

Discussion on "Quality Assurance System of Chinese Higher Education"

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Abstract: Since the end of the 20th century, China's higher education has begun to implement enrollment expansion, and higher education has gradually shifted from elite education to popular education model. Through the analysis of China's higher education quality assurance system, according to the previous research, the quality assurance system of China's higher education is rethought, and reform and innovation are carried out on the basis of the previous. More and more quantity also brings people's concerns about quality. Therefore, China needs a set of efficient, scientific and reasonable quality assurance system. How to ensure quality, stabilize growth scale and build a powerful country of higher education under the premise of prominent characteristics is the main problem of China's higher education at the present stage.

1. Introduction

Since the 1980s, the development of western higher education has reached its heyday, and higher education has gradually attracted the attention of the government. Due to the continuous expansion of the scale of education, higher education began to change from elite education to mass education. According to scholar Martin Tureau, the popularization of higher education will bring about changes in the direction, goal, philosophy, conditions, process and quality of higher education^[1], all of which bring challenges for colleges and universities to ensure the quality of education while developing.

2. Why should we establish and improve the quality assurance system of higher education

The transformation of higher education from elite to popularization has led to a diversified development trend in the form of running a college. The first is the diversification of the types of colleges and universities, there are research universities focusing on scientific research, there are ordinary universities focusing on training senior talents, and there are service based community colleges. There are different evaluation standards for different types of colleges and universities, so it is necessary to establish a diversified education quality assurance system, which can provide guarantee for the higher education quality of different types of colleges and universities. The second is the diversification of the main body of colleges and universities. With the increase of enrollment, the public universities invested by the government can no longer meet the enrollment needs. Therefore, the government began to allow private schools to provide more educational opportunities

for students. Private universities are less controlled by the government and have greater autonomy in running schools. How to guarantee their quality has become a key issue, so it is necessary to establish a quality guarantee mechanism to overcome this problem. The last is the diversification of college running forms, colleges and universities in the traditional mode of listening to the extension of distance education, network education and so on to meet the needs of students. This new mode challenges the traditional way of education quality assurance, and how to guarantee the quality of online teaching has become a new problem.

3. "Trinity" quality assurance system

Higher education quality assurance system includes two parts, one is internal quality assurance system, the other is external quality assurance system, of which the internal quality assurance system is the root, only on the basis of internal quality assurance can establish external quality assurance, which emphasizes the external quality assurance on the basis of internal quality assurance. The main body of higher education quality assurance is composed of three aspects, which are universities, society and government, which complement each other and integrate each other. This is shown in Table 1.

Table 1: Subject of higher education quality assurance

subject object	government	colleges and universities
government		Universities guarantee the quality to the government
colleges and universities	The government provides quality assurance for colleges and universities	
Students (society)	The government guarantees the quality of the colleges and universities	Colleges and universities ensure their quality of their students

3.1 Universities

Colleges and universities are the main body of the internal quality assurance system. They need to self-evaluate the quality of their education, and constantly adjust their own internal shortcomings, improve the constraint mechanism, so that the school in the process of operation and continuous optimization and improvement. Whether it is internal quality assurance mechanism or external management supervision mechanism, it is necessary to build on the basis of self-assessment of colleges and universities. Teachers in all countries pay attention to improving their own quality, professional level and professional skills, and combine their quality with practice, which can provide guarantee for the quality of education.

3.2 Government

The government is the foundation of the external quality assurance system. Its role is to supervise and manage the quality of higher education. In order to ensure the quality of higher education, the government has formulated relevant laws and regulations, formulated evaluation standards, approved the establishment of colleges and universities, trained talents of educational institutions, established and improved the information network of quality assurance and supervised the internal quality assurance work of higher education.

In the quality assurance work of higher education, the government, as an important subject, naturally has an inescapable responsibility, because:

(1) Higher education is public welfare, and receiving education is not only a matter for students, but also related to the development of society. Colleges and universities have trained a large number of talents and discovered new knowledge, which have played an important role in the development of society and the improvement of China's comprehensive national strength. The quality of students also ensures social stability and development, carries forward common values, and can help maintain ethnic unity and national unity.

(2) Higher education is political, backwardness will be beaten, education is a tool of class rule, now education has entered the center of society, the greater its role in social development, the more the government can not relax its control. As John Brubeck once said, "The more involved higher education becomes in the affairs of society, the more necessary it becomes to view it from a political point of view." Just as war is too important to be left entirely to generals, so is higher education too important to be left entirely to professors. "[2] A college that creates new knowledge that is not available to the nation will not be considered a high quality school. Therefore, higher education needs government supervision and intervention.

