Research on Quality Assurance System of Distance Education in Higher Vocational Colleges

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Abstract: As an important part of the national education system, higher vocational colleges have made great progress in recent years with the support of national policies. The current wave of information society not only brings opportunities to the future of higher vocational colleges, but also challenges them in many aspects. For example, how to ensure that modern distance education promotes the effective development of vocational education has become a common problem in higher vocational colleges, and distance education As an important reliance on the development of vocational education, the quality assurance system is the key. This paper analyzes the relevant viewpoints of the domestic modern distance education quality assurance system in recent years, and combines the shortcomings and difficulties revealed by the use of distance education means in higher vocational education, and explores the quality assurance system's upper strategy and the lower level strategy of distance education based on the national level in higher vocational colleges and at the institution level.

1. Introduction

The international competition in the information age is the competition of science and technology, and the driving force for the development of science and technology is innovation. It requires a large number of talents with high innovation consciousness and high innovation ability. The application of modern distance education technology represented by the Internet in vocational teaching has promoted the rapid development of higher vocational colleges. With the help of the form of long-distance open education, higher vocational education has expanded the development space of higher vocational education, made full use of higher vocational education resources, accelerated the construction of vocational education information, improved the competitiveness of vocational students, and further satisfied the higher vocational education. development of. In the current situation that the content and form of distance education cannot meet the rapid development of higher vocational education (the content of the curriculum and the upgrading of educational facilities and the improvement of teachers), how to improve and strengthen the quality assurance of distance education has become the important guarantee of better integration of vocational education and modern distance education.

2. The Elements of Quality Assurance of Distance Education in Higher Vocational Colleges

2.1. Quality assurance concept

The concept of quality assurance is the philosophy that educational institutions have in implementing the quality assurance of modern distance education, including specific requirements for education quality, quality assurance, relevant guidelines, and related evaluations.[1].The correct concept guidance plays an important role in guiding the establishment of quality assurance for modern distance education in higher vocational colleges. There are six main categories of quality

assurance concepts: (1) Taking students as the starting point, whether students learn progress or not is the value-added quality concept; (2) From the training objective, the target quality concept is based on whether the learner has achieved the expected goal; (3) Determining the market-oriented quality of students in line with social and market demand criteria based on social benefits (4) Starting from the service process, it is considered that the process meets the standard is the standard quality concept embodied in the quality; (5) the discrete quality concept that the distance education and the traditional education are different, the training objectives are different, and the quality standards are different; 6) Consider that traditional education and distance education are also the same quality concept of education as an integral part of higher education.[2].

2.2. Quality assurance standard

Due to the unbalanced regional development and the uneven quality of the nationality, the complex situation of elite education and mass education coexists in China's distance education, which leads to the inability to unify quality standards. The main criteria are: open university quality standards based on national standards at the macro level and iso9001 quality management standards based on the International Organization for Standardization (ISO).The quality standards of the Open University include: entrance criteria for educational subjects, curriculum materials and various media resource standards, standards for lecturers and tutors, curriculum learning and assessment standards, practice and internship standards.[3]

2.3. Quality assurance mechanism

The quality assurance mechanism at this stage is mainly composed of three parts: the unified examination, the annual inspection, and the third-party institutions assisting the school-running institutions to improve the quality mechanism. In the unified examination system, the Ministry of Education of China has implemented the national unified examination for the public basic courses of network education, such as university language, advanced mathematics, college English, computer application foundation since 2015. The unified examination carries out the national unified syllabus, unified test questions and unified standards. The object is to educate the students with the undergraduate degree. The annual report, the Ministry of Education initiated the annual inspection system from 2001, and implemented four key steps, including the school self-inspection, annual report, spot check and annual inspection, for the network of colleges and universities, the open education pilot project of the Central Radio and TV University, and the public service system. Supervision, the provincial education administrative department conducts inspection and evaluation of the off-campus learning center. Third-party institutional support system, most network institutes have established the teaching supervision system, organize teaching inspections regularly, hold an off-campus learning center work meeting, and evaluate and monitor the teaching process.

2.4. Quality assurance agency

There are three main types of distance education quality assurance institutions: distance education institutions, academic institutions, and evaluation agencies.[4].The evaluation agency needs to conduct regular assessments of the distance education institutions to check the quality standards and operation of the education process. The educational institutions as the assessed subjects must report to the evaluation agencies on a regular basis; the evaluation agencies in the monitoring process, for the quality standards or quality generation system Consult with specialized academic institutions and other academic institutions to propose solutions and countermeasures according to relevant quality standards. As a core subject, distance education institutions are the key to quality assurance. They need to work according to the opinions of evaluation agencies and the recommendations of academic institutions. The relevant research work of the organization on quality standards must be based on the practice of educational institutions. The standards regularly studied by academic institutions serve as information flows to educational institutions to make recommendations to promote their quality.

