

Literature review on the quality and guarantee mechanism of higher education

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Abstract: There are various issues regarding the quality of higher education. First and foremost, the government is allocating a fixed amount of funds for higher education. However, the enrolment in higher education institutions is increasing every year. Secondly, there is a shortage of trained teachers. It is argued that international institutions have lowered their admission criteria to generate more funds and revenues. These issues resulted in lowering the quality and guarantee mechanism of higher education institutions. The current education system is not suitable to assess the quality and guarantee mechanism of higher educational institutions. This study will measure the literature review about quality and guarantee mechanism of higher institutions.

1. Introduction

This article reviews relevant literature in the higher education domain that is necessary for understanding the central phenomenon of this research: the conception of quality and the experience of higher education institutions in the pursuit of educational quality in terms of the processes involved and the key challenges faced. This includes not just the many different ways in which quality in higher education may be defined but also topics like higher education's purpose, the growth of higher education, and other similar issues.

2. Defining Quality in Higher Education

The definition of quality has changed over time. The wide variety of actions agreed upon in terms of quality was discussed at length during the UNESCO World Conference on Higher Education in 1998. Stakeholders were also agreed upon as being an essential aspect of the institution's assessment process for the goal of quality review and improvement (Yue, 2015)^[1]. Quality in higher education is a multifaceted notion that should include all of its roles and activities, including but not limited to, teaching and academic programs, research and scholarship, faculty, students, infrastructure, student services, and community engagement. Xu and Montgomery (2019) argue that after 10 years, the idea of "quality" has evolved into something more fluid and situational^[2]. An educational model's contextual surroundings, the institution's goal and aims, and the particular standards within a certain

system, institution, program, or subject all contribute to what we mean by "quality" in higher education. Huang (2015) stated that value-added transformation should be the emphasis of the idea of quality in higher education because of the massification of higher education. This is mostly attributable to the rising variety of students enrolling in higher education and the rising level and standard of those students. Not much has been accomplished in terms of generating value-added quality indicators^[3].

3. Quality and Purpose of Education

Macaro, Curle, Pun, An and Dearden (2018) relied on three ideas of schooling in their literature review work on the understanding of educational quality in low-income countries focused on primary education. As a subset of the notion of education, the idea of schooling helps shape various valuations of excellence. (A) education as a means to an end (personal or otherwise), (B) education as a means to an end (preparation for the workforce), and (C) education as a means to an end (social or otherwise). Research argues that three schools of thought on the notion of national development are in line with the three educational tenets. They are (a) the viewpoint of economists, (b) that of sociologists, and (c) that of human needs theorists^[4]. Guo and Guo (2017) conducted a literature study on the topic of how education quality is understood in low-income countries, and from that they presented a new framework consisting of seven conceptual components. The terms "effectiveness," "efficiency," "equity," "responsiveness," "relevance," "reflexivity," while three of the dimensions are referred as effectiveness, efficiency, and relevance are quite close to their "extraordinary," "value for money," and "fitness for purpose" definitions of quality^[5].

4. Concept of Quality Guarantee System in Higher Education

In addition to the education quality assurance body, multiple assessment models, evaluation index systems, and a number of quality guaranteeing activities, a set of applicable policies and laws should be in place to ensure that they are implemented effectively. The system's goal is to increase access to higher education on a broad scale while also encouraging educational quality to rise to an appropriate benchmark and then keep rising. The quality assurance organization in most nations is solid tissue autonomous from the government, albeit receiving funding from it (Zhao, 2017)^[6]. There are two main types of quality assurance systems in higher education: external and internal. An external quality assurance system is often a nationally or regionally based entity. The primary responsibility of these establishments is to manage and direct the quality identification activities taking place inside their own walls, as well as to organize, practice, and coordinate these activities. An internal quality assurance system is the practice of monitoring the learning, training, and assessment activities within or provided by a business, training organisation, or academic institution. From a more general perspective, internal quality assurance system is the internal process by which companies ensure the quality of their products and services. The duty of assuring the quality of higher education is shared between two systems: an internal quality assurance system and an external quality assurance system. An evaluation model and quality assurance system should be established and regularly reviewed by the institution in order to assess and monitor the quality of education (Zhou, 2016)^[7].

5. Countermeasure Analysis of Constructing the Higher Education Quality Assurance System

A higher education system that is market-oriented is one that is able to respond to the demands of the market and evolve with it. Colleges and universities that are flexible enough to meet the needs of the marketplace are said to have a market orientation. At this point in higher education's rise to prominence, the idea of educational quality should be even more concerned with observable elements

of the market. The market was the one who first articulated the need for higher education. The service to society inevitably leads to a market-driven focus. As a result of healthy rivalry between universities and other social institutions, universities are able to establish themselves as legitimate entities in their own right (Espinosa, Turk, Taylor & Chessman, 2019)^[8]. In addition, the survival and growth problem of Chinese universities makes market orientation an unavoidable option. There is a significant hole in the market in terms of funding, market resources, graduate employment, and the commercialization of technological outcomes. Higher education's shift toward a focus on the marketplace reflects this need (Helm, 2015)^[9].

