

On the Construction of Postgraduate Quality Assurance System under the Background of Double First-class Construction

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Abstract: "Double first-class" construction refers to the construction of world-class universities and first-class disciplines. This is another important strategy for higher education in China after the "211 Project" and "985 Project". China's "double first-class" strategy emphasizes improving the teaching level and the personnel training system of colleges and universities. Under such a strategic background, building a modern postgraduate quality assurance system has become an important direction for research. This article starts with the analysis of the current status of the graduate quality assurance system, then puts forward some opinions on the construction of the graduate quality assurance system under the background of double first-class construction to cultivate more high-quality graduate talents needed by society in the new era.

Keywords: Higher Education; Double First-class Construction; Postgraduate Quality Assurance System; Construction

China's higher education proposes a "double first-class" strategy, mainly to provide a better learning environment and resources for the broad student community through first-class schools and first-class disciplines. In the connotation of the "double first-class" strategic spirit, the construction of the graduate quality assurance system is important content, and the cultivation of high-quality graduate talents is a key measure for universities to implement the "double first-class" strategy. With the continuous improvement of the education system of colleges and universities, the number of postgraduates in China is increasing. Facing the increasing demand for postgraduate study, research, and practice, many universities have encountered difficulties and challenges in the construction of the postgraduate quality assurance system. In view of the new difficulties and challenges facing the current graduate education in China, it is of great significance to deeply study the construction of the graduate quality assurance system under the background of the "double first-class" strategy.

1. Current status of graduate student quality assurance system

1.1 Loss of outstanding graduate student resources

At present, China's graduate education is at a stage of transition from a great education country to a powerful education country. In this transition process, one of the important tasks of improving the quality assurance system of graduate students is to pay close attention to the quality of graduate students. Some colleges and universities do not pay attention to cultivating students' consciousness of further study, lack of guidance for students to study postgraduates, so that some outstanding college students will go out to work after finishing their undergraduate studies, and miss the opportunity to continue studying at the most appropriate age. Although some colleges and universities encourage students to study, the teachers are too traditionally conservative in the teaching design of postgraduate courses, so that students do not feel the fun and significance of the postgraduate study stage and lose confidence in continuing to study. Some students insist on learning step by step in the traditional teaching mode, holding the "take diploma" psychology, so that they lack innovative understanding and practical enthusiasm for the knowledge learned.

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1.2 The phenomenon of dislocation of graduate students is common

In the construction of graduate student quality assurance systems, students should not only be bystanders, but also active participants. At this stage, in the construction of the quality assurance system for graduate students in China, the phenomenon of dislocation of the students is relatively common. How to understand the phenomenon of student body dislocation? At present, most students' feedback on postgraduate study and teaching is mainly through the university postgraduate network management system. This kind of feedback is often very passive and cannot stimulate students' enthusiasm for participating in the construction of the postgraduate quality assurance system. In addition, most schools still focus on teaching professional knowledge for postgraduate teaching management, such as publishing papers and participating in academic discussions. They pay little attention to the needs of students' psychological construction and humanistic quality. Basically, there is no effective teaching system. Under the modern educational concept, graduate students should not only have high educational background, but also high quality.

1.3 The policy system has not been adjusted with the times

Although China vigorously promotes and improves the quality assurance system for postgraduates, in the actual education and teaching work, there is a lack of a policy system that advances with the times to ensure implementation. With the development of society and the change of education environment, the traditional policy system related to the construction of graduate student quality assurance system has exposed more and more problems: First, the relevant departments involved in the management of graduate student quality assurance system come from schools, governments, and society, etc., which bring the problem of unclear rights and responsibilities of the subject. When dealing with many issues in the construction of the graduate quality assurance system, the efficiency is low and the effectiveness is poor; second, the traditional policy system has some limitations on the quality standards of graduate training. Failing to keep up with the requirements of social development is not conducive to college teachers to carry out postgraduate teaching design work.

2. The construction of postgraduate quality assurance system under the background of double first-class construction

2.1 Rooted in postgraduate study awareness

In order to pay close attention to the "quality of graduate students", colleges and universities should attach great importance to the issue of enrollment of graduate students. After the students enter the university campus, they should organize necessary scientific popularization activities for graduate students, and systematically root the consciousness of graduate student learning in the students' minds. Therefore, students who wish to continue their studies and have the ability to continue their studies can formulate their own study plans early to prepare them for graduate studies. At the same time, college teachers should pay attention to the teaching design at the graduate stage. They cannot always rely on the traditional "rich experience" to carry out the teaching work of modern graduate students invariably. They must be good at using the teaching equipment of information technology to update the teaching concept of graduate students so that students can experience the real fun and meaning of studying at the graduate level. In order to improve students' enthusiasm for studying, the school should reveal detailed work on postgraduate assessment and admission to be fair, so that every student can have equal rights to education.

2.2 Attach importance to the principal status of graduate students

The core of the quality assurance system for graduate students is the principal status of students. Students should play an important role in it, not just bystanders nor passive receivers. In order to fully guarantee the principal position of students in the construction of graduate student quality assurance systems, they can be improved from the following aspects. First, on the basis of existing network feedback, optimize and expand the student's participation path, so that students' questions can be resolved at the first time, and the enthusiasm of students to participate in the construction of the quality assurance system for postgraduates can be raised. Second, in addition to the professional knowledge of postgraduates, university teachers should pay attention to the psychological construction and humanistic quality of postgraduates, and establish more communication and interactive teaching relationship to make students more willing to exert their subjective initiative in graduate study. Third, to further reflect the student's dominant position, the scale of government intervention should be adjusted reasonably to give graduate training units more autonomy and giving universities combined with the actual situation of students to develop a characteristic graduate training system.

2.3 Improve relevant policies and systems for graduate students

Since the traditional postgraduate quality assurance system policy system can no longer meet the actual needs, it is necessary to

optimize and supplement the relevant policy system based on the current system. Specifically, it includes the following aspects: First, according to the existing graduate education requirements, the policy system of the graduate quality assurance system should be improved, and new connotations should be added to the responsibilities of various management departments and the standards for training talents. Second, according to the division of responsibilities of each management department, responsibilities and obligations need to be determined and relevant personnel should improve efficiency and effectiveness when dealing with the construction of the graduate quality assurance system. Third, the perfect graduate quality assurance system should include supervision and the evaluation mechanism to ensure the scientific and advanced nature of the construction of the graduate quality assurance system through strong supervision.

3. Conclusion

All in all, the transition from a "great country for graduate education" to a "powerful country for graduate education" is not a short process. It requires gradual and scientific planning. In the context of the "double first-class" strategy, strengthening the quality assurance system for graduate students should not be led by one party, but by the joint efforts of many parties such as schools, teachers, students, and society. The connotation of the future graduate quality assurance system should be in a state of dynamic development. According to the development stage of the society and the actual situation of education and teaching, the connotation is constantly enriched to make graduate students always be driven by the spirit of the times and society. The demand-oriented strategy makes students not only learning happily, but also learning with direction, goals, and ideals.

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