3. The current shortage of quality assurance system for distance education in higher vocational colleges

3.1 Quality deviation

The concept of education quality is the basic understanding and view of people's quality of running a school. With the deepening of teaching practice and theoretical research in higher vocational education, higher quality requirements for distance education are proposed in the new era, and there is a deviation from the existing requirements of distance education quality. The main manifestation of this kind of deviation is that there is no unified understanding of the quality connotation of the theoretical level and the practical level, the level of understanding of quality assurance is uneven, and there are fewer effective measures for quality assurance, which directly leads to deviations in policy formulation.

3.2. Incomplete quality standards

First of all, China's quality standards have not yet formed a system, and some of the links still lack corresponding quality standards. For example, professional talent specification standards, professional construction standards, teacher qualification standards and job standards, online teaching standards, and practical teaching standards. Secondly, the existing quality standards are still not perfect enough to fully meet the requirements of quality education in higher vocational colleges. The original evaluation criteria are not applicable to the actual situation in some aspects, so that the evaluation criteria cannot be directly used to evaluate the effectiveness of the course teaching in distance education. The underlying reason is the lack of professional third-party assessment agencies to conduct assessments and supervision.

3.3. Insufficient condition guarantee

The conditional guarantee investment has not increased synchronously with the scale of running a school. In terms of the education funding guarantee and the construction of the teaching staff, the investment growth has not met the actual needs of running schools and teaching. The level of teachers and the size of students do not reach the desired ratio.

3.4. The quality assurance mechanism is not sound

The management system of some teaching and teaching management links is not perfect, and the foundation of the quality assurance mechanism is not solid. In order to achieve the pass rate, the implementation of the assessment work is not in place. Secondly, the teaching quality monitoring mechanism is not perfect, which is manifested in the aspects of imperfect quality control institutions, single quality control measures, and imperfect quality control systems. The teaching evaluation or teaching supervision institution established for external evaluation has played a certain role in promoting the monitoring and assurance of teaching quality. However, with the end of the assessment, these institutions have been cancelled or merged.

4. The Construction Strategy of Distance Education Quality Assurance System in Higher Vocational Colleges

Based on the analysis of the literature and the research on the quality assurance system of distance education at home and abroad, this paper puts forward some suggestions for the construction strategy of the distance education quality assurance system in higher vocational colleges. They are the construction of distance education quality assurance system at the national level and the specific quality assurance measures at the college level. The quality assurance system framework of distance education is from the upper to the bottom, respectively, quality assurance positioning, credit system, quality assurance standards and quality assurance implementation. The specific quality assurance measures of the colleges and universities are to develop teaching resources, enhance support services and improve the evaluation system. The relationship between the two is shown in the Figure 1.
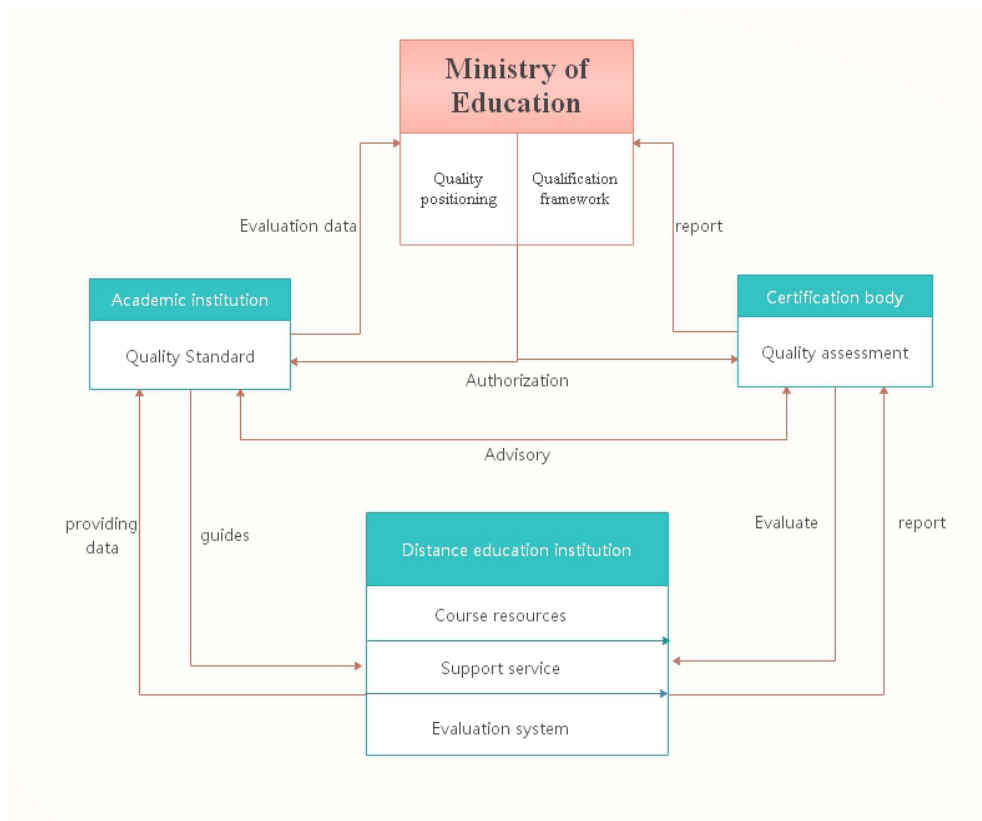
Figure 1. Quality Assurance Organization

