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2025 Volume 3, Issue 9
Lecture Notes in Education, Arts, Management and Social Science
ISSN(Online): 2705-053X

Construction and Practice Optimization of the Teaching Quality Management System for Music Courses in Higher Education

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Abstract: As the core carrier of aesthetic education, music courses in universities directly affect the cultivation of students' aesthetic literacy and artistic practical abilities. Currently, the teaching quality management of university music courses is plagued by issues such as vague standards, loose processes, and simplistic evaluation methods, which restrict the continuous improvement of teaching quality. This paper constructs four core modules, "Goal Setting, Process Control, Evaluation Feedback, and Continuous Optimization," designs a multi-dimensional quality management evaluation system, and verifies the effectiveness of the system through practical implementation paths.

Keywords: University music courses; Teaching quality management system; Construction; Practical optimization

Online publication: October 26, 2025

1. Introduction

The significance of aesthetic education in talent cultivation has become increasingly prominent. Music courses in universities shoulder the important mission of enhancing students' aesthetic taste, inheriting excellent music culture, and fostering artistic innovation capabilities. Establishing a scientific and comprehensive teaching quality management system for university music courses not only standardizes teaching behaviors and improves teaching quality but also promotes in-depth alignment between music courses and aesthetic education goals. It serves as a key approach for universities to fulfill the fundamental task of nurturing talents through aesthetic education.

2. Construction of core modules for teaching quality management system of university music courses

2.1. Goal setting module

With "aesthetic education + competence progression" as its core, this module clearly defines the core objectives and hierarchical criteria for the teaching quality of music courses. At the overall objective level, general quality goals for

music courses are set around four key aesthetic literacy dimensions: aesthetic perception, artistic expression, cultural understanding, and creative practice. Through course teaching, students should acquire basic music appreciation abilities, standardized artistic expression skills, an understanding of the cultural connotations of different music genres, and the ability to engage in simple music creation and practical innovation. At the hierarchical objective level, detailed quality measurement criteria are formulated based on different course types.

For theoretical courses (e.g., Music History, Music Aesthetics), the focus is on knowledge dissemination and cultural understanding. Requirements include students mastering key knowledge points and establishing a systematic cognitive framework of music culture.

For skill-based courses (e.g., Vocal Music, Instrumental Performance), greater emphasis is placed on skill training and artistic expression. Clear skill standards for different learning stages are defined, such as the proficiency of performance techniques and the accuracy of emotional expression in musical works.

2.2. Process control module

2.2.1. Pre-class preparation control

This part focuses on teaching design and resource assurance:

(1) Teachers are required to develop detailed teaching plans in line with quality goals, specifying the key and difficult points of teaching content, teaching methods adopted, and evaluation approaches.

(2) The preparation of teaching resources, including textbook selection, courseware development, and audio material collection, is standardized to ensure that resources not only meet teaching requirements but also possess scientific and artistic qualities.

(3) A lesson plan review system is established, where teaching teams conduct collective evaluations of lesson plans to ensure that teaching designs align with quality goals and match students' proficiency levels.

2.2.2. In-class implementation control

This part strengthens the supervision of the teaching process:

(1) Specific classroom teaching norms are formulated, clearly defining requirements for teachers' teaching behaviors, such as the precise control of teaching rhythm, the effectiveness of interactive guidance, and the effective creation of a classroom atmosphere.

(2) A teaching inspection system is implemented, where teaching administrators and supervision experts conduct regular classroom inspections, record real-time teaching situations during inspections, and promptly identify and correct deviations in teaching.

(3) A student classroom feedback mechanism is established to collect students' opinions on teaching content and methods through in-class questionnaires and real-time communication, helping teachers dynamically adjust teaching strategies based on actual conditions.

2.2.3. Post-class extension control

This part focuses on consolidating teaching effects. The design and grading of assignments are standardized. Assignment types should cover knowledge consolidation, skill training, and practical innovation, with prompt grading and targeted feedback provided [1].

2.3. Evaluation feedback module

This module builds an evaluation system featuring "multi-subject + multi-dimensional indicators" to comprehensively reflect the actual situation of teaching quality. In terms of evaluation subjects, a diversified evaluation pattern is formed, including student evaluation, teacher self-evaluation, peer review, supervisor evaluation, and industry expert evaluation.

(1) Student evaluation focuses on the practicality of teaching content, the effectiveness of teaching methods, and

teachers' teaching attitudes.

(2) Teacher self-evaluation centers on the achievement of teaching goals, the standardization of the teaching process, and the improvement of their own teaching capabilities.

(3) Peer review focuses on the scientificity of teaching design, the innovation of teaching methods, and the significance of teaching effects.

(4) Supervisor evaluation conducts a comprehensive assessment of teaching goals, teaching processes, and teaching effects from the perspective of overall teaching quality.

(5) Industry expert evaluation, combined with the actual needs of the industry, measures the alignment of teaching content with industry standards and the adaptability of students' skills to the market.

