Research on The Whole Teaching Process Evaluation and Quality Assurance System of Higher Vocational Colleges

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Abstract. We study the whole process evaluation and quality assurance system of higher vocational education. This paper focuses on introduces the research of quality standard system in the whole process of teaching, the whole process evaluation of teaching, and the whole process of teaching TQM (Total Quality Management). Through research, we can find out the key issues affecting the quality of teaching, when “Total Quality Management” is applied in the field of higher vocational education, we must look at all the work of the school from the perspective of service, and the school should establish a “quality system” to continuously improve the quality of education. The whole teaching process monitoring and quality assurance process is a complex system. When there are problems in the whole process of Higher Vocational teaching, we can find out the solution to the problem or a permanent solution through research. In order to improve the quality of teaching in Higher Vocational schools, we must implement total quality management. We hope to establish and perfect the quality standard system of "school, enterprise and society" which covers the quality standards and work norms of all teaching links, Establish a quality monitoring mechanism for enterprises to participate in the whole process, strengthen the process monitoring of teaching quality management, absorb the employer's participation in teaching quality evaluation, improve the teaching quality information feedback system, and build a perfect monitoring and evaluation system. Construct a set of teaching quality assurance system with the college as the core, the education administrative department to lead, and the society to participate.

1. The forward-looking research on the whole process evaluation and quality assurance system of higher vocational education

At present, in general, the training of talents in higher vocational colleges can basically reflect the cultivation of students' knowledge, ability and quality. However, in-depth research will reveal that there are still many problems in training and education, such as professional theory. Whether the study of knowledge meets the requirements of professional practice; How to better conform to the law of professional talent training in the teaching mode; In terms of capacity development, how to combine professional skills development and innovation ability development. These problems are all deeply aspects of teaching reform, involving the curriculum standards, teaching staff, teaching mode and other main contents of professional construction, as well as the quality of talent training and quality
assurance system construction. At present, Comrade Li Yucai of China studies the internal quality assurance system of higher vocational colleges, which is based on the design and diagnosis of quality control points at the school's professional level. Comrade Sun Shengyong focused on the establishment and operation of an internal assurance system with a professional quality improvement orientation. Wang Borong and other scholars studied the construction of internal quality assurance system in higher vocational colleges. He believed that the internal quality assurance system of higher vocational colleges is a systematic project with two stages: "system construction" and "quality assurance". Comrade Shen Hongyi proposed a method based on PDCA cycle management to further strengthen the quality of teaching. The PDCA originated from the quality management thoughts of American Deming is shown in Figure 1.

![Figure 1. PDCA cycle for quality management.](image)

Our research group is in accordance with the No. 19[2014] document issued by the state, and the December 2015 Ministry of Education's “Higher Vocational Education Innovation and Development Action Plan (2015-2018)” and other documents, exploring the whole process evaluation and quality assurance system construction of higher vocational education, and promoting the overall improvement of quality in higher vocational education.

In foreign countries, the evaluation index system of American college curriculum teaching quality has the characteristics of multi-dimensionality, individuality and diversity. Some universities in the United States have implemented Six Sigma management. German higher education, in addition to the government's management of higher education, the role of some independent, national educational consultation and advisory bodies cannot be ignored, the students begin to participate in the evaluation of professors and the teaching quality of schools, the school through the workload assessment, to promote the flow of some departments, subject teachers.

The study found that research on the evaluation of higher vocational education and the construction of quality assurance system, there is not much focus on the whole process evaluation and quality assurance of teaching, therefore, this topic supplements the existing research and puts forward the research on the whole process evaluation and quality assurance system construction of higher vocational education. China's higher vocational education has shifted from epitaxial development to connotative development, from a large human resource country to a human resource power. This topic should focus on the whole process of higher vocational education, and take the reform and innovation as the driving force to comprehensively improve the quality of higher vocational teaching.

This article highlights vocational education and insists on educating people as the basis. To further strengthen the quality management of the whole process of teaching to ensure the quality of talent training; From the perspective of teaching management, this research can help to further strengthen the construction of teaching management techniques; Strengthen the construction of the content, standard, evaluation and operation system of teaching management, and form a scientific and standardized
teaching process management system through the establishment and implementation of the system; Strengthen the construction of teaching management team and strengthen the research on the construction of high-quality "composite" teachers. Establish and improve the teaching quality supervision and evaluation management mechanism, and carry out reform and innovation in teaching management to ensure the quality of talent training.

The purpose of the whole process evaluation of higher vocational education is to serve the society. The education should be adapted to the economic, political and cultural aspects of the society and cultivate those who meet the needs of the society. This is for a long time since the educational career of the party is well-recognized correct proposition and a fundamental starting point for educational work. As a product of modern social and economic development, higher vocational education, its close relationship with the natural social economy determines that its adaptive characteristics are more prominent. Therefore, no matter in the past, present or future, high-quality education and adaptability are an important mission in the key construction process of higher vocational education.

