

Construction of quality assurance system of doctoral training under the background of classified training of graduate students

Mingxu Liu

Central University of Finance and Economics, Beijing, 100081, China

Abstract: This paper analyzes some main problems existing in the current doctoral training system, summarizes the exploration and practical results of promoting the reform of the doctoral training mechanism of Central University of Finance and Economics, and then puts forward some experience and principles for constructing the quality assurance system of doctoral training.

Keywords: classification training; doctoral training; quality assurance

1. Introduction

In November 2023, the Ministry of Education issued the Opinions on Further Promoting the Classification Development of Academic and Professional Degree Postgraduate Education (Teaching and Research [2023] No.2), which requires to further promote the classification development and integration and innovation of academic and professional degree postgraduate education, focus on improving the quality of independent cultivation of top-notch innovative talents, and build a high-quality postgraduate education system. Doctoral training is the most crucial part of training top-notch innovative talents, and to a certain extent, it represents the development level of graduate education.

However, for a long time, the domestic doctoral education is often heavy on import and light export, or emphasis on "two ends" (enrollment and degree) and light "process" (training), especially under the research-oriented talent evaluation system, many links in the doctoral training process have not received due attention. The contradiction of unsound and unbalanced doctoral training system is very prominent. The government, universities and society are full of dissatisfaction and worry about the quality of doctoral training. It has become an urgent task for universities to deepen the reform of doctoral training mechanism and build a quality assurance system for doctoral training under the background of classified graduate training.

2. Main problems existing in the current doctoral training system

2.1 Poor quality of student population and difficulty in retaining quality students

The situation that "the quality of undergraduate students is the highest, master's degree students are the second highest, and doctoral students are the worst" is an outstanding problem that many colleges and universities have been facing for a long time. On the one hand, "people go high", excellent undergraduates and master's students are more willing to go to higher level universities or research institutes for further study, making it difficult for many universities to retain their high-quality students, on the one hand, the school's doctoral training level is not high and promotes the outflow of high-quality students, making the quality of students and the quality of doctoral training in colleges and universities mutually restricted, either "double high" or "double low".

2.2 Loose cultivation process and the tendency to emphasize results over process has not yet been reversed[1]

In recent years, the Ministry of Education has intensified the random inspection of doctoral theses and established corresponding punishment mechanisms. Some universities have paid more attention to the quality of doctoral theses than ever before, and achieved remarkable results. However, in addition

to the quality of papers, some universities do not pay attention to other aspects of the training process. For example, the classroom teaching quality is not high, it is difficult to effectively improve the academic level and research ability of doctoral students; The lack of academic exchange support leads to the lack of academic atmosphere for doctoral training. The non-standard guidance or insufficient guidance ability of tutors leads to prominent conflicts between teachers and students, and even some adverse social events. These problems need to be solved by constantly improving the training mechanism of colleges and universities.

2.3 Serious thesis orientation and insufficient cultivation of academic ethics and comprehensive abilities

The fundamental task of higher education and the training of doctoral students is to "establish moral character". However, under the thesis-oriented and result-oriented environment, doctoral students mainly focus on thesis writing and publishing for the sake of graduation and job hunting, even to the extent that the only thing that matters is thesis and results. From the perspective of improving scientific research ability, this is not a bad thing, but some universities are often confined to scientific research goals, neglecting the cultivation of the comprehensive ability of doctoral students, especially the guidance and education on ideology and morality is insufficient, which makes some doctoral students go astray due to utilitarianism, and make some academic misconduct for the sake of graduation, which creates a great negative impact on themselves, their supervisors, and the university.

3. Exploration and Practice of the Reform of Doctoral Cultivation Mechanisms

In recent years, Central University of Finance and Economics (CUFE) has deepened the reform of doctoral training mechanism, implemented a series of targeted reform initiatives in each training link, and formed a set of whole-process, systematic quality assurance system for doctoral training.

3.1 Optimize the selection of students

CUFE has established a mechanism for continuous postgraduate education. The administrative measures were revised to expand the enrollment coverage to all master's degree students, allowing master's degree students to apply for master's and doctoral degree programs in any academic year. A withdrawal mechanism has been established to allow students to apply for withdrawal when necessary and continue their study as master students, which has completely opened up the channels of master and doctoral status conversion and locked up high-quality student sources in advance. At present, the number of students selected by the university each year has increased from more than 10 to more than 60, accounting for 1/3 of the enrollment plan of doctoral students.

CUFE has implemented the reform of "application - review" system for doctoral students to better examine the scientific research and innovation ability of potential students and achieve better selection results. The proportion of on-the-job doctoral students has been drastically reduced. With the exception of working students from universities and research institutes, the proportion of other working students has been drastically reduced to less than 5% of the enrollment plan.

3.2 Optimization of training programs

CUFE has innovated the mechanism of demonstrating and evaluating the cultivation program, organized and held a large-scale evaluation and exchange meeting, and invited external experts to evaluate and check the cultivation program, so as to enhance the scientific and forward-looking nature of the cultivation program. CUFE optimizes the curriculum system and highlights the differences between the curriculums of academic and professional degrees. CUFE has formulated rules for revising the cultivation program, and emphasized the training of basic research ability in the cultivation program for doctoral students. Graduate students in economics and management are required to take the "three highs" courses, and research methodology courses, academic frontier courses and dissertation writing guidance courses are offered to strengthen the training of graduate students' academic ability.

