

Research on External Guarantee System of Higher Education Quality in China

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Abstract: The international higher education quality assurance movement is becoming more and more fierce, and each country constructs its own external quality assurance system according to its national conditions. Quality is the lifeline of higher education services. At present, with the comprehensive and rapid development of higher education, various development bottlenecks have gradually become prominent ^[1]. The influence of education and the expansion of education scale have not increased in the same proportion. Of course, the quality assurance system of higher education should also make corresponding changes and improvements with the development of The Times, so as to meet new opportunities and challenges. In this study, I studied the law, security mechanism and external security system of higher education external quality assurance system, and put forward suggestions for improvement according to the reality.

1. Introduction

Ensuring and improving the quality of higher education is the first task for the development of colleges and universities.

The quality assurance system of higher education in our country began in the 1980s, and it plays an important role in promoting and ensuring the quality of higher education ^[2]. At present, the scale of our education is no longer blindly expanded, but accompanied by more needs of the social market, the expansion of quality improvement. The construction of the quality assurance system of higher education is more about the cultivation of high-quality talents and the construction of more excellent universities. According to the data, by 2021, the number of middle and high schools will increase to 12,262, totaling 19.23 million, an increase of 3.23 million over 2013; The highest college is 1,321, and the number of undergraduates has increased by 2.6 million compared to 2013. The total number of students in universities is close to 30 million. Since the beginning of the new century, the number of college graduates in China has reached more than 70 million, which is very beneficial to the cause of national construction.

Therefore, based on the above background, the author adopted the literature analysis method in this study. By comprehensively searching CNKI, Baidu Library, relevant foreign language databases and websites related to higher education, this paper collects relevant literature and materials on the status quo of external guarantee system of higher education quality in China. Based on the summary of extensive literature, this paper analyzes the existing problems of the external

guarantee system of the quality of higher education in China and the theoretical basis of the construction strategy of the external guarantee system of the quality of higher education.

2. Analysis of external quality assurance system of higher education in China

2.1 The legal provisions on external quality assurance are not perfect enough

In 1990, the Ministry of Education officially issued the Provisional Provisions on the Evaluation of General higher education. With the development of society, great changes have taken place in higher education. Therefore, we must constantly review and revise the Provisional Provisions on the Evaluation of General higher education in order to improve the external guarantee level of higher education quality in our country. For example, we need to actively address the diversity of school types and differences in school levels. In 2021, the Ministry of Education officially issued the Implementation Plan for the Audit and Evaluation of Undergraduate Education and Teaching in ordinary Institutions of higher Learning (2021-2025), pointing out that it is necessary to meet the diversified development needs of higher education, conduct school positioning and target training according to the diversity of levels and types, and strive to promote the construction of external security system^[3].

On the legal level, China's higher education legal protection has the People's Republic of China Education Law and the People's Republic of China Higher Education Law two laws. These two laws have made provisions on the quality assurance of higher education in principle. However, in the current two laws, the provisions on the quality of higher education are not clearly expressed, which is incompatible with the reality that the quality of education is regarded as the lifeline. Therefore, the systematism and integrity of the external quality assurance laws and regulations of higher education need to be further improved, so that there are laws to follow and tracks to follow.

2.2 The construction of external quality assurance mechanism is not reasonable

The system and rationality of the external quality assurance mechanism of higher education need to be further strengthened. First, most evaluation institutions accept dual leadership. For example, as indicated in the regulations, the ministerial college education evaluation leading Group is subject to the dual leadership of the ministerial organs and the national college Evaluation Leading Group, and the provincial school education evaluation leading group is subject to the dual leadership of the provincial education department and the national evaluation group^[4]. Second, there is no professional school evaluation team in our country at present, and its formation is also based on the arrangement order of the government. The professional level of the evaluators is not enough, and who evaluates the evaluators is also one of the problems. Third, the leadership, team, implementation and supervision of evaluation are integrated, which is not conducive to the healthy development of evaluation work. Fourth, the evaluation indicators are slightly unitary and lack of hierarchy. From the point of view of the evaluation of the first and second level indicators formulated in our country, the indicators are not well divided into various colleges and universities, graded and classified to evaluate. All schools (with the exception of dual-tier universities) still use the same indicators. If the evaluation indicators of all universities are limited in the same framework, it is bound to fail to meet the current requirements for talent training. Therefore, our current assessment indicators are still slightly weak.

2.3 Research on external quality assurance of higher education in China is relatively weak

In our country, the theoretical research on external quality assurance institutions began with the introduction of the international higher education quality assurance movement by Chinese scholars in the 1990s. In the Outline of China's Education Reform and Development in 1993, it was emphasized that "institutions for consultation, review and evaluation with the participation of experts from all sectors of education and society" were established. After that, some well-known experts such as Chen Yukun and Wang Jisheng started the research on educational evaluation intermediaries in China ^[5], which attracted the attention of some scholars and great interest of the government.

The author finds that most scholars are more enthusiastic about the study of higher education evaluation, while the research literature on the content of external guarantee system of higher education quality is less than half. However, the research results on the organizations or institutions in the external guarantee system of higher education quality are even less, and the repetition rate is high, so the depth and breadth of the research are obviously insufficient. So it is very urgent to strengthen the theoretical research of the external guarantee of higher education quality.

