

Research on Quality View and Total Quality Management of Higher Education

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Abstract. *It is the realistic requirement of the popularization of higher education to set up the quality concept of development, demand-oriented, student-oriented, diversified and characteristic in Colleges and universities. Taking Hunan Agricultural University as an example, introducing the concept of total quality management into teaching management and implementing the quality management of all staff, all process and all elements is the basic premise to improve the quality of talent cultivation in Colleges and universities. Constructing a comprehensive quality management system of teaching consisting of concept system, organization system, method system, information system, evaluation system and guarantee system is to improve talent cultivation in Colleges and universities. Important guarantee of maintenance quality.*

Keywords: *Quality concept of higher education; Total quality management; Total quality management system*

0. Introduction

The quality of higher education refers to the summation of the characteristics of higher education that satisfy the obvious or implicit needs of individuals, groups and society. The quality concept of higher education is people's choice of educational value under specific social conditions, reflecting people's understanding of higher education. Institutions of higher learning should keep pace with the times, establish a scientific and comprehensive view of higher education quality, carry out the management of teaching quality of all staff, whole process and all elements, construct a total quality management system of teaching, and improve the quality of personnel training in an all-round way.

1. Establishing a scientific concept of higher education quality is the realistic requirement of popularization of Higher Education

1.1 Quality Concept of Development

The concept of quality of development has three meanings: first, development is the basis and premise of quality. Without the development of higher education, the quality of higher education can not be said at all. Therefore, we should establish the concept of quality which takes the development of higher education as the core and serves the development of higher education. Second, we should look at the quality of higher education from the perspective of development, and solve the quality problems of higher education in development through development. Thirdly, the concept of quality itself is dynamic and can not adhere to rigid quality standards.

1.2 Demand-oriented quality concept

Under the background of market economy, higher education should meet the needs of external subjects and serve the economic and social development of countries and regions. Therefore, colleges and universities should closely focus on the requirements of national and local economic and social development planning to carry out teaching work. For example, Hunan Agricultural University adheres to the principle of coordinating development of agriculture, science, engineering, culture, economics, management, law, medicine and education in the specialty setting, the principle of combining general education with specialty education, basic education with specialty characteristics, theory and practice training, and the principle of "broadening the specialty scope horizontally" in the personnel training mode. "Longitudinal extension of professional connotation", "cultivation of advantageous professional orientation", "major and minor system" and other modes.

1.3 Student-centered Quality Concept

Student-centered is the most fundamental concept of modern education. It clarifies the student-centered in education and plays a guiding role in the correct development of education and teaching. Our school has firmly established a

student-oriented quality concept in the work of teachers and educators. Every work of the school, from teaching and scientific research to logistic service, is carried out around the students and serves the success of the students, realizing "all for the students, all for the students, all for the students".

1.4 Diversified Quality View

The diversification of social and economic demands for talent specifications, types and levels, the diversification of scholars'needs, and the diversification of students' personalities determine the diversification of higher education quality standards. Therefore, we should "consider diversity and avoid using a unified scale to measure the quality of higher education". Through the formulation of scientific personnel training programs, our school has constructed "six platforms" curriculum, adhered to the five "four-year continuous line" and set up quality development credits, so as to achieve the goal of training "wide caliber, thick foundation, high quality, strong ability" and promote the development of students'personality.

1.5 Characteristic Quality View

Characteristic is the uniqueness of a university compared with other universities, and it is also the manifestation of the personality of running a university. Characteristic is the core element to form the competitiveness of higher education, and also the core element to form the quality of personnel training. Therefore, in a sense, the formation of the characteristics of personnel training is the key to grasp the quality of education^[1].

