Promoting Innovative Teaching Quality Monitoring (TQM) System: A Case Study at University of Sanya, Hainan, China

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Abstract. In par with paradigm shift towards digitalize world, most of the higher education institutions (HEIs) across China are exerting themselves to respond to the changes. In China, the education institutions have responded positively to train socialist builders and successors with all-round development of morality, intellect, physique, aesthetic and labor as stated by the China's Ministry of Education (MOE). Hence, this study aims to promote the Teaching Quality Monitoring (TQM) system into the curriculum for continuous improvement of the course quality. This study taken place at University of Sanya, Hainan, China. The TQM system able to serve as guideline in enhancing the healthy support for efficient teaching and learning culture at higher education institution. The university could incorporate TQM into to grasp the direction and efficiency of quality monitoring from the holistic perspective. Additionally, TQM should reflect the humanistic spirit and remain human oriented in the education field. As the implication, the university management teams, or educators shall employ the TQM system as the guideline for syllabi development and to enhance teaching and learning process.

Keywords: Curriculum development · Quality monitoring · Quality enhancement · Teaching and learning

1 Introduction

Education system change in par with the movement of digitalization world. In year 2018, China's Ministry of Education (MOE) has improvised the education system through tightening the teaching and learning process especially for the undergraduate programme in universities. Additionally, MOE clearly highlighted the requirement from current social demand, the drawbacks of the existing curriculum development and course content across the programmes offered by the HEIs. MOE put forward the following requirements: 'strict management of undergraduate education and teaching process', and clearly points out the need to 'carefully identify the prominent problems

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and weaknesses existing in curriculum development and management. Straighten out the teaching content of all courses, eliminate "shoddy courses" and create "prime courses". The University management opined that curriculum development process is crucial to ensure the sustainability of the quality education.

This case study aims to promote the TQM system in University of Sanya, Hainan, China. Despite this young private university operated less than two decades since 2005, the university act the responsibility of improving the quality of classroom teaching and strengthening student's talent as well as fostering their capability to suit the new era needs. Hence, the context of curriculum development turn as most priority component to equip students with the advance knowledge, morality and skills to meet the future employment.

The issue of how well the TQM system served as guideline for the curriculum development in HEIs level and the quality of developed curriculum to fulfill the new requirement by MOE. The MOE aims to produce quality graduates that able to meet the requirement from the employment market. Hence, University of Sanya actively carries out a detailed curriculum development that covers three dimension of requirement and goal of course saturation (The course content is informative and the subject viewpoint is new), depth (Higher order thinking skill: analysis, evaluation), tension of studies (Increase the amount of study and reduce activities unrelated to course learning) in its curriculum development and further exploration for betterment.

1.1 Overview of Higher Education Quality Assurance System

Modern industrial and commercial activities have gradually formed more systematic theories and models of quality management, quality control and quality evaluation, which have rapidly affected the field of higher education. Document analysis from RenMing University: at present, more than 180 countries have established their own quality assurance systems and carried out regular and periodic quality evaluation activities (Liu & Luo, 2021).

Each quality assurance system are vary depending on their system applied in their country. Based on the coordination model of Burton Clark (1950) triangle (government power, academic authority and market), the quality assurance system of higher education in different countries is deeply rooted in the economic, political and cultural soil of different countries. And is deeply influenced by the higher education system of various countries. It has gradually formed a social market-oriented higher education quality evaluation system represented by the United States, a "centralized system" represented by Sweden, and an evaluation system characterized by the supremacy of academic authority represented by Germany (Gao & Yin, 2021). Burke has defined the guarantee methods of various countries in the world (Burke, 2005): certification method (developed in the United States), audit method (developed in the United Kingdom), quality assessment method (assessment of teaching quality of Chinese universities), and external audit method (expert review).

The internal quality assurance system is mainly built by colleges and universities themselves, with typical school-based characteristics. Whether external promotion can play a corresponding role depends mainly on the internal initiative and enthusiasm of colleges and universities. In terms of internal guarantee, World class universities

pay more attention to the construction of teaching promotion system. For instance, the Massachusetts Institute of Technology has established a relatively perfect teaching promotion system and set three goals for teachers' teaching development namely to promote (i) innovation in curriculum design, (ii) teaching methods and (iii) educational technology (Xu, 2020). University should have their own initiative to act on the internal quality assurance.

