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# Research on Quality Assurance System of Talent Cultivation in Higher Vocational Colleges from the Background of Enrollment Expansion

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**Abstract** The enrollment expansion of higher vocational education is not only a strategic measure to alleviate the structural contradiction of employment, but also an important support for economic transformation and upgrading. How to deal with the expansion of enrollment and ensure the quality of training is an important task of higher vocational colleges at this stage. Based on the development requirements of the new era, it is of great practical significance to build a perfect quality assurance system of talent training.

**Key words** Enrollment expansion of higher vocational education, Quality of personnel training, Security system

## 1 Introduction

In March of 2019, Premier Li Keqiang proposed in the government work report made at the NPC and CPPCC sessions: "we will accelerate the development of modern vocational education, encourage more ex-servicemen, laid-off workers and migrant workers to apply for the examination, and expand enrollment of 1 million people on a large scale in this year". Enrollment expansion of higher vocational education is a forward-looking strategic decision for the country to deal with the great changes that have not happened in a century and to deeply implement employment priority. As a kind of national empowerment of vocational education in the new era, how to ensure the training quality of the expanded students and guard against the possible "wide in and wide out" phenomenon is the primary task of higher vocational colleges. At present, China's vocational education has entered the connotative development stage with "quality improvement" as the core, and the education quality assurance system has been paid more and more attention. In this regard, while fully implementing the task of expanding enrollment, it should also do a good job in the systematic guarantee measures of talent quality, speed up the high-quality development of vocational education, and let the masses of the people study in higher vocational colleges from "last-ditch move" to "active choice".

## 2 Potential problems in the quality of personnel training in enrollment expansion of higher vocational colleges

**2.1 More generality and less individuality in popularization of educational mechanism** At present, most higher vocational colleges still adopt the general higher education management system, which easily leads to the popularization of vocational education and fails to adjust according to the different object-oriented.

The migrant workers, laid-off workers, ex-servicemen and other groups in this enrollment expansion not only have a large age span, uneven levels of cultural quality, but also have great differences in learning time and energy. The diversity of students is obvious. This requires the service supply of higher vocational education to change from "standardization" to "personalization" and "refinement".

**2.2 The reform of education mode having a long way to go, and the process and scope of quality control insufficient** This enrollment expansion adopts the "elastic education system" and "flexible and diversified" teaching mode. At the same time, exemption and credit recognition are conducted according to students' professional experience, vocational skill certificates and other achievements. There is no doubt that this fragmented learning style and flexible credit mode will bring higher requirements to the quality control. On the one hand, due to the lack of tracking the whole teaching process, it is impossible to conduct a comprehensive evaluation through students' performance in school, and it is more difficult to implement the monitoring of off-campus practice. On the other hand, the traditional way of relying on school teaching supervision shows its limitations, and the scope of quality monitoring and evaluation needs to be expanded.

**2.3 Low matching degree of education goal quality, and insufficient conversion and cost performance** Goal matching refers to the matching degree between educational achievements and educational goals. Different from the educational goal of "employment rate" and "professional counterpart rate" for fresh graduates, most of the expanded students have certain work experience, and their needs lie in how to "make a good job" and "professional upgrading", so that they can adapt to the post requirements under the background of "new technology, new industry, new format", and level of learning objective is higher. Convertibility means that the traditional situation of students' lack of self-learning awareness can be changed by elaborately designing the personnel training scheme according to the survival, development and learning needs of the expanding enrollment objects, so that the learning quality of the expanding enrollment objects can take into account both exter-

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nal and internal adaptability, meanwhile the sustainable development ability and professional quality can be comprehensively improved. Additionally, the input and output of education also have a certain cost-effectiveness, and the "diploma theory" is obviously not suitable for higher vocational education. In this regard, the education of enrollment expansion should focus on "professional", from academic education to ability education.

**2.4 The allocation of educational resources not in place, and the construction capacity of quality assurance system insufficient** At present, most higher vocational colleges are still used to accepting all kinds of audit assessment passively, and have not yet formed the subjective consciousness of quality assurance and the quality culture of self-discipline. More energy is focused on the construction of campus environment, training conditions, competitive competition and other aspects, lack of research on modern education governance system, and experience in the construction of internal quality assurance system. The orientation of talent training is vague, and it focuses on monitoring teachers' teaching, but lack of continuous follow-up for students' long-term development after graduation, which leads to that the quality of training can not be guaranteed.

### 3 Construction of quality assurance system for expanding enrollment of talents in higher vocational colleges

Although there are some challenges in the current personnel training system, the quality assurance of enrollment expansion is also a major opportunity for a new round of development in higher vocational colleges. Therefore, higher vocational colleges should take advantage of the situation and achieve the goal of talent training by building a quality assurance system of "one main core, two joint platforms, three drives, four connections, five-dimension monitoring and six-industry integration".

