



Jiujiang University

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Implementation Measures for Undergraduate Education Quality Assurance System of Jiujiang University (Trial)

In order to fully implement the Party's educational policy, fulfill the fundamental task of fostering virtue and nurturing talent, promote educational and teaching reform, establish and improve the undergraduate education teaching quality assurance system, and comprehensively guarantee and improve the training quality of application-oriented undergraduate talents, these Measures are formulated in accordance with the actual conditions of the University.

Chapter 1 General Provisions

Article 1 Adhere to the educational philosophy of student-centered, outcome-oriented and continuous improvement. Implement all-staff, whole-process and all-round education, clarify the responsibilities for teaching quality, and establish a university-wide coordinated undergraduate teaching quality assurance system to realize continuous improvement of undergraduate teaching quality.

Article 2 The undergraduate teaching quality assurance system is a complete systematic project, consisting of six subsystems: quality decision-making and command system, quality objective and standard system, teaching operation system, teaching resource management system, quality monitoring and evaluation system, quality feedback and improvement system.

Chapter 2 Quality Decision-making and Command System

Article 3 The quality decision-making and command system serves as the consulting and commanding body for teaching quality monitoring and assurance. Under the leadership of the University Party Committee and administrative authorities, it uniformly directs all



undergraduate teaching work; coordinates and promotes the formulation and implementation of teaching plans and institutional documents in accordance with the University's positioning, educational philosophy and development planning; provides consultation on major university development and teaching reform; reviews undergraduate talent training quality objectives, quality standards, and teaching quality monitoring norms.

Article 4 The University Teaching Committee is the university-level institution responsible for consultation, deliberation and decision-making on all teaching affairs.

Article 5 The Teaching Quality Supervision and Evaluation Office acts as the principal responsible body for teaching quality monitoring and assurance. It is mainly responsible for formulating relevant institutional documents, organizing quality monitoring and special inspections of all teaching links, and ensuring the effective operation of the undergraduate quality assurance system.

Article 6 The Academic Affairs Office is the responsible and executive body for teaching quality monitoring and assurance. It takes charge of teaching administration, teaching construction and reform, and the development and management of grassroots teaching organizations; formulates development plans and quality standards for major construction, training objectives, graduation requirements, curriculum construction, textbook selection and practical training base construction; organizes implementation, inspection, guidance and continuous improvement; cooperates with the Teaching Quality Supervision and Evaluation Office to conduct monitoring and evaluation of key teaching links.

Article 7 The Enrollment and Employment Office is responsible for enrollment planning, graduate employment and follow-up surveys, as well as employer satisfaction research. It analyzes research data and provides information on social talent demands, training specifications and competency requirements to support the optimization of undergraduate training objectives.

Article 8 The Personnel Department, Finance Department, State-owned Assets Management Office, Laboratory and Educational Technology Center, Information Technology Center, Library and other functional departments constitute the supporting bodies of the teaching quality assurance system. They are responsible for the construction and guarantee of teaching staff, student management, educational funds, teaching facilities and



related resources, and carry out rectification and continuous improvement based on feedback.

Article 9 Each college (department) is the implementing and executive body of university teaching work. It shall formulate detailed implementation rules for teaching management and quality assurance within its own scope, and organize implementation, inspection, administration and improvement.

Chapter 3 Quality Objective and Standard System

Article 10 The quality objective and standard system serves as the fundamental basis for quality assurance. Quality objectives include university positioning objectives, talent training objectives and major training objectives; quality standards cover major training quality standards and quality standards for all teaching links.

Article 11 Clarify training objectives for each major. All majors shall align with university positioning and overall talent training goals, respond to major strategic demands of national, Jiangxi and Jiujiang economic and social development, conduct in-depth stakeholder research, and formulate discipline-specific training objectives.

Article 12 Improve major training quality standards. In accordance with national undergraduate major teaching quality standards and institutional training objectives, optimize graduation requirements and degree awarding criteria, and standardize major training management.

Article 13 Improve quality standards for key teaching links, including theoretical teaching, practical teaching (experiments, training and internships), course design, social practice, course assessment, graduation thesis (design) and other links, so as to standardize the whole teaching process.

Chapter 4 Teaching Operation System

Article 14 The teaching operation system is the core component of the quality assurance system. It implements quality standards for key teaching links, executes all decision-making arrangements, and ensures normal and efficient teaching operation.

Article 15 Improve the management system for the formulation, revision, review and implementation of talent training programs. Conduct evaluation on the achievement of



training objectives, and revise programs according to evaluation results to construct scientific curriculum systems. Establish a multi-participant mechanism involving teachers, current students, graduates, administrative departments and employers for the revision and optimization of training programs.

Article 16 Strengthen enrollment and employment work, optimize student source structure and steadily improve enrollment quality.

Article 17 Reform classroom teaching. Formulate course syllabus and objectives based on graduation requirements; ensure teaching content, methods and assessment approaches support curriculum goals. Appropriately adopt case-based teaching, inquiry-based teaching and on-site teaching; apply information technology; integrate curriculum ideological and political education into the whole teaching process, and promote the integration of professional education and ideological education.

Article 18 Carry out teaching reform and research. Take the undergraduate teaching quality project as the starting point to deepen reforms in teaching modes, curricula, textbooks, classroom instruction and practical training. Standardize project approval, evaluation, funding, mid-term inspection and achievement acceptance procedures to ensure applicability and effectiveness.