1.2 Overview of China's Higher Education Quality Assurance System

The teaching quality assurance system for undergraduate level among universities in China has experienced three stages. The initial stage between year 1990 to 2000 where the external quality assurance system starts to dominate the Qualified Assessment and Level Assessment, followed by the internal quality assurance system emphasizes on the university facilities to support teaching and learning such as equipment, computer lab, R&D lab, science lab in year 2000 to 2008. In 2009 onwards, the internal quality assurance system focuses on its internal improvement of the teaching and learning, content, student service, cultural, etc.

Based on the undergraduate teaching quality report of 41 well known universities in China by Xiamen University, the following characteristics are found: a student-centered quality assurance concept has been formed (See Table 1 for examples), an institutional system for ensuring undergraduate teaching quality has been established (See Table 2

Table 1. Formed a student-centered quality assurance concept

Colleges and Universities	Measures	Objective
Renmin University of China	Carry out academic investigation	Provide opinions and suggestions from students for the continuous improvement of school education and teaching quality, teaching reform and improvement of relevant systems
Beijing Institute of Technology	Adopt OBE concept throughout quality activities	Teaching result oriented evaluation to highlight students' learning achievements
Sun Yat-sen University	Reform teaching methods and strengthen practice	Promote the transformation of teaching from 'teaching well' to 'learning well' and improve students' sense of 'gain'
Chongqing University	Organically combine the evaluation of course teaching quality, the self-investigation of students' academic cycle with the third-party investigation and the assessment of teaching work	Improve the efficiency and effectiveness of regular monitoring and evaluation of undergraduate teaching quality

Table 2. Established an institutional system to ensure the quality of undergraduate teaching

Colleges and Universities	System	Content
Tianjin University	Build an institutional system that embodies student development as the center, teaching priority and quality first	We will explore the major categories of enrollment, the combination of general and specialized education, the through training of undergraduate and graduate students, and the credit system. Establish a regular monitoring system for undergraduate teaching quality, an annual release system for teaching quality, and a database construction system for basic teaching status. Establish incentive and reward methods for teachers' teaching evaluation
Zhengzhou University	Construction of teaching quality assurance system	Establish a teaching supervision system, an online teaching evaluation system, a student information officer system, a routine teaching inspection system, a mid-term inspection system for the graduation process, and an undergraduate teaching evaluation system for colleges and departments
Lanzhou University	Building five systems and five dimensional quality assurance measures	Establish: Evaluation index system of classroom teaching Major evaluation index system Evaluation index system of undergraduate teaching status Evaluation index system of undergraduate graduation thesis Undergraduate teaching quality evaluation system

for examples), and various teaching quality assurance activities have been carried out (See Table 3 for examples) (Xu, 2020).

In the future, colleges and universities in China tend to explore the development of multiple quality standards, the implementation of total quality management, the establishment of teaching support institutions, and the internal quality assurance culture. As stated by the European University Association (2005), the key to improving teaching

Table 3. Carried out various teaching quality assurance activities

Colleges and Universities	Activities	Effects
Changshu Institute of Technology	Establish quality standards for all teaching links	The idea of total quality management effectively runs through all educational links
All Universities	Complete data collection of undergraduate teaching status	Objectively reflect the teaching operation and education quality of each university
Nankai University	Major passed AACSB International Certification	Effectively improve the quality of major education

quality lies not in external evaluation and monitoring, but in the continuous work of promoting and improving teaching quality within the University (Reichert & Tauch, 2005). The university itself is the final determinant of teaching quality assurance (Cui & Wang, 2013).

1.3 Education Quality Assurance System and Activity Case of University of Sanya

1.3.1 Breadth in the TQM System Formation

An internal teaching quality assurance and monitoring has been established to target standardization and to improve quality of education (Huang, 2014). The University of Sanya has formed Teaching Quality Monitoring Task force, Department of Teaching Quality Monitoring and team of academics for Undergraduate Teaching supervision in year 2018. These respective task force and departments are responsible for monitoring and evaluating the teaching quality of all educators and the overall teaching quality of the university.