3.3 Society (Students)

Society in the broad sense refers to "a community of human life interconnected on the basis of a common productive activity of ignorance" [3]. Society in the narrow sense refers to all organizations and individuals outside the school itself and the government. News media and authoritative institutions are the main ways for society to participate in quality assurance. Society pays most of the cost of higher education through taxes, so it needs the educational achievements of colleges and universities to bring maximum benefits to society.

4. The internal and external contradiction and balance of "love and kill each other" between the subjects of quality assurance

Higher education institutions adhere to scientific values in quality assurance work. It favours formative assessment, allowing more institutional autonomy, using the level of excellence as a measure of school quality. The government, on the other hand, emphasizes accountability and tends to control higher education through various means, evaluating the work of universities with quality standards that the government agrees with. Based on this, education plans are made, and the quality of education is monitored and evaluated. The conflict between government control and the autonomy of universities has resulted in a competition between them in terms of quality assurance standards.

In addition to the government, various social enterprise organizations also hope to participate in the quality assurance of higher education, hoping to increase the social benefits of colleges and universities in this way. For example, enterprises hope that college graduates can be engaged in work more quickly instead of pre-job training. After graduation, I can quickly integrate into society. The rapid integration of students into the society makes the market lose sight of the value of students in the distant future, and only pay attention to the value realized in the short term, which leads to the conflict between long-term interests and short-term interests.

Higher education is a service institution, but also a "small society", a single higher education quality guarantee model can not bring good development of higher education. We should uphold the principle of diversification and seek a balance point from the government, universities and other subjects, not to let the government quit, but to "take the helm without rowing" according to the characteristics of education to transform its role. Colleges and universities should strengthen

self-assessment and take responsibility.

5. "Intractable Problems" encountered by Quality assurance of Higher Education in China

5.1 The form of quality assurance is simple, which is difficult to adapt to the diversified development of higher education

Since China has been under the influence of highly centralized planned economic system for a long time, the government has manifested an absolute authoritative advantage in the quality assurance of higher education, which naturally formed a government-led situation. It not only creates universities, but also manages them and evaluates them. Those non-government educational evaluations are largely unrecognized. In terms of evaluation, the personnel have non-professional background, incomplete information, low evaluation efficiency and lack of management and supervision, and the fairness of evaluation cannot be effectively reflected, and the result is naturally ineffective. Schools are also managed under the authority of the government. Over time, only superficial work is done to meet the requirements of the government, and the quality of education cannot be guaranteed. The quality assurance model of higher education with the government as the main body can not meet the development needs of the new society and is gradually eliminated.

5.2 The single form of quality assessment is difficult to adapt to the diversification of colleges and universities

Because colleges and universities contain different types, different levels and different directions, it is necessary to formulate quality assessment standards that adapt to different types of colleges and universities. Different evaluation standards should be adopted for different factors to ensure different quality assurance methods. As the cause of higher education is diversified, it should also be diversified in the direction of running a school, the goal of running a school, the conditions of running a school, the process of running a school, the quality of running a school and the quality assessment standards. At present, it is not difficult to see from China's education quality evaluation system that it is basically a centralized unified model, which leads to the administrative orientation of the evaluation method. It is unfair to use the same ruler for the overall level evaluation of schools or the evaluation of scientific research ability, which is difficult to measure multiple standards of higher education quality, affecting the science and fairness of the evaluation.

5.3 Laws and regulations lag behind, and the responsibility and authority of quality assurance are unclear

The evaluation, management and development of colleges and universities must be based on laws, so the long-term development of the evaluation work of colleges and universities and the construction of quality assurance system must be based on the protection of corresponding laws and regulations. The overall education law of China is still a prototype, and the quality assurance of higher education has almost become a blank in the education Code of China, as pointed out by scholars: "In China's Education Law and Higher Education Law, there are only provisions on education quality evaluation, and there are no specific provisions on the construction of higher education quality assurance system, let alone laws and regulations on higher education quality assurance system". The root cause of the loss of influence and binding force of the quality assurance system of higher education in practice is that it is not restricted by law, and the development of China's higher education quality assurance system is restricted by this point. Therefore, in order to avoid human factors in the process of education quality, it is necessary to legislate to determine the

authority and responsibility of universities, governments and society in quality assurance.

