

Research on the Design of Task-driven Graduate Education Quality Evaluation System in China

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Abstract: With the further development of the popularization of higher education, more and more attention has been paid to the evaluation of the quality of postgraduate education in China. A series of post-graduate education evaluation activities have been carried out, which has promoted the construction of degree authorization sites, improved the level of post-graduate education and the management level of degree-granting units, and played an important role in ensuring the quality of degree-granting. In theoretical sense, it enriches and develops the education theory of Sulfonate graduates, helps people to understand the connotation of education quality assurance more completely, and can make a further discussion. From the practical sense, help from the aspects of operation and system guarantee to curb the decline in the quality of graduate education, mass of hearing of our country should cultivate Wei age needs leopard its have higher innovative spirit and strong innovation bears power of high-level personnel is very necessary. In order to guarantee and improve the quality of postgraduate education in China, it is an effective way to construct the quality assurance system of postgraduate education in China. Under the organization and promotion of the government, the graduate education quality evaluation system is initially established under the unified leadership of the central government. Government departments at all levels and relevant ministries and commissions directly organize, initiate and implement a quality evaluation system with the main objectives of appraisal, supervision and control..

1. Introduction

Due to the quality assurance needs brought about by the large-scale development of graduate education in China, the quality evaluation of graduate education has received more and more attention. The quality evaluation of postgraduate education in China has been developed on a large scale since the promulgation of the "Regulations of the People's Republic of China" in 1980 [1]. The competition between countries and enterprises depends more on the initiative of knowledge and technology, and more on the cultivation of advanced innovative talents. Postgraduate education is the main channel for cultivating high-level and creative talents, and also an important source of knowledge innovation and technological innovation [2]. Graduate education is becoming more and more diversified. The early postgraduate education in our country was limited to full-time academic postgraduate training. The training mode was to transport all kinds of scientific research and teaching personnel for scientific research institutions [3]. A more standardized and reasonable evaluation index system of postgraduate education quality covering a wide range of types has been formed. In order to promote the healthy development of postgraduate education in China and ensure the quality of postgraduate education at all levels and the quality of degree award, it has played an important role.

The evaluation results are quite authoritative. Only the authorized units and disciplines and specialties can exercise the right to enroll postgraduates and confer degrees. Otherwise, postgraduates and confer degrees can not be enrolled [4]. In addition, at this stage, the results of the level evaluation are applied to the government's control and management of the quality of graduate education. Degree-granting units, specialties and disciplines that fail to meet the standards of running schools should be rectified within a time limit or disqualified, and awards and incentives should be given to outstanding students [5]. All these measures have played an effective role in the quality control of postgraduate education. At present, there are still some imperfections in the

evaluation index system of graduate education quality in China. Therefore, it has affected the effective functioning and function of postgraduate education quality evaluation, and further improved the existing index system, which is an inevitable requirement for scientific evaluation and improvement of the quality of postgraduate education. At present, the impact of China's postgraduate education on accession to the WTO is compared with that of developed countries in the world [7]. Innovative ability is not high, and originality results are less. The quality of doctoral training is not high. Focus on the cultivation of academic talents and neglect the cultivation of skilled talents. There are many shortcomings and gaps in the training mode and specifications of talents to be further adjusted [8].

2. The Theoretical Basis of the Quality Assurance System for Student Education

2.1. Definition of quality and quality of graduate education

Although the evaluation is based on the self-evaluation of the training unit, the government's competent department is responsible for the selection of the author, the organizer and the promoter, the selection of the evaluation object, and the establishment of the evaluation index system [9]. Therefore, self-evaluation in colleges and universities is a passive coping state and a way to collect materials and information for government evaluation. There is a lack of institutionalized and regular self-evaluation based on the characteristics of the school based on the self-discipline and self-development needs of the university based on responsibility and efficiency [10]. Although some evaluation index systems have been classified and evaluated according to different disciplines, they do not consider the different levels and types of schools. The geographic location and economic development level are different, some belong to research universities, some belong to teaching universities, some are in coastal developed areas, some are in inland and Western areas, so the conditions and resources for their development will inevitably be different. We can define the quality of postgraduate education as follows: the quality of postgraduate education is the logical basis for universities to follow the laws of education itself and scientific development. The quality of postgraduate education is based on the established social conditions, the total characteristics of the students trained, the knowledge created and the services provided to meet the explicit or implicit needs of the government, society and the market.