Additionally, task force formed to monitor the developed TQM being implemented accordingly. It divided into five subsystems namely goals, standards, assurance, monitoring and evaluation. Each sub system then divided into three aspects: guidance, coordination and monitoring. The university has formed a dual-level organizational architecture composed of decision-making and supervision level and a parallel working level of three aspects namely teaching implementation, teaching coordination and supervision evaluation which correspond to the monitoring system.

At the initial level of TQM system, i.e. the decision-making and regulation level, the university Affairs Committee, the Teaching Guidance Committee and the TQM Committee responsible for decision making related to the teaching such as determining talent training objectives, setting the objectives and standards for teaching quality and setting Standard Operation Standard (SOP) based on the implementation and feedback to the second level. At the second level, there are three units for teaching implementation, teaching coordination and TQM in teaching quality enhancement. Each team consists of a sub leader who responsible for the unit and monitoring the tasks (quality monitoring).

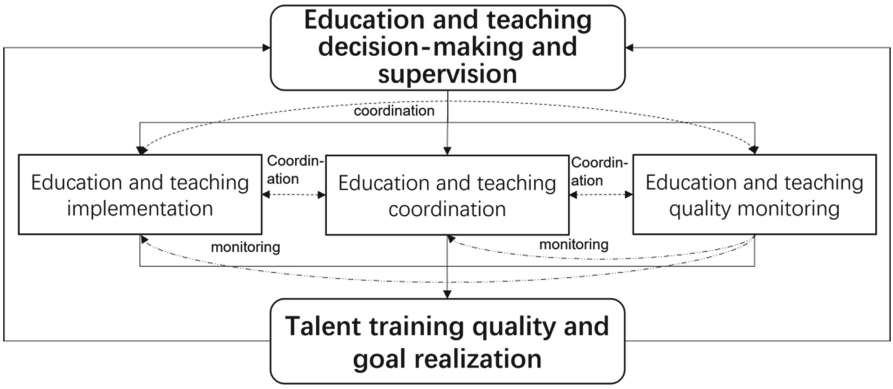

Fig. 1. Education and Teaching Quality Monitoring Organization and Responsibility Structure System

The TQM system enable each unit or task force to play their crucial role and enthusiasm to perform task for teaching quality management. A clear framework believed to have positive relationship toward increased of the operability of quality control (Fig. 1).

In year 2018, the university has introduced the task force for Teaching Quality Monitoring Committee of Sanya University and the Undergraduate Teaching Supervision Team for the all-round reinforcement of teaching quality management to ensure the healthy, systematic operation of teaching. Under national standards, and the industry standards, the university considers its requirement for excellent development and set up the 'System of Evaluation Indicators of University of Sanya for Monitoring of Educational and Teaching Quality. The SOP consists of 10 components (1) College Operation Orientation and Status of Undergraduates, (2) Teaching Management, (3) Construction and Reform of Disciplines, (4) Majors and Curriculum, (5) Links of Teaching, (6) Management of Student Affairs and Improvement of Academic Atmosphere, (7) Development of Teaching Staff, (8) Development of Scientific Research, Networking of Industry- University Research (IUR) and International Networking, (9) Support and Integration of College Running Conditions and Teaching Resources and (10) Inspection of Talent Fostering Quality, as well as 40 monitoring evaluation points. Each monitoring point include quality standards and requirements have been identified at the faculty and school level for monitoring of the entire teaching and learning.

1.4 Span Involves the Establishment of a Special Quality Monitoring System for Curriculum Development

According to the work philosophy, ideas, goals and requirements of the university for curriculum development, a matching monitoring system has been set up to focus on the precision of our monitoring efforts. A monitoring system has also been established for 'three-dimensional' curriculum development, which follows the strategic orientation towards 'student competitiveness' (Lu & Che, 2017) and the 'student-centred' principle (Notice, 2021), and suits all faculties and majors (with both breadth, i.e. the horizontal explanatory power for courses, scientific research, culture, management, services

and organization, and span, i.e. the longitudinal explanatory power for all management levels).

