagging quality culture construction

The concept of quality culture in private universities has not been fully established, and the construction of quality culture lacks systematic planning. On the one hand, the carriers of quality culture construction are relatively single, mostly limited to traditional teaching inspections, evaluations, and other activities, lacking innovation and attraction. On the other hand, the quality cultural atmosphere is not strong enough. The sense

of identity and participation of faculty and staff in quality culture is not high, and the corresponding supporting measures and operation mechanisms are not perfect ^[6]. As a result, quality culture cannot be integrated into the whole process of quality assurance, leading to a lack of cultural support for quality assurance work and making it difficult to form a long-term driving force.

3.2. Backward teaching concepts and methods of teachers

Some teachers have an insufficient understanding of the outcome-based education (OBE) teaching concept and have not truly integrated the education concept of “student-centered” into teaching practice ^[7]. In the selection and update of teaching content, they do not closely combine the needs of economic and social development and talent training goals. The teaching content is outdated and divorced from reality. At the same time, some teachers’ teaching methods are old-fashioned. They are accustomed to traditional lecture-based teaching and cannot master and apply new teaching methods such as seminar-style, flipped classroom, and blended learning. In addition, in the teaching process, they are not proficient in using new teaching software, which affects the improvement of teaching effects and teaching quality.

3.3. Unclear responsibilities of “management, operation, and evaluation”

The unclear division of responsibilities among “management, operation, and evaluation” is a common problem in private universities. The boundaries among school management departments, teaching implementation departments, and teaching evaluation departments are blurred, and their functions overlap ^[8]. Management departments are responsible for both teaching management and teaching evaluation. Teaching implementation departments lack autonomy in the teaching process and have to deal with multiple evaluations from different departments, resulting in low teaching management efficiency. The objectivity and fairness of teaching evaluation are affected, and the respective functions of “management, operation, and evaluation” cannot be effectively exerted, restricting the effective operation of the quality assurance system.

3.4. Single quality monitoring and evaluation methods

At present, the quality assurance monitoring and evaluation methods in private universities are relatively single, mainly relying on traditional means such as teaching inspections and student evaluations of teaching. The promotion and application of information-based monitoring and evaluation methods are insufficient. Modern information technology such as the Internet, big data, and artificial intelligence have not been fully utilized to conduct comprehensive and real-time monitoring and analysis of the teaching process and teaching effects ^[9]. The scope of teaching quality monitoring is relatively narrow, often focusing on the classroom teaching link, and the monitoring of practical teaching, curriculum construction, and students’ learning processes is not comprehensive enough. It is difficult to accurately grasp the overall situation of education and teaching quality, and it cannot provide strong data support for quality improvement.

3.5. Imperfect incentive and restraint mechanisms

In the quality assurance systems of private universities, the incentive and restraint mechanisms need to be improved. In terms of continuous improvement, there are no effective incentive measures for teachers and departments that actively participate in the improvement of teaching quality, making it difficult to fully mobilize their enthusiasm and initiative ^[10]. At the same time, the accountability for the main bodies responsible for

teaching quality problems is not strong enough. There is a lack of a clear accountability system and effective restraint mechanisms, resulting in some responsible units paying insufficient attention to teaching quality problems and delaying the implementation of rectification, affecting the overall improvement of teaching quality.

4. Practical paths for the quality assurance system in universities under the new round of education and teaching audit evaluation

4.1. Reform from a hierarchical mechanism to a cultural mechanism to promote the in-depth penetration of quality culture among teachers and students

