

Research on the Construction of Long-term Mechanism for Medical Education Quality Improvement under the Background of Professional Certification

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Abstract : The long-term mechanism of education quality improvement is the guarantee to implement medical professional certification and improve education quality and level. Based on this, this paper analyzes the significance of constructing a long-term mechanism for medical education quality improvement under the background of professional certification, and puts forward the construction method for reference.

Keywords : Professional Certification; Medical Education; Quality; Long Term Mechanism; Structure

1. Introduction

In order to train more medical talents, the state proposes that medical colleges and universities should build a medical professional certification system. Professional certification is an opportunity for colleges and universities to innovate educational ideas, give full play to professional advantages, improve the system, update talent training mode and improve teachers' teaching level. Education quality is the driving force for the healthy development of colleges and universities. Therefore, under the background of professional certification, it is very important to build a perfect long-term mechanism for the improvement of medical quality.

2. Significance and current situation of constructing a long-term mechanism for improving the quality of medical education under the background of professional certification

2.1 Significance

Professional certification is carried out according to the standard. It determines whether medical education and teaching meet the requirements of relevant national standards through college self-evaluation and expert evaluation. Combined with the feedback information, it helps colleges and universities find the weakness of their professional teaching, points out the development direction, and improve the quality of medical talent training.

Colleges and universities should build a long-term mechanism for the improvement of medical education quality, so that school leaders, managers, teachers and students can join in the process of education quality evaluation, find and correct problems in time, and the teaching task can be implemented smoothly. The long-term mechanism of education quality improvement should run through the whole process of education management, so that school managers can fully understand the design of medical education and teaching, and constantly optimize and update the teaching management mode to serve the sustainable development of the school. The construction of a scientific, sound and effective long-term mechanism for improving the quality of medical education is the key to improve the quality of school education and teaching and promote the long-term development of the school. Therefore, colleges and universities should recognize the importance of building a long-term mechanism for improving the quality of medical education, and build a long-term mechanism for improving the quality of medical education in combination with their own professional

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characteristics and other aspects.

2.2 Current situation

First, the organizational structure and team construction of education and teaching quality supervision are unscientific. At present, some efficient educational and teaching quality supervision institutions and related work are carried out by the educational administration department. Some educational managers are part-time teachers, who need both teaching and management. They have many tasks and lack of energy. There are also some education and teaching managers who lack their own management experience, their professional ability is not high, and the quality supervision and evaluation cannot be implemented.

Second, the supervision system of education and teaching quality is not perfect. Education and teaching quality supervision is an effective way to improve the quality of running a school. There are many reasons affecting the quality of education, both internal and external. Among them, the imperfect internal system is the key to the smooth progress of quality supervision.

Third, the supervision information of education and teaching quality is not smooth. The supervision of education and teaching quality cannot be completed by relying on someone, and all must participate. Now some colleges and universities are still facing some problems at the level of information exchange and feedback, which makes the information unable to be transmitted and feedback at the first time.

3. Methods of constructing long-term mechanism for improving medical education quality under the background of professional certification

3.1 Updating educational ideas and implementing the top-level design of long-term mechanism for education quality improvement

Under the background of professional certification, medical education and teaching in colleges and universities should adhere to the student-centered teaching idea. In the process of promoting the reform of medical education, it is necessary to clarify the certification standards, summarize experience and lessons, and build a “one center, four orientations” medical talent training model. The so-called “one center” is the educational thought of “student-centered”, and the “four orientations” is the curriculum system oriented by post competency, the teaching method system oriented by self-study, the evaluation system oriented by comprehensive ability, and the management and control system oriented by development. The first mock exam provides a theoretical basis and operation method for the construction of a long-term mechanism for improving the quality of medical education. It integrates the contents of all aspects of medical teaching and monitors and manages in the whole teaching process.

3.2 Improving the system and mechanism to provide guarantee for the construction of long-term mechanism for the improvement of medical education

First, we can build a three-level monitoring mechanism, especially the two-level monitoring mechanism of teaching base and practice hospital, and regularly feedback the practical teaching status of medical students to colleges and universities every year. At the same time, scientific and legal procedures or processes can be adopted to introduce third-party evaluation institutions into the process of monitoring the teaching quality of medical education in colleges and universities. Through the analysis of evaluation data, we can understand the current situation of medical education, and improve educational ideas and strategies through the analysis of the causes of problems, in order to comprehensively sort out important teaching links, and set perfect quality standards, so that the quality supervision work can have rules and systems to follow. Level II and level III medical education quality institutions can formulate a practical supervision system according to the professional teaching quality control objectives of colleges and universities, discipline characteristics, students' learning, etc.

Second, unblock information channels and build a feedback mechanism. Education quality monitoring is a dynamic process, which should be continuously improved according to the reality of education and teaching. Therefore, colleges and universities should build a normal and dynamic monitoring mechanism and information feedback mechanism to stimulate the participation consciousness of teachers, students and managers of monitoring institutions at all levels, so as to realize self-regulation and improvement. At the same time, peer evaluation and student evaluation can also be allowed to ensure the scientificity of the evaluation results and accurately reflect the quality of education and teaching.

3.3 Building a high-quality educational talent team

In the long-term mechanism for improving the quality of medical education, the team of educational talents plays a very important role. Therefore, colleges and universities should strengthen the training of educators and build a high-quality talent team. First of all, in the recruitment stage, we should focus on the education level and moral quality of educators. Only educators with

good moral quality and rich educational experience can carry out medical education more efficiently and improve the quality of education. Secondly, we should build a perfect evaluation system, encourage educators to study independently, improve and constantly enrich the knowledge of medical education, and improve their own medical literacy. Finally, colleges and universities should form a trinity talent training system of counselors, teachers and students. Counselors should pay more attention to students, master students' medical learning, and give students more ideological guidance and help; Medical teachers should accurately grasp the situation of students and professional teaching requirements, and teach students according to their aptitude, so as to constantly optimize their own educational methods, and improve their educational level; Students should also have a comprehensive understanding of their own specialty, put forward targeted opinions and views on teachers' education and teaching, and cooperate with teachers in professional education and teaching; Colleges and universities should be aware of the necessity of building a team of high-quality educational talents, provide more opportunities for educators to go out for practical learning, and organize their training and education, in order to promote the overall improvement of the educational quality of educational staff.

3. 4 Building a scientific and systematic assessment and evaluation system

The evaluation of medical education quality is an indispensable part of building a long-term mechanism for improving education quality. Since it is educational evaluation, it is necessary to evaluate the whole process and results of medical education by focusing on educational objectives, referring to relevant standards and adopting advanced technical means. Through the scientific evaluation of medical education and teaching, on the one hand, we can accurately control the real situation of medical professional education in colleges and universities, so as to improve the deficiencies. On the other hand, we can remind and urge the educational staff to continuously improve their own educational level and improve their own educational methods.

4. Conclusion

In a word, the construction of long-term mechanism for improving the quality of medical education is the focus of educational management in colleges and universities, which needs the full cooperation of all departments. To build a perfect mechanism for improving the quality of medical education, college leaders and relevant managers need to update their educational ideas and implement the top-level design of the long-term mechanism for improving the quality of education, so as to improve the system and mechanism to provide guarantee for the construction of long-term mechanism for the improvement of medical education; We should build a high-quality educational talent team and a scientific and systematic assessment and evaluation system, so as to promote the healthy development of medical specialty in colleges and universities and realize the goal of talent training.

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