5.4 The organization of higher education is not sound, and the intermediary institutions fail to play a full role

Quality assurance activities in higher education can take root only on the basis of an efficient and sound institution. In terms of China's current institutional system construction, although there are clear educational administrative systems at all levels and types, there is still an unclear division of labor in the internal management system of the system. The fundamental reason for the bottleneck of China's higher education quality is the lack of specialization in the organization of higher education quality assurance. Therefore, we need existing institutions to coordinate various departments to jointly establish higher education quality assurance institutions that meet China's national conditions and provide guarantee for training high-quality talents.

In the process of running a school in China, the government always plays three roles, which are the administrator of the university, the organizer of the university and the evaluator of the university. However, the government's administrative evaluation system based on power is not conducive to the sustainable development of colleges and universities. Under the influence of the socialist market economy, education is no longer completely run by the government, but shows a diversified development trend. At the same time of rapid development, public higher education institutions also appear in various forms, such as fund-raising, state-owned and private, one school, two systems and so on. Therefore, the government alone can no longer guarantee the effective operation of higher education quality activities, and other external forces are needed to help, such as social groups, intermediary agencies and other external institutions. In recent years, although many social groups have begun to participate in the quality assurance activities of higher education, they are not professional after all, and the status of intermediary agencies is lower than that of the government in the quality assurance activities of higher education, so they can play a negligible role.

6. The "Right medicine" for China's high quality assurance model

Higher education is responsible for cultivating talents for the society and carrying forward the socialist core values, so the cultivation of talents should pay attention to "quality". "Quality" is the core of higher education development. Since the reform and opening up, China's higher education has been rapidly improved, and the higher education system has been gradually improved. At the same time, it is also faced with various opportunities and challenges. Only the government, universities and society can shoulder the responsibility of ensuring the quality of higher education, and all three are indispensable. Higher education reform in our country requires the coordination and cooperation of the government, universities and society, and the joint efforts to establish a higher education quality guarantee system that meets the requirements of national development.

6.1 Take the essence of foreign quality assurance systems and discard the dross

At the end of the 20th century, some developed countries in the West have basically realized the development from elite education to popular education, and even entered the stage of popularization. Many countries have found many problems in the process of developing the popularization of higher education, and have made unremitting efforts to solve them. The final result is that they all get a set of quality assurance system that conforms to their own national conditions: the American guarantee system is characterized by certification system; Britain has a system that focuses on institutional audits; Japan's security system is a unified and integrated system. Australia's

quality assurance system is a combination of internal and external quality assurance system;The German education system is a "non-governmental, decentralized" certification system.Only by learning from foreign excellent quality assurance system experience can we make China's education quality assurance system get stable and long-term development.

6.2 Strengthen the internal and external interaction between quality assurance subjects

The quality assurance system of higher education is characterized by complexity and diversity. In order to ensure its fairness, effectiveness and scientificity, it is necessary to carry out detailed, reasonable and effective division of responsibilities among various subjects. At present, China is still dominated by the government, and society and universities are isolated, which is far from reasonable division of responsibilities.The author believes that it is necessary to strengthen the participation of quality assurance subjects and change the orientation of quality control. The government needs to "take the helm without rowing", promote the integration of internal autonomy and external supervision, and promote the rationality and effectiveness in the real sense.

6.3 Construction of higher education quality standard system

Western countries can have a set of higher education quality assurance system in line with their own national conditions can not be separated from their perfect quality standard system.The basis of the quality assurance system is to build a sound quality standard system. The government should, according to the needs of the society, formulate the quality evaluation standards of higher education as a whole, establish the conditions and standards for running schools, and guarantee the quality of education economically, so as to formulate the quality standards of higher education.While China is just at the beginning stage and drawing on the experience of developed countries, other aspects need to be taken into account.The first is to establish the national macro quality standards, according to the talent needs of the country and society, a comprehensive development of higher education quality plans and standards.The second is to pay attention to the level of quality assessment standards.Different evaluation management systems are adopted for different levels and types of colleges and universities.Relevant departments should determine the strategic positioning and service direction of colleges and universities, and according to the requirements, formulate evaluation standards for teacher quality, course quality and teaching conditions to ensure that the construction of higher education quality standard system is more sound.

7. Conclusion

China's higher education quality assurance model still has a long way to go. Colleges and universities should not wait passively, but take the initiative.Schools should be bold and innovative, correct mistakes, and adjust with the government and the market. Only by exerting all forces can we promote the harmonious and comprehensive development of Chinese society.

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