In terms of evaluation indicators, indicators are classified and designed according to course types such as theoretical courses, skill-based courses, and practical courses.

2.4. Continuous optimization module

In the problem analysis phase, a quality analysis team is established to conduct an in-depth analysis of problems identified in evaluation feedback and clarify the causes of the problems.

(1) If teaching content is disconnected from students' needs, it is necessary to analyze whether this is due to insufficient needs investigation or delayed content updates.

(2) If students' skills improve slowly, it is necessary to investigate whether this is caused by inappropriate application of teaching methods or insufficient training intensity.

(3) In the phase of formulating improvement measures, specific and feasible improvement plans are developed based on the causes of the problems:

(4) Issues related to teaching content can be solved by updating textbooks, adding cutting-edge content, and adjusting modules in line with industry needs.

(5) Problems concerning teaching methods can be optimized by adopting diversified teaching methods and strengthening teacher training.

(6) For resource assurance issues, it is necessary to increase investment in teaching, improve teaching facilities, and supplement teaching resources.

3. Construction of the evaluation system for university music course teaching quality management

3.1. Goal achievement evaluation system

This system prioritizes measuring the fulfillment of teaching quality goals and conducts quantitative assessments across three dimensions: knowledge, skills, and literacy.

(1) Knowledge Dimension: Students' mastery of music theory and cultural knowledge is evaluated through course assessments, theoretical defenses, and other methods. For theoretical courses, the average score of student assessments must be no less than 80, and the mastery rate of core knowledge points must exceed 90%.

(2) Skill Dimension: The compliance of students' music skills with standards is determined via skill tests, performance showcases, and similar approaches. For skill-based courses, the pass rate of student skill assessments shall not fall below 85%, while the excellent rate shall be above 30%.

(3) Literacy Dimension: The improvement of students' aesthetic literacy, innovative thinking, and cultural inheritance capabilities is measured using practical performance evaluations, innovation achievement assessments, and cultural comprehension tests. For practical courses, the proportion of students' innovative achievements must be over 25%, and the pass rate of cultural comprehension tests shall reach 90% or higher.

3.2. Process standardization evaluation system

From a temporal perspective, the evaluation of course teaching is divided into three stages: pre-class preparation, in-class implementation, and post-class extension.

(1) Pre-class Preparation Evaluation: Key considerations include the quality of lesson plans, the completeness of teaching resources, and the thoroughness of student situation analysis. Specifically, lesson plans must achieve a 100% qualification rate, and the completeness rate of teaching resources shall not be lower than 95%.

(2) In-class Implementation Evaluation: This covers the implementation of classroom teaching norms, the effectiveness of teaching interactions, and the level of student participation. The compliance rate with classroom teaching norms is required to be at least 98%, and the average student participation rate in class shall not drop below 85%.

(3) Post-class Extension Evaluation: It relates to the quality of assignment grading, the timeliness of after-class tutoring, and the depth of teaching reflection. The timeliness rate of assignment grading must meet the standard of no less than 95%, student satisfaction with after-class tutoring shall not be below 80%, and the completion rate of teachers' teaching reflection must reach 100% [2].

3.3. Stakeholder satisfaction evaluation system

This system collects satisfaction feedback from all stakeholders regarding the teaching quality management system to assess the system's applicability and effectiveness.

(1) Student Satisfaction Evaluation: Through questionnaires, seminars, and other channels, students' opinions on teaching quality, evaluation methods, and improvement effects are gathered. Evaluation indicators include satisfaction with teaching content, teaching methods, evaluation fairness, and the timeliness of problem-solving. The overall student satisfaction rate shall not be less than 85%.

(2) Teacher Satisfaction Evaluation: Using interviews, self-evaluation questionnaires, and other tools, teachers' opinions on the quality management system processes, evaluation indicators, and improvement support are collected. Evaluation indicators include the ease of system operation, the rationality of indicator design, the feasibility of improvement measures, and satisfaction with support services. The overall teacher satisfaction rate shall not be lower than 80%.

(3) Industry Expert Satisfaction Evaluation: It focuses on the alignment between teaching quality and industry needs. Evaluation indicators include the adaptability of students' skills to the industry, the relevance of teaching content to industry demands, and the industry's recognition of talent cultivation outcomes. The satisfaction rate of industry experts shall not be less than 75%.

3.4. Continuous optimization evaluation system

This system evaluates the closed-loop operation effect of the quality management system to ensure that optimization measures are effectively implemented and deliver results (**Table 1**).

(1) Problem Resolution Rate: Calculated as the ratio of resolved problems to the total number of problems identified in evaluation feedback. The target problem resolution rate is required to be no less than 85%.

(2) Quality Improvement Degree: Assessed by comparing relevant teaching quality indicators before and after improvements—such as the excellent rate of student assessments, the proportion of skills meeting standards, and stakeholder satisfaction. The improvement degree of core indicators shall not be lower than 10%.

