

Research on the Construction of Quality Standards and Quality Assurance System for Applied Business Administration Specialty

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Abstract—In order to meet the needs of economic and social development, cultivate a more solid professional knowledge of the basic theory and master the professional core competence of senior technical personnel, application-based undergraduate came into being. How to adapt to social needs and ensure the quality of personnel training is a problem for this profession. Teaching quality standards are the basis and premise to ensure teaching quality. The formulation and implementation of professional teaching quality standards can standardize systematize and institutionalize professional teaching quality management. Based on the national standard of business administration specialty, combining the feature of applied undergraduate education, according to current situation of applied business administration undergraduate teaching quality, this paper develops and designs the teaching quality standard and teaching quality guarantee system, to promote the developed work of teaching quality standards in applied undergraduate colleges and universities, and the quality of higher education to further enhance.

Keywords—*bachelor of business administration; national standards; teaching quality; guarantee system*

I. INTRODUCTION

In recent years, the state attaches great importance to improving the quality of undergraduate teaching in Colleges and universities. As early as July 2011, the Ministry of Finance of the Ministry of Education jointly issued the "Ministry of Finance of the Ministry of Education on the implementation of undergraduate teaching quality and teaching reform project in colleges and universities during the 12th Five-Year Plan (Higher Education [2011] 6). The first item on "construction content" is "quality standard construction"[1]. In 2014, Article 15 of the Circular of the Ministry of Education on the Issue of Key Points for the Work of the Ministry of Education in 2014 states clearly that "the training mechanism of talents in colleges and universities should be innovated". It is necessary to formulate national standards for teaching quality of undergraduate majors, to promote joint formulation of professional evaluation standards by provincial, industrial departments (associations) and universities, and to promote colleges and universities to meet the needs of economic and social development[2].

At present, the teaching steering committees of the Ministry

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of Education have basically completed the research work of national standards for teaching quality of various specialties[3]. The national standard of professional teaching quality is a basic line set by the state to judge the teaching quality of all kinds of majors at all levels. It is also the lowest quality standard that all kinds of majors at all levels must follow and ensure. However, each school has its own resource advantages and school-running characteristics, and different professions in society have different requirements for the types and specifications of talents. Therefore, it is necessary to formulate professional teaching quality standards and guarantee system in accordance with the characteristics of different types of higher education and the actual situation of schools, so as to ensure the quality of professional training[4].

Based on the national standard for teaching quality of undergraduate business administration major and the characteristics of applied undergraduate education, this paper studies and designs the teaching quality standards and teaching quality assurance system for applied undergraduate business administration major in order to promote the research work of professional teaching quality standards of applied undergraduate colleges and universities and the teaching quality of higher education.[5].

II. OVERVIEW OF TEACHING QUALITY OF APPLIED UNDERGRADUATE BUSINESS ADMINISTRATION

At present, there are nearly 100 universities with applied undergraduate majors in business administration in China, and their teaching quality, teaching conditions and teaching staff are uneven[6]. The City College of Wuhan University of Science and Technology represents the teaching status of most of the business administration majors. Based on the collection of relevant materials from the City College of Wuhan University of Science and Technology, this paper makes a preliminary analysis of the teaching quality of the applied business administration undergraduate majors.

City College of Wuhan University of Science and Technology is an undergraduate college in Hubei Province. In 2002, with the approval of the People's Government of Hubei Province and the approval of the Ministry of Education for the record, the City College of Wuhan University of Science and Technology began to set up the major of business administration and recruit students. So far, it has been 17 years since its establishment. Business administration specialty is a

discipline which studies the basic theory and general methods of business management of industrial and commercial enterprises. Business administration specialty has a strong applicability, through the use of modern management methods and means to carry out effective business management and business decision-making, to ensure the survival and development of enterprises. Business administration specialty aims to train applied talents who systematically grasp the theoretical knowledge and technical methods of enterprise management, are familiar with the relevant policies, policies and regulations of enterprise management, have good professional quality and ability, and can engage in production management, operation management, marketing management and other related business management work in enterprises and institutions.

The department of business administration of Urban College of Wuhan University of Science and Technology has a professional teaching team with reasonable age structure, excellent academic structure and excellent teaching quality. There are nine teachers, including one professor, four associate professors and four lecturers. The major of business administration includes one teaching and research room, two professional laboratories, one university student innovation and entrepreneurship base, one network competition center and two associations of extracurricular science, technology and culture activities for college students.

TABLE I. CLASS HOURS DISTRIBUTION

Category			Class hour		
			Subtotal	theory	practice
theory teaching	Classification by course type	Public Basic Courses	1237	788	449
		Subject Basic Course	312	312	0
		Specialized course	776	740	36
	According to the nature of the course	Required course	2085	1608	477
		Elective course	240	232	8
Total			2325	1840	485
Practical teaching (1 week = 16 hours)			640	0	640
Total			2965	1840	1125
Hours (%)				62.06	37.94

Business administration major of Urban College of Wuhan University of Science and Technology focuses on cultivating college students innovation and entrepreneurship management ability and modern enterprise information management application ability, and gradually forms a more distinctive professional characteristics.

