



Construction of Internal Quality Assurance System in Undergraduate Level Vocational Colleges

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Abstract: With the continuous development and progress of modern society, people pay more attention to the quality construction in the field of education. The continuous development of education reform, to a certain extent, provides more abundant teaching methods for the field of higher education in the new era, but it also means that higher education teaching is facing greater challenges. Therefore, higher vocational colleges should constantly improve the curriculum teaching planning of relevant majors according to the development situation of modern society and the latest teaching standards of education reform, build a more targeted quality assurance system, and provide sufficient guarantee for improving the quality of personnel training in an all-round way.

Keywords: Undergraduate Level; Vocational University; Internal; Quality Assurance System; Construction

In recent years, under the background of economic globalization, our country has a more comprehensive understanding of the importance of talent training quality. This also means that vocational colleges should not only pay attention to the overall construction of the relevant professional curriculum system, but also build a quality assurance system more in line with the requirements of modern society talent cultivation according to the pace of the development of the times at this stage, so as to effectively improve the comprehensive quality of applied talents, strengthen the effect of teaching of core competition for social talents. In this paper, combined with the basic ideas of the construction of internal quality assurance system of undergraduate level vocational colleges, some reasonable construction methods are put forward for reference.

1. The basic ideas of the construction of internal quality assurance system of undergraduate level vocational colleges at present stage

In the process of teaching, in order to further achieve the goal of cultivating compound talents, colleges and universities must construct the curriculum system, and effectively develop different curriculum systems according to various ideas, so as to establish a variety of completely different curriculum content selection standards and curriculum arrangement standards. This means that higher vocational colleges should first understand the quality requirements of modern society for personnel training when formulating the teaching work of various majors. In essence, they should take employment as the basic guidance and formulate a more comprehensive quality assurance system, so as to effectively improve the comprehensive professional ability of students. In addition, there are still some differences between the undergraduate level vocational colleges and the academic undergraduate, and the construction ideas of the internal quality assurance system are also different. When constructing the corresponding curriculum teaching system, vocational colleges are more based on the needs of professional ability to cultivate more high-quality compound application-oriented talents and better meet the needs of modern social enterprises, as well as continuously promote the scientific development of enterprises. Therefore, according to the actual situation and working practice of undergraduate vocational

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education pilot colleges, it is necessary to build a set of teaching quality assurance system of “one center, two main lines, three-level management and four-dimensional monitoring”, which mainly includes teaching quality objectives and decision-making command system, teaching organization and implementation system, condition support and guarantee system, quality evaluation and monitoring system, and quality score analysis and improvement of the system.

2. The basic ways to construct the internal quality assurance system of undergraduate level vocational colleges

2.1 Improving the teaching system of the curriculum

First of all, for vocational college students, the focus of their study is to better adapt to the post needs of modern social enterprises. Therefore, in the curriculum system planning, teachers should fully reflect the main role of students, their practical application ability, so as to produce a more comprehensive cognition, real-time highlight the project and modular vocational education, at the same time, to properly combine students’ practical learning ability, pay attention to the depth of professional curriculum knowledge transmission, so that students can master and discuss professional curriculum knowledge effectively in a relatively harmonious learning atmosphere, so as to improve the quality and efficiency of professional teaching more quickly, help students better consolidate their professional application ability, and provide more choices for their future career development as much as possible.

On the other hand, in the process of constructing the internal quality assurance system, vocational colleges should combine the professional application with the professional application more closely. Through the market research results of the application of professional curriculum, as well as the actual situation of the economic development in the corresponding regions. The corresponding curriculum teaching system should be set up in order to better guarantee the Timeliness required by the construction of the quality assurance system. And with the rapid development of information technology, colleges and universities can make appropriate use of the convenience and efficiency of information technology, establish corresponding teaching information platform, and create a more intuitive to better reflect the quality of the construction of curriculum assurance system environment. It enables to test the actual effect of the construction of quality curriculum system faster, and timely adjustment and improvement are made according to the feedback results of information data, so as to ensure the construction quality of curriculum system more comprehensively.