2. Introducing the concept of total quality management is the basic premise to improve the quality of talent cultivation in Colleges and Universities

2.1 Teaching Quality Management of All Staff

The total quality management system of teaching is a human-centered quality management chain. Total quality management of teaching quality in Institutions of higher learning is a management mode that follows the teaching law of higher

education, based on the participation of all staff, guided by the satisfaction of social needs, regards all levels and all kinds of personnel in Institutions of higher learning as a part of the quality chain, takes process control as a method, and takes continuous improvement as the goal. After years of research and practice, our school has straightened out the traditional teaching quality management system with complicated structure and formed a teaching quality management system with full participation, omni-directional, multi-level and openness: from a macro point of view, it involves teaching quality management department, logistics service department (mainly referring to teaching assistant service department), school decision-making department, family and society. Employment units; from the micro-structure, it involves students, teachers, teaching assistants, teaching quality management organizations of colleges and departments, school educational administration department and decision-making level of school teaching total quality management led by school leaders. School educational administration department is the concrete operation center of the whole teaching total quality management system. It is not only the decision-maker of teaching quality management, but also the executor of teaching quality management. Connect the bridge and link between the school and the teaching work of each college (department) to play the role of uploading and transmitting. The total quality management model of teaching quality management in Colleges and universities fully respects the interests and requirements of students in Colleges and universities, puts students in the most important position in the whole management system, and the biggest beneficiaries are students. At the same time, every faculty and staff in Colleges and universities should realize the importance of "continuous improvement" to their own and the development of the whole organization, have the desire and mentality of "continuous improvement" and put it into action; teaching management departments at all levels and relevant functional departments should make joint efforts, focus on teachers, students and other social needs, and focus on improving the working level and efficiency, and constantly discover the existence. Problems and shortcomings should be improved in time to promote the continuous improvement of teaching quantity^[2].

2.2 Quality Management of Whole Course Teaching

The formation of teaching quality is a continuous dynamic process. Therefore,

the management of teaching quality in Colleges and universities should be a spiral and step-by-step dynamic process management. On the basis of comparing traditional teaching quality management with total quality management of teaching, after years of research and practice, our school has realized the quality management of the whole process of teaching, including the determination of teaching tasks, teaching preparation (teaching calendar, syllabus, teaching plan, practice syllabus, experiment syllabus), classroom teaching, practical teaching, assessment, analysis and summary, etc. Section quality management and quality assurance. The second is to achieve the quality management and quality assurance of the whole process of students' training, including market survey, enrollment, formulation, revision, implementation, inspection and control of training plan, realization of training objectives, and follow-up investigation of graduates' quality.

2.3 Total Element Teaching Quality Management

Teaching quality management is a systematic project, which requires the full cooperation of all departments, the full support of human, financial and material elements, and the overall coordination and coordination from a macro perspective to jointly improve the quality of teaching services. The implementation of quality management of all factors in our school mainly includes: student quality management, teacher quality management, improvement of teaching management level, optimization of teaching resources, improvement of running conditions and so on^[3].

3. Constructing the Total Quality Management System of Teaching in Colleges and Universities is an Important Guarantee for Improving the Quality of Talents Training

3.1 Concept system

Establishing the concept system of teaching quality management is the basis of teaching quality management. First, we should take the national education policy as the general goal to train qualified builders and reliable successors of the socialist cause with all-round development of morality, intelligence, physical fitness and beauty; second, we should examine the orientation of the overall talent training

objectives of schools, especially the training objectives of various specialties; third, we should take the concept of total quality management as the guidance, people-oriented, prevention-oriented, and implement the quality of all staff, whole process and all elements. Quantitative monitoring; Fourth, attention should be paid to monitoring the formulation and completion of quality standards for major teaching links (professional construction quality standards, curriculum construction quality standards, quality standards for selection of teaching materials, quality standards for classroom teaching links, quality standards for practical teaching links, quality standards for graduation thesis (design), quality standards for curriculum assessment links, etc.), as well as the work items of various departments and units. Target and implementation.