3.3 Strengthen teaching management

CUFE has established a regularized teaching inspection and monthly report system for listening to

lectures, revised the regulations on teaching management for postgraduates, linked postgraduates' classroom attendance to the assessment results, and deducted 10 points from the total course grade for every absence of students, and disqualified students from course assessment for three times of unexcused absences. Each college conducts monthly teaching inspections, the Graduate School conducts random inspections, and the results of teaching inspections are announced regularly, which has greatly improved the teaching and learning styles.

CUFE has strengthened the management of course assessment, implemented the system of course paper sampling, formulated the management method of detecting academic misconduct in postgraduate course papers, and linked the results of course paper sampling to the course assessment grades. If the percentage of text copying is higher than 30%, the course assessment grade will be zero, and if the percentage of text copying is between 15% and 30%, the instructor will lower the grade according to the situation.

3.4 Strengthening curriculum construction

CUFE has promoted the teaching reform of the basic courses of doctoral disciplines, implemented the system of graded teaching and question bank examination, formulated standardized course syllabus and assessment standards, and effectively improved the quality of course teaching. CUFE has set up a support system for the construction of course materials represented by "high-quality teaching materials for postgraduates, guided reading of frontier literature for doctoral students, and online open courses", and has provided special financial support for teachers to produce high-quality catechism courses and write high-quality teaching materials for doctoral students, so that a series of characteristic high-quality teaching materials have been published and a batch of high-quality online courses have been put online.

CUFE has implemented the teaching reform project of "curriculum Ideology and politics" for graduate students, selected model courses, encouraged professional teachers to explore the connotation of moral education in professional courses, realized the organic integration of moral education and professional education, promoted advanced experience and typical cases, and expanded the coverage and influence of curriculum ideology and politics.

3.5 Encourage academic exchanges

CUFE has implemented the domestic and international academic exchange support program for graduate students, encouraging doctoral students to "go out", participate in high-level academic conferences at home and abroad, publicize papers, publish high-quality scientific research results, and broaden their academic horizons. CUFE has implemented the guest lecture support program for graduate students, and hired outstanding teachers (scholars) at home and abroad to give lectures to enhance doctoral students' academic vision and innovation ability.

CUFE organized a special conference on doctoral academic Ethics and scientific research innovation, inviting high-level academic journal editors, teachers with outstanding scientific research ability and excellent doctoral students to share their research experience and paper writing and publishing experience, cultivate doctoral students' academic spirit and enhance doctoral students' scientific research innovation ability.

3.6 Strict attention to mid-term evaluation[2]

CUFE has implemented the mid-term assessment of master and doctoral continuous study. The mid-term examination is regarded as the main means to test whether the students can transfer to the doctoral stage. Those who pass the mid-term assessment will formally enter the scientific research stage as doctoral students. Those who fail the mid-term assessment will withdraw from the master and doctoral program and continue to train according to the requirements of master students.

CUFE has implemented a comprehensive examination system for doctoral students. Doctoral students who are enrolled in the form of unified examination are required to take a comprehensive examination of the subject. Subject comprehensive examination is a comprehensive assessment of doctoral students' learning level and main literature reading. Only those who pass the examination can enter the thesis proposal stage.

CUFE has implemented a dissertation assessment system for doctoral students. The assessment system of academic papers is an important part of mid-term assessment. Starting from the second

academic year after admission, doctoral students should complete one academic year thesis and participate in the defense in each academic year. If they fail to pass the academic year thesis defense, they should be deferred. The establishment of the doctoral dissertation assessment system further increases the intensity of the doctoral selection and guarantees the quality of doctoral training.

3.7 Strengthen mentor guidance

CUFE has established a new mentor training system. After the selection of doctoral supervisors, the school organizes unified and standardized pre-job training for supervisors to further familiarize them with the relevant management system of the school. The school invites outstanding tutors to introduce their advanced experience in guiding doctoral students, share classic cases, and improve their guidance ability.

CUFE has implemented an "International Tutor Group" support program for doctoral students. The University encourages on-campus tutors to form a tutor group with well-known professors (scholars) from high-level foreign universities to jointly guide doctoral students, and provides financial support for foreign tutors to guide doctoral students, doctoral students to study with foreign tutors, and doctoral students to cooperate with foreign tutors to publish papers, so as to enhance doctoral students' international academic vision and scientific research ability.

CUFE has carried out the selection of outstanding graduate advisor and team, focused on creating a mentor model, and promoted the construction of doctoral supervisor team in an orderly manner.

3.8 Strengthen the quality control of theses[3]

CUFE has developed and implemented procedures for the management of the doctoral dissertation process. The writing and defense of doctoral dissertations shall successively go through five stages: opening, pre-defense, detection of academic misconduct, anonymous evaluation and defense, so as to guarantee the completion of doctoral dissertations with high quality through the strict evaluation and triage in each stage.