Article 19 Strengthen students' ideological and political education and student affairs management, as well as teachers' ethics construction. Implement the system of university leaders delivering ideological and political courses; give full play to the leading role of classroom education in ideological and political guidance, and promote students' all-round development.

Article 20 Strengthen study atmosphere construction. Promote ideological, organizational, institutional and environmental construction; guide students to abide by campus regulations and develop good learning habits. Reform teaching management mechanisms to stimulate students' initiative; strictly regulate examination discipline and rectify improper learning styles.

Article 21 Enrich the second classroom. Organize academic lectures, science competitions, club activities and extracurricular cultural events to improve students' comprehensive literacy. Integrate the first and second classroom education, and encourage



students to participate in social surveys and social practice during vacations.

Article 22 Strengthen physical education, aesthetic education and labor education. Adhere to the health-first concept; coordinate academic learning with physical exercise; cultivate aesthetic appreciation and moral sentiment; integrate labor education into the whole talent training process, and realize the unity of knowledge and practice.

Article 23 Strengthen curriculum assessment management. Establish a scientific curriculum evaluation system. Conduct regular evaluation on curriculum objective achievement based on graduation requirement indicators, and revise training programs accordingly. Align course syllabus with graduation requirements, formulate scientific assessment content, methods and scoring criteria, and accurately evaluate curriculum goal achievement.

Article 24 Strictly review graduation qualifications and degree awarding qualifications. Improve the academic year credit system and standardize qualification examination procedures.

Article 25 Improve career guidance and service quality. Provide whole-process career planning education and employment guidance for students. Strengthen ideological guidance to encourage graduates to serve local economic development and grassroots employment. Provide targeted employment assistance for impoverished students, expand employment channels, and ensure high-quality graduate employment. Carry out regular graduate follow-up and employer satisfaction surveys to realize linkage between enrollment, training and employment.

Chapter 5 Teaching Resource Management System

Article 26 The teaching resource management system provides fundamental guarantee for quality assurance. It undertakes resource support including teaching staff, basic teaching resources, teaching facilities and educational funds to ensure smooth operation of all teaching stages.

Article 27 Strengthen teaching staff construction.

1. Implement faculty development plans to ensure reasonable scale, structure and competency level.



2. Improve grassroots teaching organizations and establish a sound mentoring mechanism for young teachers; strengthen on-the-job training.

3. Optimize teacher evaluation mechanisms to stimulate teaching enthusiasm; implement the system of professors undertaking undergraduate teaching tasks.

Article 88 Improve school-running conditions. Ensure sufficient and well-maintained classrooms, libraries, laboratories and training bases; complete sports facilities; provide high-quality logistical support services.

Article 29 Guarantee investment in educational funds. Optimize expenditure structure, steadily increase per capita funding for daily teaching, experimental teaching and internship training; ensure funding allocation is open, standardized and reasonably supervised.

Article 30 Integrate information technology into quality management. Accelerate smart campus construction, realize scientific decision-making, refined management and informatized quality assurance.

Chapter 6 Quality Monitoring and Evaluation System

Article 31 The quality monitoring and evaluation system is a key component of the assurance framework. It conducts regular supervision and evaluation on all teaching activities in accordance with university regulations and teaching link quality standards.

Article 32 Improve multi-dimensional teaching quality monitoring system.

1. Implement the system of university leaders attending lectures.
2. Improve the two-level teaching supervision mechanism at university and college levels.
3. Adopt the student teaching information officer system to collect student opinions and feedback.
4. Conduct teacher teaching evaluation involving leaders, peers, supervisors and students.
5. Carry out regular teaching inspections at the beginning, middle and end of each semester; organize random inspections of examination papers and graduation theses.
6. Establish a university-level basic teaching data platform for statistical analysis and dynamic monitoring.



Article 33 Establish teaching quality analysis mechanisms. Conduct regular analysis on student source quality, learning status, graduate satisfaction and employer feedback to optimize teaching management continuously.

Article 34 Improve teaching quality evaluation mechanisms.

1. Carry out curriculum evaluation to promote high-quality curriculum construction.
2. Organize provincial comprehensive evaluation for qualified undergraduate majors.
3. Participate in higher education teaching audit and evaluation.
4. Promote professional certification in engineering, medicine, teacher education and other disciplines.
5. Introduce third-party evaluation and establish social evaluation mechanisms involving industry and employers.

Chapter 7 Quality Feedback and Improvement System

Article 35 The quality feedback and improvement system collects, analyzes and processes monitoring and evaluation data, and realizes teaching optimization through incentive and restraint mechanisms.

Article 36 Implement regular teaching work meetings. The meeting is hosted by the university leader in charge of teaching, chaired by the Academic Affairs Office, to circulate inspection results and supervise rectification.

Article 37 Establish information feedback channels. The Teaching Quality Supervision and Evaluation Office collects problems found in inspections and supervision, and feeds back to relevant departments and colleges via supervision briefings.

Article 38 Establish incentive and restraint mechanisms. Improve assessment rules, reward excellence and impose restrictions on under performance; link teaching evaluation results with annual assessment and professional title evaluation; implement one-vote veto on teachers' ethics violations.

Article 39 Publish quality reports regularly. Release annual undergraduate teaching quality reports, monitoring data reports and graduate employment quality reports to accept social supervision.

Article 40 Establish continuous improvement mechanisms. All departments shall



formulate and implement rectification plans according to feedback problems, and track the improvement effect dynamically.

Chapter 8 Supplementary Provisions

Article 41 These Measures shall be interpreted by the Teaching Quality Supervision and Evaluation Office.

Article 42 These Measures shall take effect upon promulgation.