The organizational architecture of the system adheres to the realization of student development as value orientation to ensure that all teaching activities start from quality(Cheng & Xu, 2016) reflect the combination of the three process, organization and synergy, and achieve the effective matching between teaching quality support activities and organizational units. Here, the process embodies the value creation activities and realization paths of the 'three-dimensional' curriculum development; organization embodies policy support, resource support and clarified rights and responsibilities; synergy embodies smooth 'end-to-end' linkup and effective collaboration. In actual work, The university with support from the schools and departments to fulfil the quality improvement tasks according to the regular patterns, occurrence sequence and work procedures of the teaching activities, including implementation of the activities, management of order, monitoring of quality, evaluation of effect, feedback of problems and continuous improvement. The organizational architecture and operation of the quality assurance for the 'three-dimensional' curriculum development is intensified by using policy establishment (documents supporting the three-dimension of curriculum development) as measures and policy analysis.

The diagnostic system of the work system builds and improves quality according to the principle of students-centred, redesign and effect. The three-dimensional curriculum development focuses on the original intention of education, devotes more time and experience to the students, and increases the attention to and investment in the students to improve the quality of courses and the effect of teaching. The three-dimensional curriculum development effectively selects the breakthrough point in curriculum reform and properly chooses the content and method of teaching as well as the mode of examination according to the goals of fostering professionals, the status and role of a course in the professional curriculum system and the characteristics of a course itself for renewed research, development and design of the course, continuous improvement and formation of its features. The three-dimensional curriculum development remains oriented towards results and regards the study output of the students and enhancement of their learning ability as the major standard for evaluation of a course. The diagnostic system operates based on the the circular management concept of planning, execution, inspection and treatment proposed by Deming (1950), an American management expert to place all the tasks in the quality control of the three-dimensional curriculum development into a closer loop according undergoing the four steps of (1) plan making, (2) organization of implementation, (3) inspection and diagnosis, and (4) improvement and enhancement to accumulate the content of successful construction to the next cycle and solves the existing problems and deficiencies in the next cycle so that the courses can rise continuously to a new level of development in multi-step way (Cheng & Xu, 2016) (Fig. 2).

Under the guidance of the spirit of the MOE meeting on vigorously promoting undergraduate education in nationwide institutions of higher learning in the new age, the 'Standard of University of Sanya for three dimensional curriculum development is set up by considering the new changes in the source structure of freshmen and the needs of the students for studies. Using 'course saturation', 'course depth' and 'tension of studies' as the primary dimensions of evaluation, the standard has established two-tier

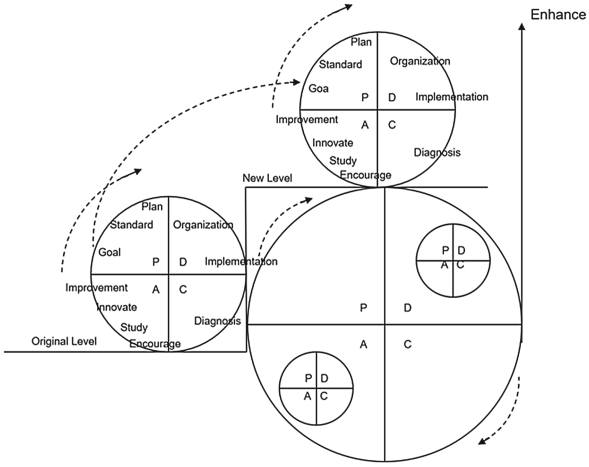

Fig. 2. Schematic Diagram of the Operation Mechanism of Improving the Quality of the "Three-Dimensional" Construction of the Course

indicators and specific requirements, including the requirement for structural quality, process quality and result quality (Cheng & Xu, 2016). Structural quality reflects the quality related to the concepts, goals and content of courses. Process quality reflects the quality related to course implementations. Result quality reflects the study acquisitions (accomplishments) and growth of the students. In dynamic process quality, the emphasis is on 'optimal teaching content' to pursue 'content of early (new) disciplines', expand 'course information' and form a 'systematic knowledge structure'; on 'optimal teaching mode' to propose reverse course arrangements, make flexible use of teaching and experience the value of applications; on 'optimal examination mode' to encourage reform of examination and highlight reading proportion and process examination.