3.2 Organization system

The organizational system of teaching quality management mainly consists of school leaders, educational administration department, teaching committee, teaching supervision group, teachers and students. The school leaders supervise the teaching quality by means of lectures, reception days and mailboxes; the Educational Administration Department is the center of the monitoring and execution of the teaching quality, which plays the role of organizing, coordinating, analyzing feedback and coordinating all links of teaching, and monitoring the implementation of various teaching units; the supervising experts are responsible for in-depth classroom teaching and other on-site understanding of the teaching situation, conducting special checks and guiding the teaching work. And put forward rectification suggestions and suggestions; teaching managers and other functional departments, such as the Ministry of Student and Works, League Committee and Personnel Office, strictly monitor teaching and learning through listening to classes, checking teaching operation, sampling of teaching style and style of study, and comprehensive evaluation of teachers and students; colleges and departments are entities that implement teaching and management, and are the main implementers and organizers of teaching quality. The quality of teaching, the state of teaching, the quality of learning and the state of learning are the foothold and key points of teaching quality monitoring. Teachers and students are the most basic units of monitoring. They are the most concrete and direct monitoring, control and

Reflection on the whole teaching process. Through layer-by-layer monitoring, schools eventually form an organizational system with longitudinal monitoring as the main and mutual monitoring as the supplement^[4].

3.3 Method system

The method system mainly includes process management method, project management method and goal management method. The process management method mainly refers to the management of each link in the formation of teaching quality, such as the process management of enrollment and examination; the project management method mainly refers to the management of special work, such as various competitions and special evaluation; the goal management method mainly refers to a method of management for achieving the expected monitoring objectives, which can be divided into hierarchical management and item management. Visual management, matrix management, etc.

3.4 Institutional system

Colleges and universities should attach importance to the standardization and standardization of teaching management and formulate and implement a series of effective teaching management systems. One is the attendance system. Establish a system of attendance that combines school leaders with personnel, educational administration, student management departments, middle-level cadres in teaching units, supervisory experts and peers. The second is to evaluate the teaching system. Regular evaluation activities involving students, supervisors, peers, leaders and teachers themselves are carried out to evaluate the quality of teachers'education and teaching. Third, the daily teaching inspection system. The leaders of the school, the educational administration, the students'department and the teaching units jointly inspect and inspect the teaching and examination process at random. Fourth, the system of centralized inspection of teaching. Implement the system of teaching inspection at the beginning, middle and end of the term. Fifth, the mechanism of improving teaching quality. Through teaching research and communication, observation activities and young teachers'basic teaching skills competition, regular teaching and training activities are carried out. Sixth, the feedback mechanism of

teaching information. Teachers'and students' seminars are held regularly, teaching management informants are employed, and various kinds of teaching feedback information are collected extensively. The seventh is the standardization system of specifications and quality. To formulate the unified quality standards and format requirements for the training plan, syllabus, teaching documents of the main lecturer, examination management, graduation thesis (design), practice and other major teaching quality links.

3.5 Information system

All kinds of teaching quality management organizations and personnel in schools should share and give timely feedback on the teaching information collected from the management of teaching links according to the objectives and management systems at all levels. Therefore, the channels of information exchange should be unblocked so as to form the channels of information sharing and the closed loop of information feedback in time.

3.6 Evaluation system

Teaching quality evaluation is a systematic measurement and investigation of the value judgment of teaching quality, which provides a basis for teaching management decision-making. Therefore, such an assessment must be carried out in a planned and organized manner through a comprehensive collection of relevant information and in accordance with strict scientific procedures. The system consists of three parts: one is the evaluation of the school by the government and education authorities; the other is the self-evaluation within the school; and the third is the evaluation of the school by the society. In addition, it is necessary to establish a school teaching quality evaluation Steering Committee to exercise the teaching quality evaluation system.

3.7 Support system

Functional departments related to the allocation of teaching resources, such as teaching materials and equipment, supply of teaching materials, management of

library resources and logistic service guarantee, should provide material support for the quality of education and teaching in schools and do a good job in the guarantee of teaching resources. All departments should pay attention to collecting teaching information and timely inform school-level and Department-level Teaching Quality Monitoring organizations^[5].

In conclusion, the author believes that introducing the theory and method of total quality management into higher education management can fully take into account the internal requirements of the education system, which has important theoretical and practical value for the renewal of education quality concept and the improvement of education quality.

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