

Construction of Quality Assurance System for Talents Training in Applied Universities

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Abstract: With the gradual deepening of the popularization of higher education in China, it is manifested in the expansion of the scale of higher education, and in the pluralistic development of higher education structural system. The training mode of applied undergraduate talents is a re-recognition and change of talents training in Colleges and universities in order to meet the requirements and specifications of the society for talents training in higher education. Teaching quality is the lifeline of higher education. The construction of teaching quality assurance system in applied universities is very important for the training of applied talents. In order to ensure the quality of personnel training, we should build a sound quality assurance system for applied talents in applied universities from the aspects of teacher team construction and practical teaching. To solve the deep difficulties and problems in the process of university transformation, it is necessary to take the road of characteristic development of local application-oriented undergraduate colleges and explore the construction of quality assurance system for talents in applied universities.

1. Introduction

Applied colleges and universities are new things in the process of transforming China's higher education from elite education to popular education. It has developed rapidly and has become an important base for cultivating practical and skilled talents in China [1]. Guiding the transformation of some undergraduate colleges into applications is a major decision-making arrangement of the Party Central Committee and the State Council, and is an important focus and strategic breakthrough for the restructuring of higher education [2]. The development of China's social economy requires not only a group of specialized high-level research talents, but also a large number of professional senior application talents [3]. The re-recognition and change of talents training in colleges and universities are worth affirming, after all, the social development has different needs for the knowledge structure and professional ability of applied talents [4]. However, under this kind of transformation, the corresponding guarantee system for the training quality of applied talents should also be formulated and implemented. The quality problem of application-oriented talents has become the focus of all colleges and universities. It is urgent to explore the establishment of a scientific and effective teaching quality monitoring and guarantee system for application-oriented talents training [5].

Our country is experiencing profound and extensive social and economic changes. The society has made significant changes in the specification and demand for higher education personnel training. In order to accomplish this task, application-oriented colleges and universities need to define the personnel training objectives and reform the personnel training mode [6]. Pay attention to the quality of personnel training and establish a perfect guarantee system for the quality of applied personnel training. The establishment of a quality assurance system for talent cultivation is a systematic project, and the cultivation of applied talents is beyond the competence of traditional education and teaching modes. In a considerable number of enterprises, having a solid theoretical foundation, strong hands-on ability and being able to adapt to the professional application-oriented talents in the first line of production plays a vital role [7]. In terms of professional setting, the curriculum of applied undergraduate colleges is closely related to the economic development of local society and actively cultivates the talents needed for regional economic development in the region [8]. To solve the deep difficulties and problems in the process of university transformation, it

is necessary to take the road of characteristic development of local application-oriented undergraduate colleges and explore the construction of quality assurance system for talents in applied universities.

2. Timely Innovation of Training Objectives and Training Programs

2.1. Reasonable construction of college teaching resources

Teachers are the main body of teaching, and the construction of teaching staff must be the core of a good teaching quality assurance system. Some applied universities have not fulfilled the function of serving the local economic construction well, and there exists a phenomenon that talent training is out of line with market demand. A large number of Application-oriented Undergraduate Colleges and universities have been established, which is actually accompanied by the development of China's economic field and the regional transfer of industries. Some enterprises pay more attention to the short-term economic returns of enterprises, lack the vision of long-term development, and lack the understanding of the importance of school-enterprise cooperation. The talent training mode refers to the relatively stable structural state and operational mechanism established by the university in the practice of talent cultivation according to the social requirements for talents and its own educational resources and characteristics under the guidance of certain educational ideas or educational theories [9]. . To build a guarantee system for the quality of applied talents in applied universities, the construction of the teaching staff is a top priority. Some applied colleges and universities have the phenomenon of inaccurate positioning of talents, and still continue the previous school-running ideas, imitating the comprehensive university, leading to the phenomenon of homogenization of colleges and universities, and then the structural contradictions of employment.

2.2. Strengthen the construction of practice base inside and outside school

Applied universities should serve the development of regional economy and society as their guiding ideology for running schools. Therefore, professional settings should have obvious industry characteristics. It is the forerunner of establishing a scientific and effective monitoring and guarantee system of teaching quality and the fundamental guarantee of improving teaching quality to make clear the management ideas that conform to the development situation of education, the requirements of the times and the characteristics of the school itself. On the premise of defining the goal and orientation of talent cultivation, colleges and universities should combine the characteristics of applied talents cultivation to determine the quality standards of talents. Practical teaching resources include experimental equipment, practice bases and practical teaching instructors. The training goal is the core of the talent training mode, which has the function of guidance, standardization and adjustment for the comprehensive practice of talent training. Cooperative companies can also participate in the design and implementation of the curriculum, which can not only improve the professional ability of the students, but also enhance the recognition of the graduates.

Applied universities must pay special attention to the sharing of teaching resources in the mother school. This can activate the resource inventory, which can prevent the waste of repeated investment and improve the resource utilization rate. Information fusion People management education is based on the actual needs of human development and social development. After the various influencing factors have been uniformly measured to the four-point system, in order to better study the impact of price competition on various factors, the argumentation part adopts the idea of normalization of price competition. The talent training assessment is divided into six sections. The specific division is shown in Table 1. The relationship between normalized value and talent training evaluation is shown in Figure 1.