CUFE has implemented a defense mechanism that separates graduation from degree conferral. Doctoral students who "pass the thesis defense" but are not recommended by the defense committee to award the degree are deemed to have passed the graduation thesis defense, and they are allowed to apply for the dissertation defense once within two years. If they still fail to meet the degree awarding standards, they will be disqualified from awarding the degree.

3.9 Implement academic support programs

The Doctoral Key Topic Support Program is implemented to provide financial support for the dissertation writing of current doctoral students. The program aims to encourage doctoral students to concentrate on high-level original research and to improve the quality of doctoral dissertations. Since the implementation of the program, 33 key projects and 85 cultivation projects have been funded. The implementation of the program has greatly encouraged the academic enthusiasm of doctoral students and promoted the improvement of their scientific research level.

The evaluation of postgraduate Longma Academic Stars has been carried out, and the evaluation method has been formulated. A total of 33 people have been selected since 2019. The selection of this award has effectively stimulated the enthusiasm of graduate students to carry out high-level original academic research, and greatly promoted the academic research ability of graduate students.

CUFE has held eleven graduate thesis competitions in a row to build a platform for academic exchange of graduate students across the university. Through the pre-competition counseling and post-competition funding system, we excavate and cultivate excellent results, and enhance the academic level and innovation ability of postgraduates. Over the past eleven years, more than 700 theses have participated in the competition, and dozens of excellent winning theses have been published in domestic and international high-level journals with the financial support of the competition.

3.10 Strengthen international exchanges

CUFE integrates advanced educational concepts, expands global cooperation network, and actively

promotes graduate students to participate in international curriculum joint training projects. Since 2013, a total of 359 graduate students have been selected to go to Cambridge University, Cornell University, New York University, University of California San Diego, Australian National University, Paris School of Telecommunications Management and other world-class universities for 2-3 weeks of joint training courses, cultivating a group of high-level financial talents with international vision.

CUFE expands the joint training mode, launches the international joint training project for top-notch interdisciplinary talents, uses the "Internet + platform" to introduce cutting-edge courses from foreign first-class universities, improves our curriculum system, promotes international exchanges, and effectively expands multilateral educational cooperation. Each year, 30 students are selected for the course. Most graduate students receive full funding, student satisfaction is high, and the project results are obvious.

4. Several experiences and principles of constructing quality assurance system of doctoral student training

Through a series of system design and program implementation, CUFE has carried out all-round reforms from all aspects of doctoral training and formed a quality assurance system for doctoral training with CUFE's characteristics. Summarizing, the following experiences can be drawn.

4.1 A good system design is an effective guarantee for the implementation of reform measures

System first is a key step for Central University of Finance and Economics to promote the reform of doctoral training mechanism. By grasping the key point of the system, establishing institutional linkage, and forming an institutional system, the policy implementers rely on the logical and clear institutional basis, have a target, and dare to act, effectively resolving the contradictions in the reform process, so that the reform measures can be implemented smoothly and achieve practical results.

4.2 Establishment of a diversion and elimination mechanism is the key to guaranteeing the quality of training

Through the implementation of a series of management systems and reform initiatives, CUFE has established an effective mechanism for streaming and elimination of doctoral students. From the standardization of course assessment to the establishment of exit mechanism for master's and doctoral degree, from the mid-term assessment mechanism for doctoral students to the management mechanism of doctoral dissertation writing process, the assessment results of each link are linked with the streaming and elimination, forming reverse pressure to ensure the effectiveness of the assessment, and fundamentally guaranteeing the steady improvement of the quality of doctoral training.

4.3 View the big picture while handling the details, Promote reforms in an orderly manner on all fronts

To deepen the reform of doctoral training mechanism, first of all, we should be based on the development of postgraduate education and doctoral training objectives, and design the program in an integrated way, so as to ensure that the direction of the reform and the path of the reform will not deviate from the pattern. Secondly, we should pay attention to the detailed design and operability of the system, start from a small place, and pry the big reform through concrete and effective small ideas, so that the reform results in twice the effort with half the effort. Thirdly, we should promote the reform in an orderly manner in all aspects, so that each link of the system and initiatives to form a linkage pattern, interlocking, forming a synergy, so as to ensure that the reform achieves practical results.

5. Conclusion

In summary, this paper focuses on the problems, initiatives and experiences in the construction of quality assurance system for the training of academic degree doctoral students, hoping that the experience of Central University of Finance and Economics has certain reference value for financial institutions to deepen the reform of the training mechanism for academic degree doctoral students.

References

- [1] Guofeng Xue. *The teaching and learning of postgraduate courses from several new methods* [J]. *Education and Teaching Research*, 2017 (12) : 82-87.
- [2] Mingxu Liu. *The whole process and Systematization: Exploration and practice of the selection mechanism of doctoral students* [J]. *Curriculum Education Research*, 2019-12:01.
- [3] *Central University of Finance and Economics Doctoral Dissertation Process Management Measures (Revision) (2018) 78* (Internal document) [Z], 2018-04.