2. Key points in the study of the whole process evaluation and quality assurance system of higher vocational education

The main research contents of this subject include the following three aspects: (1) Research on the quality standard system of the whole process of higher vocational course teaching; (2) Research on the evaluation of the whole process of higher vocational course teaching; (3) Research on the total quality management of the whole process of higher vocational course teaching.

If there is a whole-process evaluation and quality assurance system for higher vocational course teaching, then the competent education departments, social evaluation agencies, students and their parents, as well as higher vocational colleges themselves can conduct inspections, reviews, and continuous improvement according to this set of quality standards (see Figure 2), so as to promote the improvement of the quality of service in higher vocational education. The research team believes that the individual quality of students should be managed, and we have designed a personal quality checklist for vocational students.

Figure 2 shows the evaluation subjects of enterprises, students, schools and third-party social institutions

The next step is want to use it for statistical management.

Figure 2. The subject of talent quality evaluation.
3. TQM research on the whole process of higher vocational course teaching

The whole process management of higher vocational courses teaching means that according to the teaching management objectives, the teaching managers select and adopt the practical management methods according to the teaching characteristics and the teaching management rules under the guidance of the teaching principles. The teaching manager takes the education work as the center, takes the teaching as the center, in order to achieve the school predetermined goal according to the plan, has the step to carry on has the procedure the common activity. The teaching process is an orderly, dynamic process, a unified whole that is interdependent and mutually reinforcing. Higher vocational teaching is a regular central work of the school, and the whole process of teaching management occupies an extremely important position in schools. The basic content of the whole process of teaching management in higher vocational colleges generally includes:

3.1. Teaching Management Organization System

Higher vocational education should strengthen the construction of teaching management team. It is necessary to establish a teaching management team with specialization, high quality and relatively stable according to the needs of different positions. It is necessary to strengthen the management of management and management theory of managers, and actively create conditions to carry out exchanges and inspection activities of teaching and management personnel at home and abroad to meet the needs of scientific and modern teaching management.

3.2. Professional construction and talent training program management

The professional talent training program is the overall design of talent training objectives, basic specifications, training process and methods. It is the basic teaching document for the school to ensure the quality of teaching. It is also the basic basis for organizing the teaching process, arranging teaching tasks and determining the teaching preparation. The professional talent training programs shall be independently formulated by schools under the guidance of the state and local administrative departments of education. The professional talent training programs should not only conform to the specifications of higher technical application-oriented talent training with relative stability, but also be timely adjusted and revised according to the new situation of economic, technological, cultural and social development. In order to highlight the pertinence of professional talent training programs, enterprise personnel, school teachers and management cadres who have long-term work in this profession can be hired to form a professional steering committee to jointly formulate and participate in the whole process of personnel training. Once the professional training program is determined, it must be carefully implemented.

3.3. Full teaching operation management

Teaching operation management is the core and most important management for the school to organize and implement the professional talent training program. The entire teaching operation management, must grasp two key points: one is the classroom teaching (including the practice, the experiment teaching) the management, must display the teacher's leading role and the student's main body function, implements the teaching and learning mutually the principle; The second is the teaching administrative management which takes the teaching management function department as the main body, should formulate the instruction of the teaching work system, to the classroom teaching, the experiment teaching, the practice teaching, the curriculum design, the graduation project (thesis) and so on teaching link puts forward the request, and earnestly organizes the implementation.

The operation management of the whole process of teaching includes: formulating the curriculum syllabus, organization and management of classroom teaching, organization and management of practical teaching links, daily teaching management, teaching archives and student roll management.

The whole process of teaching is shown in Figure 3.
3.4. Teaching Quality Management and Teaching Evaluation

Ensuring and improving teaching quality is the ultimate goal of teaching management. Must establish quality consciousness and comprehensive quality view firmly, hold to strict quality standard. We should start with the main internal and external factors (teachers, students, management, policies, systems, etc.) that affect the quality of school teaching, strictly control the quality, establish a scientific and rational teaching evaluation and supervision system, and form an analysis, evaluation, and feedback system to create a good teaching environment to achieve the best teaching results.

We should conscientiously grasp the management of the whole process of teaching, establish the examination and assessment system of teaching quality, and establish the examination and assessment system of teaching quality, and establish a scientific and operable index system of teaching quality assessment for teachers. The teaching evaluation work should be combined with the incentive mechanism and restraint mechanism within the school. The results of teaching evaluation and the evaluation, employment and remuneration of teachers' positions, the main teaching information, such as the basic enrollment situation of new students, students' learning and examination situation,
graduates' quality and employment situation, should be collected and statistically analyzed on a regular basis, so as to constantly improve the teaching work of the school.

