

Optimization of Quality Monitoring and Internal Supervision Mechanism of Vocational Education

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Abstract: In recent years, China is in an important stage of economic structural transformation and upgrading as well as connotative development of vocational education. Strengthening education quality monitoring and optimizing the internal supervision mechanism serves as crucial support to guarantee the talent cultivation quality of vocational education, and the soundness of such a mechanism directly affects the matching degree between the supply of technical and skilled talents and industrial demands. At present, prominent deficiencies still exist in China's vocational education quality monitoring and internal supervision, including a rigid quality monitoring indicator system, an unbalanced composition of internal supervision teams, non-standardized supervision operation procedures, and the absence of school-enterprise collaborative supervision, which implicitly hinder the continuous improvement of vocational education quality. Based on the type-based characteristics of vocational education, this paper briefly elaborates on the prevailing problems in the existing quality monitoring and internal supervision mechanisms of vocational education, and further puts forward corresponding solutions. It aims to build an internal supervision and quality monitoring system featuring full staff participation, whole-process coverage, and all-round monitoring to underpin the high-quality development of vocational education and contribute to cultivating more high-quality technical and skilled talents to satisfy the demands of the real economy.

Keywords: Vocational education; Quality monitoring; Internal supervision; Mechanism optimization

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1. Introduction

Currently, vocational education stands at a critical period for quality improvement, competency upgrading, and value empowerment. Establishing a complete internal quality monitoring and supervision mechanism has become a key measure to boost college governance capacity. Nevertheless, internal supervision in most higher vocational colleges remains superficial, dominated merely by classroom observation, accompanied by prevalent drawbacks such as single function, aging supervision team, outdated evaluation criteria, and insufficient application of supervision results, failing to realize the goal of conducting supervision via guidance, prioritizing guidance, and integrating supervision with tutoring. With the implementation

of the High-level Vocational College and Major Construction Program and the continuous construction of vocational education highland, the conventional experience-oriented monitoring mode can no longer meet the requirements of high-quality development ^[1]. Internal supervision in the new era sets stringent standards for refined and systematic quality management. Accordingly, higher vocational colleges need to systematically optimize the existing supervision mechanism by enriching monitoring indicators, improving team competence, and standardizing operational procedures, and strive to construct a full-participation, whole-process, and all-round linked quality assurance system, so as to greatly lift teaching quality and fulfill the goal of connotative development.

2. Existing problems in vocational education quality monitoring and internal supervision mechanism

First of all, the quality monitoring indicator system is rigid with poor pertinence and practicality. Most colleges adopt unified templates and seldom adjust indicators according to specialty features and industrial development trends, resulting in serious one-size-fits-all problems. Indicator formulation overemphasizes theoretical teaching while neglecting practical training; it only focuses on superficial statistics including course offering rate and student attendance rate, lacking quantified monitoring over core links such as practical training operation specifications, equipment utilization efficiency, and achievement conversion rate, which makes practical training supervision perfunctory. Besides, indicator updating lags behind and cannot adapt to skill requirements emerging from new industries and new business forms such as new energy vehicles and artificial intelligence. In most cases, higher vocational colleges evaluate emerging majors with obsolete criteria and fail to reflect the real status of talent cultivation.

Secondly, internal supervision teams feature an irrational structure together with insufficient professionalism and operational proficiency. Generally speaking, supervision teams are composed of retired teachers and administrative personnel with inadequate or zero participation of enterprise specialists and frontline technical backbones. Unfamiliar with industrial skill standards and practical training equipment specifications, supervisors can only inspect classroom discipline instead of effectively assessing students' practical operation proficiency and the practicality of practical training contents ^[2]. Without systematic professional training for supervision work, supervisors are confined to traditional classroom inspection and cannot provide targeted and systematic supervision suggestions.

Thirdly, supervision operation procedures lack standardization without forming a closed-loop system of feedback and rectification. Supervision activities are plagued by random implementation under the mindset of valuing inspection over rectification and focusing on form instead of actual outcomes. No regular full-cycle supervision plan has been formulated for implementation; feedback is mainly delivered via oral reminders or brief circular notices without in-depth cause analysis and targeted rectification proposals. More importantly, an ambiguous definition of rectification responsible persons, time limits, and re-inspection procedures may trigger irregular teaching plan compilation and missing practical training records. On the whole, the absence of a rigorous closed-loop system undermines the actual effectiveness of supervision work.

Fourthly, the deficiency of school-enterprise collaborative supervision makes supervision unable to cater to practical industrial demands. In most circumstances, internal supervision is confined within campus without effective school-enterprise cooperation mechanisms. On the one hand, shallow or zero enterprise participation in supervision leads to curriculum design and skill assessment solely based on in-college

standards, which may deviate from actual job skill requirements of enterprises. On the other hand, enterprises cannot effectively supervise and guide teaching and practical training procedures ^[3,4].