1.4.1 Temperature Involves the Creation of a People-Oriented Work Style in TQM

In the practices of course monitoring, a scientific evaluation standard is relied on in strengthening the analysis and measurement of development, laying particular stress on developmental evaluation, focusing on continuous improvement, emphasizing the needs of teachers and students, and paying attention to interpersonal sincerity and responsibility (William, 2015).

1.4.2 Paying Close Attention to the Internalization of the New Ideas About Curriculum Development by Teachers and Students

The focus is on the periodic inspection of teaching (at the beginning, in the middle and at the end of a semester), observation during examination period, spot check the examination question papers and the random checking of dissertations to improve teaching quality. Our best efforts are used to ensure that the evaluation of every single task and the evaluation indicators reflects the new requirements for curriculum development. The

focus is on the internalization of the new ideas about curriculum development by teachers and students. For example, in the 'three-dimensional' curriculum development, all monitoring details of University of Sanya are directed to the saturation and depth of curriculum development and the tension of studies.

1.4.3 Attaching Importance to the Role of Derivation and Inheritance in Talent Fostering

In relation of developing TQM system, the focus is on tapping outstanding teaching talents based on various evaluation and employ the concept of role model to showcase the the best teaching practices, effective classroom management for conductive teaching and learning. This enable the concept of train the trainer. Next, excellent examples are used as ligament, and the good educational and teaching methods left from the past are brought into the future to facilitate the continuous inheritance and development of new faculty members.

1.4.4 Procedure for TQM System Development

Multilevel Evaluation. The monitoring methods of multilevel evaluation include 'Evaluation of College Work', 'Evaluation of Curriculum development', 'Evaluation of Classroom Teaching', 'Evaluation of Students' Learning Experience', 'Evaluation of Teaching Links' and 'Evaluation of Practical Education'. They have formed a mode of quality management of rich organizational stress to promote the collaborative progress, interaction and exchanges of all units (schools and departments), thus creating an ecological system of curriculum development.

Humanity-Related Investigation and Discussion. Questionnaire survey or discussion, which is a process monitoring method that fully exhibits humanistic spirit, is used to track the problems, deficiency or bottleneck that exist in all aspects, e.g. systematic design of curriculum development, policy support, teachers' teaching, learning style of students and quality culture, and discover the true needs, experience and benefits of those involved in curriculum development (teachers and students).

Developmental Random Lecture Attendance. The principle that requires full-time or part-time supervisors to attend the lectures within the scope of their own or nearby disciplines randomly to provide curriculum development with real-time feedback is implemented. Through face-to-face guidance and exchanges, the unsatisfactory teaching habits of teachers are corrected to steer classroom teaching towards the new ideas and requirements for curriculum development, thus generating the effect of combined 'ideas', 'value' and 'techniques'.

Interactive Visit to Teachers. Based on random lecture attendance, teachers are visited in light of their teaching practices to determine how they teach lessons, track curriculum development and alleviate their pressure; pass on the new ideas and task direction of the university about the construction and reform of education and teaching, find out and address problems at close range; publicize national educational guideline and new

initiatives through the visits; arouse teachers' enthusiasm for taking part in the construction and reform of education and teaching; and offer guidance and advice in a targeted manner.

1.4.5 Giving Effective Feedback for Continuous Improvement and Promotion of TQM System

After nearly two years of explorations and efforts, the university has overcome the problems in TQM, e.g. insufficient focus on the cyclic key points of teaching, insufficient exchanges on worksite and insufficient timely feedback. The continuously enhanced level of teaching monitoring has helped drive the schools to optimize teaching plans, improve working environment, strategies and teaching quality, triggered the in-depth thinking of the schools about the fostering of professional talents, motivated the schools to optimize and innovate their thinking about and methods of curriculum development, quickened the steps taken by the university to enhance the quality of curriculum for the effectiveness of learning process among students, optimized the teaching–learning relationship and improve the student's learning style.