3.5. Faculty Construction and Management

The construction of the teaching staff is the most basic teaching construction of the school, the key to improving the quality of talent training and forming school-running characteristics is to establish a teacher team with excellent personnel, excellent quality, reasonable structure, professional and part-time combination, distinctive characteristics and relative stability, the school must have a plan for the construction of the teaching staff and implement it layer by layer. We should pay attention to the training of professional leaders, academic leaders and key teachers, focus on the training and improvement of young and middle-aged key teachers, and give full play to the role of old teachers in teaching, helping and leading, and constantly train excellent young teachers to enrich the teaching front line. Through teaching practice, professional practice (including scientific and technological work) and business (including educational science knowledge), vigorously cultivate and form a batch as soon as possible with both high academic level and teaching level, and strong ability of practical work "double division type" full-time teachers as the backbone, can also be hired from the society there are both rich practical experience and higher academic level as a part-time teacher of senior technical and management personnel.

3.6. Xi Jinping's new era of socialism with Chinese characteristics entered the classroom and professional ethics construction

Since the Eighteenth National Congress of the Communist Party of China, we have been focusing on the fundamental question of whom to train, how to train and for whom to train. We should comprehensively strengthen the Party's leadership over education, uphold moral integrity and cultivate people, strengthen ideological and political work in schools, and promote educational reform, accelerating the completion of the shortcomings in education, making the cause of education more distinctive with Chinese characteristics, accelerating the modernization of education, and increasing the sense of the people in education, the international influence of China's education has been accelerated, and the ideological, moral and scientific and cultural qualities of more than 1.3 billion Chinese people have been improved in an all-round way. Under the strong leadership of the party, fully implement the party's educational policy, adhere to the guiding position of Marxism, adhere to the development path of socialist education with Chinese characteristics, and adhere to the direction of socialist education. Based on the basic national conditions, following the laws of education, and persisting in reform and innovation, we must focus on the people, improve our personality, develop human resources, cultivate talents, and benefit the people, we will cultivate socialist builders and successors who are fully developed in moral, intellectual, and artistic work, accelerate the modernization of education, build a strong education, and run a satisfactory education for the people. The 19th National Congress of the Communist Party of China formed Xi Jinping's new era of socialism with Chinese characteristics, adhered to the overall plan to promote the overall layout of the "five in one", coordinated and promoted the "four comprehensive" strategic layout, and adhered to the general tone of steady progress, and the party and the state. All aspects of the work put forward a series of new ideas, new ideas and new strategies, promote historic changes in the cause of the party and the country, and achieve historic achievements. Socialism with Chinese characteristics has entered a new era.

Through ideological construction, organizational construction, system construction and environmental construction, we must do a good job in the rigorous academic style of teachers and the construction of learning styles, learning objectives, learning disciplines, etc., and form a good academic atmosphere. In combination with the characteristics of higher vocational colleges and universities, students are encouraged to learn vocational and technical skills and related knowledge, and obtain corresponding professional certificates, paying attention to the entrepreneurial spirit of students. It is necessary to pay special attention to the education of the examination style and prevent
cheating in the examination. Combine the school's moral education with the education of students' professional ethics, and strengthen the cultivation of students' professional ethics.

It can be seen that the whole process of higher vocational course teaching management is a complex system, involving the participation of all staff. Higher vocational education management, in accordance with the requirements of the Ministry of Education and the local education administration, we must establish and improve various systems, formulate complete teaching basic conditions, and work hard to standardize the teaching management system.

4. Conclusion

Comprehensive education management in colleges and universities should look at all the work of the school from the perspective of service, form a service chain that serves students and teaching at the front line, and emphasize that the school should establish a set of "quality system" to "continue improvement and improve the quality of education." The research on the whole process evaluation and quality assurance system construction of higher vocational education focuses on the evaluation and quality assurance system of talent training education in higher vocational colleges. We believe that the ISO quality management system should be introduced, and at the same time recognize the importance of improving the quality of teaching in higher vocational schools. Then, to discuss the teaching quality assurance system, the research group believes that the quality assurance and supervision system should be reflected in the whole teaching process, from students, teachers, curriculum, to teaching plan, in-post practice, and so on. PDCA is implemented throughout, and teaching management should implement TQM management. As a third party, enterprises should participate in the evaluation of teaching quality, so that the training of higher vocational talents is more perfect. Finally, the standards for the quality assurance system for personnel training should be formed and continuous improvement should be made. Education also has a process of "input-conversion-output", which also needs to be controlled by each process to achieve its goals. All functional departments should coordinate and coordinate the relationship between various systems, and optimize the education and teaching resources of the college, including people, finance, materials, affairs and information. All teachers and students should strengthen their quality awareness and actively participate in the comprehensive construction of the teaching quality assurance system to ensure the effective operation of the teaching quality management system, so as to improve the quality of teaching and demonstrate quality management.

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