4.1. Distance education quality assurance system framework from national level

1) Quality assurance positioning. Quality orientation is the fundamental idea of the national education department on the quality of modern distance education. It is the embodiment of modern distance education values and reflects the most fundamental standard of modern distance education quality concept.[5].At present, there are four different quality positioning modes: the same quality model, which puts the quality management of distance education and the quality management of ordinary colleges under the same standard; the diversified quality model of distance education, the quality management of distance education is different from the quality management of traditional universities in independently formulated; value-added quality model, the quality of distance education varies; service quality model, the quality of education is established by the education provider[6].

2) Credit system. The credit system, referring to the qualification framework, is an effective constraint to ensure the quality of distance education and the quality of student learning. Mutual recognition of distance education credits is an effective measure to promote the vertical connection and horizontal communication of low-level higher vocational education and high-level distance education. Higher vocational education credits certification distance education credits is mainly through the comparison of the basic elements of the curriculum and modularizing the content of the course [7].

3) Quality Standard. The quality standard is the level of work that should be achieved in all aspects of distance education; it is the quantitative indicator of the quality standards set by academic institutions to detect whether the educational practice meets the required observation points. Only by establishing a quality index system for distance education, can we effectively organize all aspects of distance education, that is, various elements rationally, teach, manage, provide technical support and logistics services in accordance with quality standards, and control and inspect them with uniform standards.

4) Quality assurance implementation. It refers to the establishment of quality assurance institutions, including academic advisory bodies and certification bodies to guide the specific work of the subordinate. The advisory body provides the government with solutions to problems arising

in distance education, and helps to establish and improve distance education regulations and mechanisms for international academic exchanges. The certification body evaluates the work of the educational institution and publishes the results of the quality certification, which affects the reputation and recognition of the institution.

4.2. Institutional quality assurance measures

1) Curriculum resource development. Curriculum development should meet three aspects: First, the team that implements curriculum development should be jointly engaged by the full-time teachers in the vocational colleges and professional teaching designers and media design experts to ensure that the learning environment and teaching methods are applicable to the remote. Second, the curriculum development should have professional knowledge, learning subjectivity, independent learning and practical application, and the learning method should conform to the characteristics of distance learning. Third, the curriculum materials should pay attention to the integration of curriculum design and media resources development to adapt to t students' independent learning mode and also meet the diverse needs of learners for curriculum learning methods, media and means.

2) Teaching support services. Institutions must not only ensure students' learning support services for distance education (protection of learning environment and conditions, Q&A for teaching guidance, guidance for students, non-academic study support services, teaching management, psychological counseling, career development counseling, etc.), but also ensure the support of technical staff, teaching assistants, and administrative staff for teachers.

3) Quality evaluation system. Through the collection and feedback supervision of teaching quality information, each teaching and management link is in a controllable state, ensuring the stable operation of the entire teaching quality management system and achieving the established quality objectives. The participants are teachers and students. Both are the object of monitoring and evaluation of teaching quality, and the subject of monitoring and evaluation of teaching quality. Evaluate the core elements and links that affect the quality of teaching, such as professional construction, evaluation of curriculum construction, evaluation of teaching conditions, teaching reform, and evaluation of teaching management.

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