3. Optimization strategies for vocational education quality monitoring and internal supervision mechanism

3.1. Constructing a three-dimensional indicator system to improve targeted monitoring

Centering on specialty characteristics and industrial docking of higher vocational colleges, break the one-size-fits-all indicator framework and build an integrated monitoring system seamlessly combining basic indicators, specialty featured indicators, and dynamically updated indicators to realize high alignment between indicators and practical teaching and enhance monitoring pertinence. Basic indicators correspond to universal requirements; colleges shall formulate unified evaluation criteria for core items including classroom teaching specifications, teaching plan quality, student attendance rate, and graduate qualification rate. For instance, a qualified teaching plan shall cover six core contents: teaching objectives, key and difficult points, practical training design, and learning situation analysis; specific revision deadlines shall be specified for unqualified teaching plans to facilitate subsequent review. Specialty featured indicators shall highlight differentiated standards classified by major types between traditional and emerging disciplines, arts, and engineering specialties. Engineering majors add indicators including practical training operation specifications, training equipment utilization ratio, skill assessment pass rate, and training achievement conversion rate; arts majors supplement indicators covering practical case application, job simulation performance, and service skill compliance ^[5]. Dynamic updating requires regular indicator revision: every semester, colleges cooperate with enterprise specialists and industrial associations to revise indicators in response to emerging occupations and new business formats. Colleges shall keep track of cutting-edge industrial trends of relevant majors, introduce updated indicators into the supervision framework, eliminate outdated indicators inconsistent with specialty development, streamline redundant items, and delete formalized indicators such as course offering rate while retaining core indexes that truly reflect talent cultivation quality to strengthen indicator practicability ^[6]. Furthermore, colleges shall clarify scoring standards by combining quantitative marking and qualitative assessment to standardize all monitoring activities.

3.2. Building a compound supervision team and upgrading professional supervision capacity

First, optimize team composition and establish compound supervision groups consisting of in-school core teachers, enterprise specialists, and administrative staff, with frontline college teachers accounting for no less than 50% and enterprise experts no less than 20%. Colleges build close cooperative ties with relevant enterprises, employ enterprise technical backbones and human resource supervisors to join supervision work with clear job responsibilities and corresponding remuneration to guarantee active participation of enterprise specialists ^[7,8]. Second, a perfect regular professional training system: organize no less than two special training sessions per semester focusing on practical supervision approaches, industrial skill standards, and practical training teaching norms. Invite provincial-level supervision experts and enterprise technical specialists for on-campus lectures based on real cases to teach methods of practical training supervision, teaching plan inspection, and problem diagnosis; regularly arrange supervisors to visit outstanding vocational colleges for exchange and take corporate internships for competence improvement. Every supervisor shall

complete no less than 10 working days of corporate internship annually to master industrial standards and practical training equipment operation specifications of corresponding specialties ^[9]. Third, improve the incentive mechanism to abolish unpaid compulsory supervision and link supervision performance with teachers' performance appraisal and professional title evaluation. Commendation and performance bonus shall be granted to outstanding supervisors who put forward valuable rectification suggestions so as to stimulate teachers' initiative for supervision participation.

3.3. Standardizing closed-loop supervision procedures and strengthening rectification effects

Firstly, formulate annual, quarterly, and monthly supervision plans with defined content, methods, participants, schedules, and tasks to enhance standardization and effectiveness of supervision. Adopt combined modes of daily routine inspection, special supervision, and random spot check. Daily supervisors conduct routine patrols over classroom teaching and practical training every day with detailed written records; special supervision targeting key links including teaching plan compilation, practical training administration, and graduate quality shall be implemented once per quarter with formal supervision reports submitted afterward; random spot checks targeting problematic and weak links shall be arranged irregularly to ensure full coverage of all talent cultivation procedures. Secondly, optimize feedback methods: supervisors shall submit detailed supervision reports within three working days after inspection, specifying existing problems, root causes, and actionable rectification suggestions instead of simple oral reminders or brief notifications ^[10,11]. Differentiated feedback modes shall be adopted: one-on-one coaching for individual teachers' mistakes and whole-college circular announcement with feasible improvement plans for universal problems. Finally, construct a complete closed-loop management covering problem discovery, result feedback, rectification implementation, recheck acceptance, and experience summary, with clear responsible subjects, rectification deadlines, and acceptance criteria for each link ^[12]. Meanwhile, establish problem ledgers to analyze recurring defects and perfect relevant management systems to eradicate root causes of existing issues.

3.4. Establishing school-enterprise collaborative supervision mechanism to align with industrial requirements

First, set up school-enterprise joint supervision groups composed of college supervisors, enterprise technical backbones, and industrial association representatives with a clear member list, duty allocation, implementation scheme, and regular meeting regulations as well as assigned supervision liaison officers ^[13,14]. Second, define concrete participation channels for enterprises: invite enterprise specialists to take part in full-cycle supervision of practical training courses, skill examination, and graduate quality evaluation with clear authorization and working procedures. Enterprises submit annual talent cultivation quality reports every semester, specifying students' practical technical defects and missing professional knowledge to support targeted teaching adjustment in colleges. Third, revise college quality monitoring indicators and supervision criteria against corporate post skill standards by incorporating enterprise safety production codes and operational specifications into the practical training evaluation system, ensuring students' knowledge and skills conform to real employment demands ^[15].

4. Conclusion

As indicated above, the optimization of vocational college education quality monitoring and internal supervision mechanism is a complicated project involving an indicator system, team composition, operation procedure, and school-enterprise collaboration, and close coordination among all links contributes to efficient supervision. The optimization strategies proposed in this paper can resolve common bottlenecks prevailing in higher vocational colleges' quality monitoring and internal supervision, yet targeted revisions shall be made according to the actual institutional conditions. In this way, the pertinence and effectiveness of supervision can be substantially enhanced to fully exert its function in guaranteeing and upgrading the cultivation quality of technical and skilled talents, further boosting high-quality development of vocational education and delivering precise and efficient services for industrial upgrading.

Disclosure statement

The author declares no conflict of interest.

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