**3.1 One main core** One main core is "precision cultivation". For migrant workers, ex-servicemen and laid-off workers, it should focus on their own characteristics and regulars, and implement accurate training by type, level and module. For new type of skilled farmers, they should be divided into production and operation type, professional skill type or professional service type. According to different types, they can be divided into agricultural planting and breeding production, agricultural and breeding professional technology, agricultural machinery technology, industrialized operation, agricultural laws and regulations and other modules, so as to achieve its accurate fitting with the actual industrial development, and finally cultivate the leading force of modern agriculture<sup>[1]</sup>.

**3.2 Two joint platforms** Two joint platforms refer to information-based teaching resources platform and training platform of technical and skilled talents of school and enterprise integration. With the continuous maturity of modern information technology, education informatization has become the "standard configuration" of modern vocational education. Through the construction of information-based teaching resource platform, it can not only facilitate the expanded students' flexible learning mode, but also integrate the fragmented learning and systematic teaching, and guide students' autonomous and deep learning. At the same time, dominant by the

government, resources are taken as the carrier, and enterprises are joined in building an open training platform of technical and skilled talents of school and enterprise integration, so that the industry enterprises and education can form a joint force to create quality.

**3.3 Three drives** Three drives mean providing power source for quality assurance through the drives of policy, organization and culture. At the aspect of policy, it should speed up the implementation of policy and financial support, fully mobilize the enthusiasm of higher vocational colleges, incline resources to the expanded talents' training, to serve the national strategy. At the aspect of organization, it should establish three-level quality assurance organization of college—secondary college—speciality, and create organization system of quality assurance by taking objective management and performance appraisal as grip. At the aspect of culture, it should establish a good atmosphere for the independent guarantee of quality generation subject by shaping the quality culture of higher vocational colleges, and taking "all staff, whole process and all-round" to participate in the quality action as the driving force.

**3.4 Four connections** First, connection between specialty setting and industrial development. It should sufficiently value employment needs of migrant workers, ex-servicemen and laid off workers, strengthen macro control of quality, and dock with industrial upgrading according to professional direction of dynamic adjustment in the transformation of industrial structure, such as new agriculture, civil military integration and smart service industry. Second, connection between personnel training program and professional standards. It should work with industry enterprises to study and formulate personnel training programs, and integrate professional standards into the design and implementation of curriculum standards and content. Third, connection between teaching process and production process. For the expanded enrollment objects, the traditional theory indoctrination can not meet their learning needs, so it should pay more attention to the on-site observation teaching, practice teaching, workshop and field teaching and other methods to realize the integration of "teaching, learning, practice and doing". Finally, connection between expanding enrollment education and lifelong learning. According to the future growth needs of the expanding enrollment objects, it should build a "overpass" of lifelong learning for their sustainable development from the aspects of resources, teachers, degrees and so on.

**3.5 Five-dimension monitoring** Five-dimension monitoring include system monitoring, that is to say, internal teaching activities are monitored through rules and regulations, and the implementation of quality control is improved; supervision monitoring, that is to say, higher vocational colleges should cooperate with industry enterprises, strengthen the monitoring of external teaching activities and form external pressure by establishing joint supervision organizations; teaching monitoring, that is to say, it should communicate with them and negotiate teaching design and implementation strategies according to the differences of learning ability and needs of the students, and continuously monitor the effectiveness of teaching methods; learner monitoring, that is to say, the objects with special learning needs and learning difficulties are found

out through the monitoring mechanism, and they are provided with special learning support services; the third-party monitoring, that is to say, it should learn from foreign experience, and give full play to the supervision of all sectors of society on the quality of expanded enrollment education, to make the school establish a talent training mode that can win the trust of the society<sup>[2]</sup>.

**3.6 Integration of six industries** Integration of six industries refers to integration of speciality, study, employment, occupation, career, and entrepreneurship. Compared with ordinary vocational college's students, the target of enrollment expansion has not too much youth to go self-development step by step, and they need coordinated development and synchronous promotion of study, occupation, career and entrepreneurship. In this regard, through the training mode of "six-industry integration", it can build the education mechanism of multi-body participation, effectively balance the resource allocation of higher vocational colleges, realize the effective integration of all kinds of educational resources and the connection between the various elements of education, and improve the efficiency of enrollment expansion personnel training, to

make the "six-industry integration" become the soul of quality assurance of enrollment expansion in higher vocational colleges.

To sum up, the task of enrollment expansion is extremely arduous, and the responsibility of quality assurance is significant. In order to successfully realize the quality-oriented enrollment expansion of higher vocational colleges, it is necessary to promote the concept innovation, grasp the pulse of the times. Through the cooperation of all sectors of society, the quality system guarantee work is implemented, and finally the great development of higher vocational education is realized.

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