2.2. Characteristics and Standards of Graduate Education Quality

Development is the mainstream of today's world. Reform and development is the theme of our society for quite a long time. It is precisely because of the continuous reform and development that China's graduate education has made considerable progress and development. Because the scale and level of development of postgraduate education in our country can not well meet the needs of economic and social development and the broad masses of the people to receive higher-level education. Postgraduate education must establish a quality concept that takes development as the core and serves the development of postgraduate education to promote the development of postgraduate education. Although different countries have different characteristics in the process of implementation. There are still differences between different educational institutions in the same country. However, from the experience of most countries, it is to formulate a guiding norm from the perspective of state administration. Each educational institution designs its own quality assurance system based on its own cultural characteristics on the basis of guiding norms. The policy guiding ideology of institutional reform is consistent. The institutions of the graduate education quality evaluation system are transformed from direct government organization, leadership and implementation to government-appointed, social intermediary organizations. As a result, government evaluations have been broken and the status of social evaluation has become increasingly prominent.

3. Construction of Quality Assurance System for Graduate Education in China

3.1. The construction elements of the quality assurance system for graduate education and its basic principles

From the theory of quality management, we know that the quality system elements are the basic unit of mutual correlation and interaction in the quality system. Each element typically assumes one or several related quality functions, ie specific quality work or quality activity processes. The activities or capabilities of a quality system element that achieve a quality goal are called quality functions. Personalization is the basic feature of graduate education, and it is an important guarantee for innovative achievements and innovative talents. Therefore, in the design of graduate education quality evaluation index system, it is necessary to avoid the evaluation of the quality of different types of schools or disciplines by using the unified system of indicators, and should fully consider the characteristics of its development. In the design of the index system, it embodies the principle of combining unity with characteristics. This not only ensures the objectivity and fairness of the evaluation results, but also maintains and encourages the development characteristics of schools or disciplines and improves the quality. The evaluation system of postgraduate education quality in China has developed from the evaluation of government organizations to the evaluation stage which includes the participation of social institutions and non-governmental organizations. The experience of graduate education evaluation tells us that evaluation needs the voice of society more. Establishing multi-evaluation system can achieve fairness and fairness of evaluation.

3.2. External Construction of Quality Assurance System for Graduate Education

It is a common way for countries all over the world to strengthen the macro-management of higher education by means of legislation to manage the quality of postgraduate education. On the one hand, on the premise that the legislation itself embodies the will of the government, through legislative channels, the government can easily infiltrate many policies reflecting the will of the government into the graduate education, and then affect all aspects of higher education, including the requirements for the quality of graduate teaching and business. On the other hand, colleges and universities as a part of the social environment, only through legislation, can the improvement of the quality of higher education have a reasonable and stable legal support and guarantee environment in the process of social development. Since the quality of graduate education is a multi-faceted, complex and comprehensive concept, if it is decomposed too much, the indicator system is too cumbersome and complicated. This will lead to a large number of investment in human resources, material resources, financial resources and other resources in the actual evaluation activities. Not only will there be difficulties in collecting information, but the evaluation process will be very cumbersome and will not be able to obtain scientific evaluation results, thus making the quality and efficiency of graduate education quality evaluation low. Up to now, the leading force of the graduate education evaluation system still lies in the government. Although the evaluation system reflects the development of diversification, the evaluation at the social level has always been restricted by the government. Establish and improve the social evaluation system so that social and private evaluation agencies have a true voice.

4. Conclusions

Since educational evaluation is based on educational measurement, quantitative evaluation methods are regarded as scientific and objective methods and have received great attention. This "over-reliance on the paradigm of science, which makes evaluations too focused on the measurement of numbers, rather than qualitative exploration" has also been criticized and criticized by the advocates of the fourth generation of educational evaluation theory represented by Cuba and Lincoln. This is because education is a very complex activity, and the one-sided pursuit of quantitative analysis often leads to the neglect of factors that are difficult to quantify in the evaluation of education, so that scientific and objective evaluation cannot be carried out. The society can establish various

evaluation systems based on the actual needs of graduate students, and evaluate them more freely according to their own values. It can evaluate not only the quality of postgraduate education, but also the relevant policies, so as to realize the multi-angle and multi-dimensional evaluation of the quality of postgraduate education. Since most of the theories and methods about the quality assurance system of education are based on the general higher education, I have not been able to do more in-depth research on many issues. But I hope that through my research, I can draw enough attention, and I also hope that my research can make a modest contribution to improve the quality assurance system of postgraduate education in China. It is hoped that under the guarantee of a sound quality assurance system of postgraduate education and teaching, the postgraduate education in China's colleges and universities will continue to improve and improve in the course of reform.

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