6. Realization of Institutionalization, Legalization, And Standardization of Quality Assurance

Property, function, position, methods, and techniques of quality assessment and assurance are established in industrialized nations primarily by legislative and administrative procedures. In particular, when the external delivery is assessing universities, it is a cause activity that follows legal process at regular intervals. For China's higher education quality assurance, the moment has come to terminate the current state of affairs, which includes both a lack of regulations to follow by and a failure to respect the law. The process of crafting laws is crucial to ensuring high standards are met (Hua, Xie & Su, 2018)^[10]. Quality assurance topic includes constituted of country, society, and family, prescribe authority and duty of quality assessment and assurance system, which may draw on educational legislation, higher education law, and teacher law as well as the experiences of western nations. For the sake of safeguarding scientifically, it must create a system of quality certification for higher education that is Chinese in character (Longhurst, Stone, Duloherly, Scully, Campbell & Smith, 2020)^[11].

7. The development of the diverse quality guaranteeing subject

A new system of university activity, characterized by the more autonomous nature of universities under the central government's oversight, serves as the compass for China's reformation of its higher education system. It calls for reforming the way government agencies oversee the quality of higher education. In order to build a varied quality assurance topic including the country, the community, and the family. The university takes on the bulk of responsibility for monitoring, supervising, and self-evaluating education and teaching quality since it is a special case within the realm of internal assurance in higher education (Shambaugh, 2015)^[12]. The central government and the provincial governments of China share the responsibility for planning and management. There will be significant changes in the way institutions are governed after the overhaul of the higher education administration system. When it comes to ensuring a high standard of learning, administrative mandated monitoring translated into supervision service is the major tool at hand. The fundamental tension in the field of education is the gap that exists between what is taught in schools and what the community really needs. The primary focus of growth and change in higher education should be on being more subjectively fitted to the needs of the market (Findler, Schönherr, Lozano, Reider & Martinuzzi, 2019)^[13].

8. Setting up the Quality Supervision and Evaluation Mechanism

The term "re-assessment" is used to describe the process of reviewing and judging the worth of something in order to keep it running smoothly and efficiently. Education re-assessment is the process of revising and improving student learning based on empirical data on their knowledge, skills, attitudes, aptitude and beliefs. It can help students to master the learning objectives and overcome their mistakes. Widespread access to higher education necessitates a more flexible approach to

designing degree programs, applying to universities, and studying in college. As a result, the single criterion cannot be used to evaluate widely varied forms of higher education. Establishing varied standard is required (Nabi, Li ñán, Fayolle, Krueger & Walmsley, 2017)^[14]. The government and the university are kept far apart from one other by these groups. The professional intermediary organization is akin to a government agency, but it lacks the public's binding authority since it is not a right framework. It may have an impact on the quality of colleges by monitoring and assessing university quality and disseminating more data on the value of higher education to prospective students, their families, and the general public. Rather, it limits the university's freedom in a roundabout way (Porter, Graham, Bodily & Sandberg, 2016)^[15]. Chinese higher education is becoming more multi-level and diverse as a result of the country's current circumstances, growth, and reform. There is no one benchmark that could achieve this. Students should be given access to a wide range of quality value information that has been established using the national basic standard as a baseline. It oversees the quality administration of national higher education within the framework of our country's legislation and policy. The government has to develop plans strategically for re-evaluation. (Shambaugh, 2015)^[12].

9. Orientating China's Higher Education to Internationalization and Popularization

Education is a kind of enterprise attempt to meeting the modern world's need. Chinese colleges and universities need to focus on four internationalization trends. First, encourage more international students to study in China. Second, deepening the higher education internal reform. Third, educating and preparing human capital with an international perspective, awareness, and communication skills. Fourth, intentionally enhancing the quality of higher education (Dearden & Macaro, 2016)^[16]. Quality assurance in education relies heavily on the information that institutions collect and store, making it both a vital component and a tangible representation of excellence in higher learning. Education modernization is not only a way to increase the quality and productivity of classroom instruction but also as means to cultivate informatization talents and propel internationalization development (Hamidi & Chavoshi, 2018)^[17].

10. Conclusions

In conclusion, quality guarantee mechanism is an important concept which is used in higher education to deliver quality education to students. Higher education quality comprises of two components. The first component is called inner quality guarantee system and the second component is called outer quality guarantee system. Both components work in tandem to ensure the quality of higher education quality. The institution may design and regularly improve an evaluation model and quality guarantee system to measure and monitor the quality of education as means to address the increasing concern of university students about the quality of education.

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