Firstly, the application path of positioning is clear. Relying on the demand of Wuhan regional economic development for application-oriented managerial talents, we should adhere to the road of development of high-level applied technology-oriented colleges and universities, emphasize "characteristic development" in comparison with research-oriented colleges and universities, and focus on strengthening the cultivation of students innovation, entrepreneurship and practical ability of application; relying on school-enterprise cooperation, we

should carry out the certification of managerial software engineers, and gradually realize "graduation means employment, induction means starting work" personnel training objectives.

Second, the integration of "original creation" has achieved remarkable results. Focusing on the combination of professional education, innovation and entrepreneurship training, we have established a systematic and standardized curriculum system, offered entrepreneurship, innovative thinking training and comprehensive entrepreneurship training, and successfully introduced the "Star of Entrepreneurship" enterprise simulation management training software. "Innovation and entrepreneurship teaching and research team" and "modern enterprise information management comprehensive training teaching team" have been established. Especially in the experimental training teaching, the three-dimensional experimental training curriculum system of "professional basic training - professional comprehensive training - entrepreneurial training" has been constructed, and the "joint force" of professional ability and innovation and entrepreneurial ability teaching has been formed.

Third, virtual simulation has its own characteristics. Closely around the theme of "urban industrial development and innovation management", a three-level virtual simulation training platform of "urban green agricultural and sideline industry - modern information technology industry - Urban Innovative Industry cluster" was constructed, which gradually formed its own characteristics of experimental training teaching. Through the reform of talent scheme, the amount of class hours of experimental training accounted for 30%, which fundamentally established the core position of experimental training teaching in the training of innovative, entrepreneurial and applied management talents.

In recent years, the construction of business administration specialty in Wuhan University of Science and Technology City College has been carried out closely around the above themes, and has achieved fruitful results, including: establishing two projects of collaborative education by the Ministry of Education, three provincial and ministerial projects, three department and bureau-level scientific research projects, 13 Institute-level scientific research projects, three national innovative entrepreneurship training projects for college students, and seven provincial innovative entrepreneurship training for college students. Project, published 16 core papers, including 1 domestic authoritative paper, 1 International A core journal paper, published 7 teaching departments.

Talent training has also made great achievements. Through the construction and guidance of KIWI College Student Innovation and Entrepreneurship Club and ERP experimental teaching center, we won three first-class prizes, four first-class prizes, eight second-class prizes and more than ten third-class prizes.

At present, the training target of applied undergraduate business administration major in Wuhan University of Science and Technology City College is very clear. Based on applied undergraduate education, the aim is to train applied talents who master professional theoretical knowledge, professional

practical operation skills and can meet the needs of social and economic development.

III. INTERPRETATION OF NATIONAL STANDARDS FOR TEACHING QUALITY OF BUSINESS ADMINISTRATION MAJOR

A. *Main Contents*

According to the requirements of the Higher Education Law of the People's Republic of China, Regulations of the People's Republic of China on Academic Degrees; Outline of the National Medium-and Long-Term Education Reform and Development Plan (2010-2020), Requirements of the General Office of the State Council on Deepening the Reform of Innovation and Entrepreneurship Education in Institutions of Higher Learning, the Teaching Steering Committee of business administration major formulates national standards for teaching quality of business administration major. This standard is the basic requirement for the training of business administration talents and the basic standard and basis for setting up the undergraduate major of business administration, guiding the construction of the major and evaluating the teaching quality of the major. The promulgation of national standards for this specialty has extremely important reference value for the research of applied undergraduate teaching quality standards.

The national standards for teaching quality of business administration majors include eight main aspects: overview, applicable majors, training objectives, training specifications, curriculum system, teaching staff, teaching conditions and quality assurance system. When formulating the teaching quality standards of colleges and universities, the national standards should be taken as the benchmark, and they must not be separated from the national standards. For example, the formulation of training objectives in the national standards only emphasizes the mastery of basic professional theoretical knowledge and technical methods, and to reflect the characteristics of schools and professions, the content of training objectives should be more specific.

B. *Credits*

The national standard requires that the total credits of training programs should be controlled between 160 and 180 credits, and the proportion of theoretical teaching credits should be no more than 85%. These requirements should be taken as the minimum standards in the formulation of teaching quality standards for applied undergraduate majors. As for the arrangement of the content and hours of theoretical and practical courses, colleges and departments can add or subtract courses according to the actual situation in order to highlight the characteristics of running schools. Similarly, the requirement for teachers and teaching conditions in the national standards is to set the minimum standards for the teaching quality of colleges and universities. Universities should raise the standards according to the situation, but not reduce the national standards.