(3) System Adaptability: Evaluated by assessing the compatibility of the quality management system with different types of music courses and students at various learning stages, as well as its flexibility in responding to teaching reforms and industry dynamics. This ensures the system can be dynamically adjusted to maintain adaptability at all times.

Table 1. Evaluation indicators for the teaching quality management system of university music courses

Evaluation Dimension	Core Evaluation Indicators	Evaluation Methods	Quantitative Target Requirements
Goal Achievement Evaluation	Knowledge Mastery Level, Skill Compliance Rate, Literacy Improvement Degree, Goal Alignment	Course Assessments, Skill Tests, Literacy Evaluations, Expert Assessments	Theoretical Average Score ≥ 80; Skill Pass Rate ≥ 85%
Process Standardization Evaluation	Pre-class Preparation Completeness, In-class Implementation Standardization, Post-class Extension Effectiveness, Process Compliance Rate	Lesson Plan Review, Classroom Inspections, Assignment Checks, Reflection Review	Process Compliance Rate ≥ 98%; Resource Completeness Rate ≥ 95%
Stakeholder Satisfaction Evaluation	Student Teaching Satisfaction, Teacher System Satisfaction, Industry Expert Recognition	Questionnaires, Interviews, Seminars	Student Satisfaction ≥ 85%; Teacher Satisfaction ≥ 80%
Continuous Optimization Evaluation	Problem Resolution Rate, Quality Improvement Degree, System Adaptability	Data Comparison, Expert Review, Dynamic Tracking	Problem Resolution Rate ≥ 85%; Core Indicator Improvement ≥ 10%

4. Practical optimization paths for the teaching quality management system of university music courses

4.1. Strengthening faculty team construction

As a core element ensuring teaching quality, faculty resources require development from two dimensions: competence enhancement and incentive system improvement.

In terms of faculty competence enhancement, a systematic training mechanism should be established:

(1) Regularly arrange for teachers to participate in training courses on teaching methodologies, enabling them to learn diversified teaching approaches and advanced quality management concepts.

(2) Organize skill workshops, inviting renowned industry experts and experienced professors to deliver skill demonstrations and guidance sessions.

(3) Encourage teachers to actively engage in academic seminars and industry practice activities, so as to accumulate cutting-edge professional knowledge and practical operational experience.

(4) Implement a “mentorship program” where experienced teachers provide guidance to young teachers, promoting the improvement of young teachers’ teaching capabilities and quality management standards.

(5) In the context of incentive systems, achievements in teaching quality management should be linked to teacher evaluations, professional title promotions, and merit selections.

(6) Recognize and reward teachers who demonstrate outstanding teaching quality and effective implementation of the teaching system.

(7) Provide support for teachers conducting teaching reform research, and allocate research funds with a certain degree of inclination toward high-quality teaching achievements.

(8) Establish a public disclosure mechanism for teachers’ teaching quality rankings, creating a positive atmosphere of mutual learning and striving for excellence, and stimulating teachers’ enthusiasm and initiative in participating in quality management [3].

4.2. Improving teaching resource assurance

Abundant teaching resources form the foundation for the effective operation of the quality management system, and their assurance needs to be enhanced from two dimensions: facility construction and resource expansion.

In terms of facility construction, significantly increase investment in music teaching facilities:

(1) Build standard-compliant music classrooms, practice rooms, recording studios, and rehearsal halls, equipped with advanced musical instruments, audio equipment, recording devices, and lighting systems.

(2) Construct a digital teaching platform, integrating various online resources such as courses, teaching videos, music materials, and assessment question banks to support the blended teaching model combining online and offline approaches.

(3) Develop off-campus practice bases through cooperation with theaters, concert halls, and art troupes, creating venues for students to participate in practical performances, internships, and training programs.

In the field of resource development:

(1) Arrange for teachers to compile textbooks and teaching aids that align with teaching quality goals, integrating cutting-edge knowledge, industry cases, and practical projects into them.

(2) Collect and organize excellent music works, academic literature, and teaching cases from home and abroad to build a comprehensive music resource database.

(3) Develop digital teaching tools, such as online instrument practice systems, music theory testing software, and work appreciation platforms, to enhance the convenience and interest of teaching [4].

5. Conclusion

The construction and practical optimization of the teaching quality management system for university music courses are key measures to improve the standard of music education and achieve the goal of nurturing talents through aesthetic education. By virtue of the four core modules, goal setting, process control, evaluation feedback, and continuous optimization, systematic and standardized management of teaching quality can be realized. A comprehensive evaluation system provides a scientific reference for quality control, ensuring that management effects are measurable and optimizable. In practice, through approaches such as strengthening faculty team construction, improving resource assurance mechanisms, innovating teaching methods, and deepening university-enterprise cooperation, the quality management system can operate efficiently, thereby enhancing both teaching quality and talent cultivation quality.

Disclosure statement

The author declares no conflict of interest.

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