Under the background of the new round of education and teaching audit evaluation, universities should take “cultivating people with morality” as the core mission of education. This is not only a return to the essence of education but also an inevitable requirement for cultivating comprehensively developed talents^[11]. “Cultivating people with morality” should run through all aspects of school work and become the fundamental criterion for measuring the effectiveness of various school work. To this end, first of all, it is necessary to break the “five-only” ideology and change educational concepts. The “five-only”, namely “only focusing on scores, only focusing on college entrance examinations, only focusing on diplomas, only focusing on papers, and only focusing on academic titles”, is an outdated concept that seriously restricts the development of education and hinders the all-around growth of students. Universities should attach great importance to the construction of curriculum-based ideological and political education and deeply explore the ideological and political education elements in various courses^[12]. For example, in science and engineering courses, students’ patriotism and innovative spirit can be cultivated by telling the stories of scientists. In humanities and social science courses, students can be guided to establish correct values and a sense of social responsibility. In this way, curriculum-based ideological and political education and ideological and political courses can work in the same direction and form a collaborative education effect. In addition, the construction of teachers’ professional ethics is an important link in promoting the in-depth penetration of quality culture among teachers and students^[13]. Universities should establish and improve the assessment mechanism for teachers’ professional ethics and include teachers’ professional ethics performance in key links such as teacher performance assessment and professional title evaluation. Through clear assessment standards and strict assessment processes, teachers are encouraged to consciously establish a good image of professional ethics. In the assessment process, not only should attention be paid to teachers’ teaching achievements, but also their moral performance in the teaching process, such as whether they care about students and whether they are rigorous in academic research. At the same time, universities should formulate human-oriented systems and ensure their effective implementation. In the work of quality monitoring and evaluation, the actual situations of teachers and students should be fully considered to avoid one-size-fits-all evaluation methods. For example, for teachers with relatively poor teaching conditions, more support and help should be given instead of simply criticizing and blaming. Only by being fair and just can ensuring teaching quality become the conscious behavior of every faculty and staff member, thus creating a strong quality culture atmosphere.

4.2. Implement the OBE teaching concept and establish and improve the teaching quality assurance system

The Outcome-Based Education (OBE) teaching concept emphasizes taking students’ learning outcomes as the

starting and ending points. Under the new round of audit evaluation, universities should highlight this concept and consolidate the key points of school-running, that is, “taking undergraduate education as the foundation and taking students as the center.” In the construction of the teaching quality assurance system, it is crucial to pay attention to the closed-loop of the system. The system should cover “all staff, the whole process, and all aspects”, requiring universities to include everyone from leading cadres to grassroots teachers, from enrollment to graduation and employment, and from classroom teaching to extracurricular practice in the teaching quality assurance system. A complete and regular internal education and teaching quality assurance operation mechanism should be established, and the “PDCA” (Plan, Do, Check, Act) model should be effectively implemented ^[14]. First, in the planning stage, universities should formulate scientific and reasonable teaching plans according to their school-running orientation and talent training goals. Second, in the implementation stage, ensure that the teaching plans can be effectively implemented. Then, in the inspection stage, the teaching process and teaching effects are inspected and evaluated through various methods. Finally, in the treatment stage, teaching strategies and methods are adjusted in a timely manner according to the inspection results. In addition, universities should use evaluation and certification to promote self-inspection, self-correction, and the improvement of connotative quality. On the one hand, through internal evaluation, universities can timely discover problems in the teaching process, such as unreasonable curriculum settings and single teaching methods, and make rectifications. On the other hand, through external evaluation, universities can learn from the advanced experience of other universities and continuously improve their own teaching quality assurance systems. For example, by participating in industry-wide evaluation and certification activities, universities can learn the successful practices of similar excellent universities in professional construction, curriculum reform, and other aspects, and apply and innovate based on the actual situation of their own schools.