1.5 Analysis and Enlightenment

1.5.1 Building Quality Culture and Providing Cultural Support for the Healthy, Efficient Development of Higher Education

The quality culture of the institutions of higher learning is the integration of the operation at technical level and the cognition at cultural level, whereby universities ensure educational quality (Qi, 2016). The outline of the National Plan for Medium and Long-Term Reform and Development of Education (2010–2020)' clarifies that the 'all-round enhancement of the quality of higher education is the core task for the development of higher education'. Quality in the institutions of higher learning, especially excellent institutions of higher learning is the cultural support for the healthy workplace, efficient development of higher education and directly influences the quality level of higher education and the fulfilment of the strategy for an educational power. The training should be actively carried out in the quality culture of the university to help all the educators, students and management staffs to understand the ideas, management philosophy, quality ethics, rules and regulations, methods and processes related to the quality enhancement of the university. The purpose is to guide the teachers and students in gradually establishing correct quality values, building a sense of ownership for ensuring the educational quality of the university, changing the thinking about guaranteeing educational quality, consciously forming the suffering awareness for educational quality and the service awareness for improving educational quality so that the teachers and students will gradually generate 'cultural consciousness' for quality build up in a good environment and atmosphere for the betterment of quality culture (Notice, 2021).

1.5.2 Incorporating TQM into Top-Level Design to Grasp the Direction and Efficiency of Quality Monitoring from the Perspective of the Overall Situation

The TQM system shall be incorporated into its strategic management and top-level design as a part of the important content of teaching quality betterment and management at the higher education institutions (Liu & Chen, 2016). This approach can effectively link the mission, goals and methods of an institution of higher learning in all aspect including discipline construction, talent fostering, scientific research, human resource management, student management and logistic support, for the optimal allocation of resources and better educational quality. The incorporation can also help the institutions of higher learning adapt to the rapidly changing uncertain environment, (Gong, 2017) to improve decision-making methods, optimize organizational structure, strengthen the functions of internal coordination, communications and control, and reach the ultimate goal of enhancing the quality of educational services and management efficiency and meeting the needs of stakeholders. The university should control the direction and efficiency of quality support from the perspective of the whole situation and set up an effective TQM organizational structure that matches the strategy and meets the requirements for talent fostering; establish TQM evaluation system of the normalization, comprehensiveness, sociality, (Xu, 2018) consensus and operability and quality standards for all links of teaching that meet national standards; underline the seamless combination between normal monitoring and regular evaluation, special evaluation and professional certification; and make timely evaluation, feedback and continuous improvement to drive the continuous enhancement of the quality of talent fostering.

1.5.3 TQM Should Reflect the Humanistic Spirit and Remain People Oriented

TQM efforts should remain people oriented, pay close attention to the inward revolution of teachers and students (Guo & Gao, 2009) comply with the requirement of General Plan for Deepening the Reform of Education Evaluation in the New Era issued by the Central Committee and the State Council (CCSC). The main purpose is to strengthen the analysis and measurement for development of TQM according to the scientific evaluation standards, emphasize developmental evaluation, focus on continuous improvement, stress the needs of teachers and students, abandon the rigid quality monitoring methods that lack humanistic spirit and realize the changes in thoughts, actions and ideas during development, dialogues, explorations and transformative monitoring behaviour. The dominant position of teachers should be fully respected. A sufficient flexible space should be reserved for the teachers to give play to their intellect and wisdom in teaching; weaken index evaluation in quality management, emphasize developmental guidance, arouse the ‘tutor’ awareness of the teachers and guide them to understand that ‘we’ are the ‘tutors’ who assist the students in enhancing spiritual realm, expanding visual field, flogging indolence and activating their willingness to learn, and the ‘guides’ who help the students to break away from commonplace poverty and can bring them to discover the unknown sacred place; adhere to the ‘students-centred’ (Opinions, 2018) educational philosophy so that all TQM efforts can highlight the ‘students-centred’ approach, arouse the consciousness of the students and activate their immanent cause.

2 Conclusion

At present, University of Sanya has formed a quality assurance and monitoring system with good coordination and operability. It has formed a student-centered and developmental quality building concept. Quality development activities with humanistic spirit were adopted. The quality standards of each education and teaching link have been formulated. In the future, the university will work hard on the continuous improvement of education and teaching problems, the construction of quality culture and external certification evaluation. Additionally, university wish to have multiple participation in governance and strengthening the construction of internal guarantee system form other relevant educational stakeholders to ensure the continuous improvement of the higher education institutions towards sustainable education.

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