C. *Core Courses*

The national standards require that the core courses of business administration include management, strategic management, accounting, financial management, organizational behavior, human resources management,

marketing, entrepreneurship, corporate governance and operation management. Business administration majors need to set up compulsory courses and credits according to their own orientation and characteristics, referring to core courses. At the same time, according to the professional compulsory curriculum system, we can independently set up the professional elective curriculum system and credit requirements, set up curriculum modules (course groups) for students to choose to study according to their needs, pay attention to the formation of students' balanced knowledge structure, and rationally set up general elective courses. The proportion of professional elective courses and general elective courses should not be less than 25%.

D. *Teachers*

The national standard requires that a reasonable age structure and knowledge structure of teachers should be established for business administration majors. A group of teachers with high academic level, teaching experience and practical experience should be the main course lecturers and experimental technicians. There are no less than 10 teachers in professional courses. More than 90% of the teachers must obtain management-related degrees. Among them, the proportion of master's degree and above is not less than 80%, the proportion of senior professional titles (including associate professors) and doctoral degrees is not less than 30%, and the proportion of graduates from foreign universities is not less than 30%.

E. *Interpretation*

The eight aspects of the national standard basically cover all the contents of the teaching quality standards. When formulating the teaching quality standards in Colleges and universities, at least all the contents of these eight aspects should be involved, and the contents can be added appropriately, such as the formulation of the professional teaching quality assurance system.

The development of teaching quality standards for applied business administration majors is based on the overall framework of the national standards. The detailed adjustment of the contents can not only guarantee the authoritativeness and scientificity of professional standards to a certain extent, but also highlight the characteristics of professional and applied undergraduate education.

IV. DESIGN OF TEACHING QUALITY GUARANTEE SYSTEM FOR APPLIED UNDERGRADUATE BUSINESS ADMINISTRATION MAJOR

A. *Quality Assurance Objectives*

Business administration majors should establish quality assurance target system. Quality assurance target system includes training plan quality, training process quality and training result quality. The contents of the quality assurance system should be embodied, integrated and implemented in the training plan, training process and training results.

The quality of training plan includes clear and accurate training objectives, advanced and effective training mode, distinct and specific training characteristics, and feasible training plan. The quality of the training process includes the

formulation and implementation of the teaching university, the selection of teaching materials, the allocation of teachers, students learning, classroom teaching, practical teaching, teaching content and means, assessment methods and examination paper quality. The quality of training results includes improving the satisfaction of graduates and the acceptance of employers.

B. Quality Assurance Organization

The organizational procedure system is an important part of the quality assurance system of professional construction. Corresponding teaching units should set up corresponding committees, organizations and various posts to form a quality assurance organizational procedure system with clear responsibilities, full participation, division of labor and cooperation, and continuous popularization.

C. Quality Assurance Specification

The quality assurance norm system is to establish the quality standards and norms for the key links in the teaching process around the teaching quality objectives.

Classroom teaching norms include quality standards and norms in preparing lessons, publicizing lessons, assignments and tutoring, examinations and so on. Practical teaching norms include quality standards and norms in preparation of experimental courses, classroom organization and assessment, and quality standards and norms in preparation for practice, practice activities, evaluation and summary of practice results. Graduation thesis norms include formulating corresponding quality standards and norms according to different forms of graduation thesis, including preparation and opening, guidance and writing, evaluation and answer, completion and evaluation and summary, etc.

D. Quality Assurance Monitoring

Quality assurance monitoring system is a dynamic and effective quality monitoring and evaluation system which is based on the quality objectives and the requirements of quality standards and norms by the quality assurance organizations through the rules and regulations and monitoring mechanism.

Rules and regulations include the establishment and improvement of basic teaching documents such as teaching plan, syllabus, calendar, curriculum schedule and semester teaching summary; the establishment and improvement of work systems such as student status assessment management, laboratory management, teaching file management; the establishment and improvement of post responsibility system and reward system for teachers and teaching managers; and the

establishment and improvement of student codes and classroom norms. Student management system, such as rules of extracurricular activities. Monitoring mechanism includes establishing and improving supervision mechanism, teaching evaluation mechanism, learning evaluation mechanism, evaluation and management mechanism, feedback mechanism, reward and punishment mechanism, in order to improve and improve the quality continuously.

V. SUMMARY

Undoubtedly, the starting point and destination of establishing teaching quality standards is to improve the quality of professional teaching. Only by knowing the current situation of teaching quality of applied business administration specialty can we formulate scientific and reasonable quality standards. This paper focuses on the national standards and studies them in strict accordance with the framework of the national standards. To a certain extent, it ensures the scientificity and rigor of the professional teaching quality standards.

Although the author has consulted relevant leaders and experts in the research process, there are still great difficulties in the research. This paper is only a bold attempt to develop professional teaching quality standards. There are still many problems to be improved in the research contents, processes and methods.

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