4.3. Cultivate the teaching supervision team in universities to improve the level of teaching quality supervision

The separation of “management, operation, and evaluation” institutions is an important measure to improve the efficiency of teaching quality supervision. Universities should clarify the division of responsibilities among management departments, teaching departments, and evaluation departments to avoid overlapping functions ^[15]. Management departments are responsible for formulating teaching policies and plans, teaching departments focus on teaching implementation, and evaluation departments independently carry out teaching quality evaluation work. In the specific implementation, first, the supervision and follow-up mechanism for teaching quality problems should be improved to ensure that teaching quality problems can be dealt with in a timely manner. When teaching quality problems are discovered, the supervision and follow-up mechanism should be activated promptly, the responsible subjects should be identified, the rectification time should be limited, and the rectification process should be tracked and supervised. Strengthening the training of teachers’ teaching skills is the key to improving teaching quality. Universities can regularly organize teachers to participate in teaching skills training activities, invite education experts to give lectures and provide guidance, and improve teachers’ teaching design and classroom management abilities. At the same time, curriculum content construction should be strengthened, and the curriculum system should be optimized. The curriculum content should be updated in a timely manner according to industry development and social needs to improve the practicality and pertinence of the curriculum. In addition, supervision and inspection should be carried out through internal-external cooperation to introduce advanced teaching concepts and methods from outside. Universities can invite external

experts to participate in teaching supervision work. These experts have rich teaching experience and cutting-edge educational concepts, and their opinions and suggestions can provide new ideas for the school's teaching reform. For example, inviting enterprise experts to participate in the supervision of practical courses, and according to the actual needs of enterprises, putting forward improvement suggestions for practical teaching links to enable students to better adapt to society and the workplace.

4.4. Adopt diversified quality monitoring and assurance evaluation methods and establish a scientific and regular feedback mechanism

Enriching the carriers of quality culture publicity and using the teaching information feedback system are important means to broaden the channels for collecting teaching quality information. Universities can publicize quality culture through platforms such as campus websites and WeChat official accounts to raise the awareness of teachers and students about teaching quality. At the same time, by using the teaching information feedback system, opinions and suggestions on teaching quality from students, teachers, and parents can be collected promptly to improve the comprehensiveness and accuracy of information collection. In this regard, schools should accelerate the improvement of the construction of the teaching basic state database to provide strong data support for teaching quality analysis. Through the analysis of teaching basic state data, universities can understand teachers' teaching situations, students' learning situations, and the utilization of teaching resources, and discover potential problems and advantages. For example, by analyzing students' examination score data, universities can understand students' mastery of knowledge and identify the weak links in the teaching process. In addition, it is necessary to attach importance to the construction of a scientific and reasonable multi-party quality evaluation mechanism.

4.5. Carry out excellent teaching appraisals to set up model examples

Deeply carrying out activities such as the cultivation of teaching masters and excellent teachers, classroom teaching observation, and activities of basic-level teaching organizations is an effective way to improve teachers' teaching levels. By cultivating teaching masters and excellent teachers, their exemplary and leading roles can be exerted to drive the majority of teachers to improve their teaching levels. Teaching masters and excellent teachers have unique advantages in teaching concepts and teaching methods, and their experiences and practices can be used for reference by other teachers. Based on this, classroom teaching observation activities should be actively organized to provide a platform for teachers to learn from and communicate with each other. In the observation activities, teachers can learn from others' teaching designs and classroom organization skills, promoting the sharing of teaching experiences and the innovation of teaching methods. For example, when carrying out the same-course-different-teaching classroom teaching observation activity, different teachers teach the same teaching content using different teaching methods, and other teachers can learn multiple teaching ideas and methods from it. In addition, the construction of basic-level teaching organizations should be strengthened, and various teaching seminars should be carried out to effectively improve the cohesion and combat effectiveness of the teaching team. Basic-level teaching organizations are the basic units of teaching work. Through teaching seminars, teachers can jointly discuss the problems encountered in the teaching process, share teaching experiences, and jointly improve teaching quality. At the same time, for teachers and courses with problems reflected in the teaching quality feedback, rectification and follow-up should be strengthened. A problem-tracking ledger should be established to regularly check the teachers and courses with problems to

ensure the continuous improvement of teaching quality. For example, for courses with poor teaching effects reflected by students, the school should organize experts to observe classes and provide guidance to help teachers improve their teaching methods and teaching quality.