Table 1 Division of talent training assessment

Talent training evaluation parameters	0-15	15-30	30-45	45-60	60-75
Normalized value	0.15	0.3	0.45	0.6	0.75

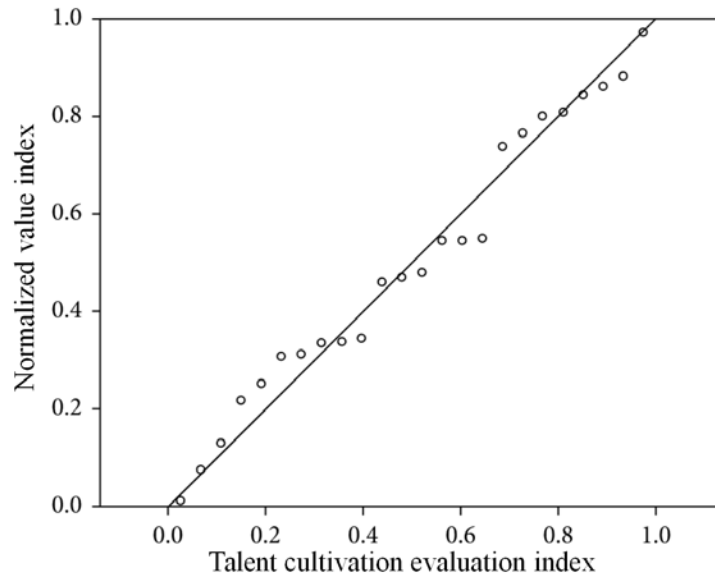


Fig.1. Relationship between normalized value and talent development assessment

3. Construction of Quality Assurance System for Talents Training

The practical teaching method of applied universities should reflect the application ability and practical ability of training students, and build to maximize the students' main body status. Students receive training in vocational skills and related professional knowledge, as well as professional theory and general knowledge education in colleges and universities. In the process of constructing the teaching quality monitoring and security system, the role of the multi-evaluation subject should be fully exerted. In the process of economic development mode transformation and industrial structure adjustment, it is very necessary and important to optimize and adjust the discipline professional structure and maintain the forward-looking structure of the discipline professional structure [10]. Ensuring the teaching quality is the center to ensure the training quality of application-oriented talents in application-oriented universities, and one of the most important aspects to ensure the teaching quality is to establish a practical and efficient monitoring and evaluation system of teaching quality in application-oriented universities. In order to improve the quality of personnel training, to meet the needs of social and economic development and the needs of students' own development as the starting point and foothold, to build a monitoring mechanism to adapt to it.

After the personnel training mode is changed, the corresponding personnel training objectives and plans need to be innovated as well. Many university teachers have narrow ideas and insufficient understanding of the new curriculum in their knowledge of the curriculum field. There is a lack of understanding of the current situation and trend of the curriculum reform of talent cultivation. For example, Table 2 shows the survey of teachers' information integration management curriculum areas.

Table 2 Survey of teacher information fusion management curriculum

	Curriculum view	Course resources	Course implementation	Course evaluation	Course reform
The average score	7	8	7	6	5
Correct rate(%)	64.2	59.8	62.8	51.9	61.2

There are many factors influencing the quality of teaching, but the leading role of teacher quality and teaching behavior is crucial. By strengthening cooperation with local enterprises, it provides opportunities for teachers to go to the production line and practice of the company, so that teachers

can keep track of the latest technology. In combination with the training needs of applied talents, it should be emphasized that teaching supervisors must have high practical ability and corresponding teaching ability. Students are the main body of education, a direct recipient of teaching and teaching management, and an important channel for information sources in teaching quality monitoring. In teaching, theoretical teaching is too heavy and tends to be the same as academic undergraduate education, blurring the applied characteristics of applied undergraduate education. Colleges and universities that cultivate applied undergraduate talents should pay attention to the fact that the first thing teachers should do is to have their own conditions that can meet the needs of cultivating applied talents, that is, the combination of professional theoretical knowledge and practical skills. Application-oriented universities should strengthen the construction of teaching materials and use teaching materials that conform to the training characteristics of application-oriented undergraduate talents in application-oriented universities.

4. Conclusions

The construction of the internal teaching quality guarantee system in application-oriented universities is the cornerstone and fortress of the education quality in application-oriented universities. Teaching quality standards will change with the development of education situation and economy and society. The research and improvement of teaching quality monitoring and guarantee system is also an endless topic. The internal teaching quality assurance system of application-oriented undergraduate colleges should also be relatively stable and cannot change at any time. Otherwise, students will not know what to do, but will affect the quality of their internal education. Every department and unit in colleges and universities directly or indirectly affects the quality of personnel training. Everyone should aim at the type of school personnel training and decompose the task of ensuring the quality of education into their own work. The internal teaching quality assurance system of applied undergraduate colleges is not static. Schools should timely adjust their internal teaching quality assurance system according to social needs. Colleges and universities should closely focus on the requirements of social and economic development, the orientation and goals of school development, and focus on developmental and comprehensive monitoring research. Constantly explore and improve the teaching quality monitoring and guarantee system that adapts to the characteristics of school personnel training and long-term development.

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<Research on the Orientation and Development Strategy in the Application-oriented Transformation Development of Local and Newly-built Undergraduate Universities in Yunnan Province>

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