2.2 Combining information technology to realize monitoring function

The process of internal quality assurance system is becoming more and more routinized and standardized scientization, which is an important guarantee for the effective construction of the internal teaching quality assurance system. The teaching quality standard plays an important role in the teaching quality assurance system of higher vocational colleges, and is the ruler for monitoring and evaluating the teaching quality. It has practical significance to ensure the normal teaching order, effectively implement the talent training plan and improve the teaching quality. Therefore, when completing the construction of internal quality assurance system, vocational colleges should fully recognize the development situation of various majors in the actual market environment at this stage, sort out the construction ideas of quality assurance system in real time, and formulate more explicit teaching objectives, so as to comprehensively and effectively strengthen the comprehensive literacy ability of students and improve the core competition of their major. To a certain extent, vocational colleges must carry out comprehensive comparative analysis on the construction of internal quality system from various aspects. By providing more diversified quality diagnosis channels, vocational colleges can effectively realize the monitoring function of comparing and analyzing various data between the whole and each branch, and find out various problems in the construction process of internal quality assurance system more accurately,. At the same time, it can quickly make analysis and timely solutions, finally form a strong persuasive self diagnosis report, so as to better improve the monitoring efficiency of the quality assurance system in vocational colleges, and effectively improve the actual teaching effect of professional curriculum.

2.3 Strengthening the teaching system of practical curriculum

The basic guiding principle of the Ministry of Education for vocational education is “ability as the standard,

employment as the guidance, and the purpose is service” [2]. In fact, the essence of our country’s talent competition is the development trend of our country’s economy. Therefore, as an important base of talent training and transportation, higher vocational colleges should adopt more innovative and practical teaching strategies to continuously improve the quality of compound talents. According to the application characteristics of each specialty, higher vocational colleges can cooperate with its counterpart enterprises more comprehensively to effectively realize the common training of high-quality talents. At the same time, in order to improve the efficiency of cooperation between schools and enterprises, colleges and universities can formulate more targeted school enterprise cooperation programs, such as combination of work and study, internship, modern apprenticeship, order class and other forms, to carry out professional practice teaching, and give full play to the guiding advantages of teachers. Colleges can make corresponding incentive policies according to the actual teaching effect of teachers, encourage them to actively participate in the research work carried out by enterprises, build a more timely information sharing bridge, and effectively improve the quality of teaching and teachers’ professional standards, at the same time, it can more quickly broaden teachers’ cognition of professional practice, further strengthen students’ professional practice ability, and lay a good foundation for their future career development, so as to better promote the development of China’s education industry.

2.4 Making diversified teaching evaluation system

As far as the undergraduate level vocational universities are concerned, under the planning and requirements of curriculum reform, in order to better guarantee the rationality of the construction of internal quality system, it is also necessary to set up a relatively perfect curriculum quality evaluation system to provide more powerful support for it. When carrying out the corresponding teaching evaluation work, colleges and universities should first ensure the diversification of the main body in the evaluation system, including students, teachers, professional characteristics and other aspects, to fully guarantee the authenticity and timeliness of the teaching evaluation system, so as to better reflect the students’ professional practice ability and comprehensive professional quality. At the same time, it is also convenient for teachers to be able to make real-time adjustment and improvement of the teaching mode, in order to effectively improve the actual teaching effect of related majors. Therefore, higher vocational colleges should effectively and constantly improve the teaching evaluation system of related majors according to the actual teaching needs, and require teachers and students to strictly implement in accordance with the evaluation system, so as to better play the construction advantages of teaching evaluation system.

3. Conclusion

To sum up, the sustainable development of undergraduate level vocational colleges is bound to be based on a more perfect quality assurance system. Vocational colleges should not only pay attention to the actual teaching effect of various professional curriculum, but also keep up with the development of education reform in real time. The development ideas of colleges and universities should be clarified, meanwhile, a more comprehensive internal quality assurance system need to be built. We should carry out more efficient practical teaching mode, strengthen the quality of teachers’ team building, and give full play to the main advantages of students, so as to effectively improve the quality of compound talents training, and provide stronger power for the reform of undergraduate vocational education.

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