3. Construction strategy of external guarantee system for higher education quality

3.1 Improve higher education laws and regulations

Higher education laws and regulations play a role in maintaining order and standards in the quality assurance system of higher education. Higher education laws and regulations are mandatory and can ensure the orderly and stable improvement of higher education quality ^[6]. As can be seen from the higher education laws of Germany, Australia and the United Kingdom, the highlights of the law are: strong concept of rule of law, legal science, strong control, clear, easy to operate, and constantly revised and promoted.

The quality assurance system of higher education in our country has been able to develop smoothly so far in which the legal policy support is indispensable. Only through legislation on the quality of education can the status of education quality be recognized in society. Therefore, the state can issue corresponding laws to promote the development of higher education quality and promote the steady improvement of quality by all parties, including the government, society and universities.

First of all, at present, China's higher education should strengthen its leadership in the aspect of quality assurance, fully implement the Party's educational policy, and adhere to the construction of the quality assurance system of higher education with Chinese characteristics. Under the general pattern of "Chinese characteristics and world level", the school should cultivate new people who support the Party's leadership and social concern system, are determined to struggle for socialism with Chinese characteristics for life, and play the adult role of national rejuvenation ^[7]. Secondly, more autonomy should be given to colleges and universities, so that colleges and universities can achieve the level of fame in the import of students and the export of degrees. In the legal protection, it is also necessary to pay attention to judicial supervision, establish a legal system of learning according to law, stipulate the legal basis for the behavior of teachers and students in the popularization stage, and carry out education-related learning and research in accordance with the provisions of law.

Legislation on the quality of education is the most important step in quality assurance. Through legislation, the status and role of the quality of higher education can only be ensured in social development, so as to effectively guarantee the quality of higher education ^[8].

3.2 Construction of external quality assurance mechanism of higher education

Due to the influence of China's basic national conditions, the historical environment of China's higher education is slow, and the related higher education quality research and evaluation institutions are not very good. However, there should be no excuses and corresponding local security structures should be established accordingly.

Combined with foreign experience and China's national conditions, first of all, the establishment and development of national higher education research institutions should be promoted through legal barriers. According to statistics, the number of researchers in German higher education is 400, and the number of researchers in vocational education centers in China cannot meet the needs of the development of higher education in our country. In China, the vocational education research team mainly engaged in higher education theory and teaching research, lack of understanding of development policies, training standards and requirements, and rarely affect the teaching law professional content and higher education teacher training. Schools should prevent the possibility of restricting the development of higher education. The development of China's higher education scientific research team should formulate plans, establish a scientific research system, establish higher education, formulate plans for the national higher education scientific research team, clear objectives, plans and effective measures, planning. Resource allocation, measures, policies, laws and regulations. Investment and research of security mechanism. Colleges and universities should establish a stable fund investment mechanism, guarantee the construction of scientific research systems and institutions, and establish an annual report and release system of national and provincial higher education development to create conditions for improving the quality of higher education.

The first is to establish a higher education Quality Assurance Association. A National Commission for Quality Assurance in Higher Education could be established under the auspices of the Government and its members would be composed of representatives of higher education institutions, social enterprises, socially disadvantaged groups and competent government authorities. The Association for Quality Assurance in Higher Education has the following responsibilities: certification of curriculum standards, review of vocational training, conditions of operation of schools, evaluation of conditions of operation of schools, professional audit reports, technical aspects of the registration process, evaluation of higher education, protest of school quality and related response processes. In addition, with the help of the higher education Research Foundation, it focuses on the evaluation of higher education quality management, timely contact with universities and enterprises, and effectively monitor and investigate the quality of higher education and quality problems. According to the needs of national industrial development, education feedback, refining, analysis and summary are carried out. Students should gradually adapt to the relevant teaching subjects, relevant courses and operational techniques in colleges and universities in order to adapt to the development of The Times and improve their social work skills.

Second, establish a scientific and standardized monitoring and evaluation system. Colleges and universities should establish certification and evaluation systems such as school performance evaluation, professional level evaluation, talent evaluation, professional setting, teaching achievement evaluation, academic effect evaluation, but also establish working standards such as procedure cycle, establish scientific and high-quality evaluation reports, standards and information media, establish public service forums, and establish information databases to ensure the quality of higher education and timely release resources to the society.

The third is to strengthen the construction of evaluation team personnel. We need not only experts with high academic attestments and understanding of higher education evaluation and

methods, but also personnel with rich experience in education and teaching management. Therefore, existing personnel should be trained or introduced to improve the structure of assessment personnel.

3.3 Strengthen theoretical research on external quality assurance of higher education

With the development of society, the impact of higher education service market in our country gradually appeared, and practical problems constantly appeared. The external quality assurance system of higher education should not only focus on the content of evaluation, but also evaluation is only a means, and theoretical research should be carried out to make the behavior more scientific and reasonable, and effectively prevent problems before they happen. To strengthen theoretical research on external quality assurance of higher education, we should first correct our understanding, attach importance to theoretical research from the ideological perspective, combine theory and practice, and support each other. Secondly, we should formulate corresponding policies and set up funds to ensure the effective conduct of external quality research in higher education. At the same time, the personnel quality training plan is formulated to ensure the quality of theoretical research results.

4. Conclusion

The external quality assurance of higher education is a series of guarantee measures made by the government and society in order to guarantee and improve the internal quality of higher education. Therefore, the first step in external quality assurance is the legal guarantee, the second part is the government evaluates and supervises according to the quality standard in law, thus the quality of higher education in our country has been benign development. How to ensure the development of the quality of higher education is one of the problems urgently needed to be solved in our country. While examining and solving our own problems, we should also look at the world and learn from the efforts made by other developed countries in improving quality assurance and drawing experience.

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