5. Conclusion

To sum up, the new round of education and teaching audit evaluation brings new opportunities and challenges to the construction of the quality assurance system in universities. Private universities should actively be guided by the chairman of the CCP's Thought on Socialism with Chinese Characteristics for a New Era, adhere to reform and innovation, clarify development ideas, highlight characteristics and innovation points, and solidly promote various practical plans. By constructing a scientific and effective quality assurance system, private universities can improve the quality of undergraduate education and teaching, cultivate high-quality talents that meet the needs of social development, achieve the sustainable development of private universities, and make greater contributions to the prosperity of China's higher education.

Disclosure statement

The author declares no conflict of interest.

References

- [1] Yang JJ, 2025, Optimization of the Teaching Quality Assurance System in Universities from the Perspective of the New Round of Audit Evaluation. *Popular Literature and Art*, 2025(2): 210–212.
- [2] Sun Y, Liu W, 2023, Research on the Path of the Internal Quality Assurance System in Universities under the New Round of Education and Teaching Audit Evaluation. *Life Education*, 2023(10): 59–63.
- [3] Ren H, Chen X, 2022, Exploration of the Reform Path of the Teaching Quality Assurance System in Universities under the Background of the New Round of Audit Evaluation: Taking Application-Oriented Universities as an Example. *Educating and Cultivating People (Higher Education Forum)*, 2022(18): 34–36.
- [4] Fang L, Feng XM, Liu PP, et al., 2024, The Underlying Color, Characteristics, and Highlights of the New Round of Undergraduate Education and Teaching Audit Evaluation in Shanghai. *Shanghai Journal of Educational Evaluation*, 13(6): 40–46.
- [5] Xiao XL, Liu Y, Yang Y, et al., 2024, Exploration of the Construction of Quality Assurance System in Local Undergraduate Universities under the Background of the New Round of Audit Evaluation. *China-Arab States Science and Technology Forum (Chinese-English)*, 2024(12): 126–130.
- [6] Liu P, Huang WX, Wang C, 2024, Connotative Meanings, Practical Explorations, and Evaluation — Construction Strategies of the New Round of Audit Evaluation. *Higher Education Forum*, 2024, (11): 81–85.
- [7] Chang D, 2024, An Interpretation of the “New” Aspects of the New Round of Audit Evaluation in Universities. *Huazhang*, 2024(10): 102–104.
- [8] Zhou T, 2024, Research on the Construction of the Faculty in Application-oriented Universities from the Perspective of the New Round of Audit Evaluation. *Journal of Beijing Union University*, 38(5): 1–6.
- [9] Zhu KR, 2024, The Idea of Collaborative Education through the Integration of Science and Education in the Indexes of the New Round of University Audit Evaluation. *Journal of Beijing Union University*, 38(5): 14–20.

- [10] Zhang Y, Xu CE, Cheng QL, 2024, Research on the Quality Assurance System for Undergraduate Graduation Projects under the Background of the New Round of Audit Evaluation. *The Guide of Science & Education*, 2024(21): 26–28.
- [11] Tian AX, Xu XM, Lu ZP, 2024, Reflections on the Construction of the Internal Quality Assurance System in Application-oriented Undergraduate Universities. *Journal of Heze University*, 46(6): 45–50.
- [12] Yang Y, Gao J, Ren ZY, 2024, Research on the Quality Assurance System for the Cultivation of Educational Doctors. *Educational Science*, 40(6): 55–62.
- [13] Zhao W, 2024, Research on the Construction of the Quality Evaluation and Assurance System for Online Education in Universities. *Journal of Bohai University (Philosophy and Social Science Edition)*, 46(5): 86–90.
- [14] Li H, He Y, 2024, Improving the Guarantee System to Facilitate the High-Quality Employment of University Graduates. *Ningxia Daily*, October 12, 2024, 3.
- [15] Wang N, Yu GJ, 2024, Research on the Construction of the Teaching Quality Assurance System in Application-oriented Universities from the Perspective of the New Round of Audit Evaluation. *Journal of Applied Higher Education Research*, 9(3): 20–25.

Publisher's note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.