Research Status and Prospect of Military Postgraduate Training Quality Assurance System

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Abstract. The quality assurance system of postgraduate training is a powerful guarantee to ensure the quality of postgraduate training. By combing the literature research on the quality assurance system of postgraduate training in military academies, this paper finds three types and seven specific problems that affect the quality of training. In view of the current training characteristics, the prospect of quality improvement is put forward from three aspects: theoretical research, training status and system construction. The research results provide a theoretical basis for the construction of a quality assurance system for postgraduate training in military academies in the context of the new era.

1. Introduction

With the gradual development of postgraduate education in China, how to realize the continuous and steady improvement of the quality of postgraduate education in China is a hot topic that has been highly concerned by the academic community. At the same time, the research on the quality assurance system of postgraduate training is also increasing and deepening. In order to fully grasp the current construction of the quality assurance system for postgraduate training in military academies, this paper mainly focuses on the conceptual connotation, current problems and improvement countermeasures of the quality assurance system for postgraduate training in military academies by collecting and studying relevant literature, in order to provide useful reference for postgraduate training in military academies.

2. Research on the concept of quality assurance system based on postgraduate training in military academy

At present, the theoretical achievements of the military specializing in the quality assurance system of postgraduate training are relatively limited, and the related concepts and connotations of the quality assurance system of postgraduate training are mainly defined.

On the basis of collecting various theoretical research, Liu Qijun puts forward that the quality of postgraduate training is a kind of value embodiment of advanced social practice activities under the characteristics of the times, which specifically realizes the core task of postgraduate education quality, embodies the process quality of training units, mainly manifests the quality of postgraduate students and directly affects the employing units1. Based on the view of comprehensive quality concept, Chen Lisheng believes that the teaching quality assurance system is an integrated system in which colleges and universities determine the teaching quality objectives according to their own school-running orientation and changes in customer needs of educational services (troops, students, society), and establish and implement quality management organizations, responsibilities, standards, systems and procedural norms to achieve these objectives under the recognition and efforts of all staff, so as to manage the whole process of all factors affecting teaching quality, so that education and teaching activities can meet the target requirements, and the principle of autonomy runs through the whole guarantee activities2. Chen Xiaoli believes that the quality assurance system of postgraduate training refers to the clear positioning of personnel training. By studying the various factors affecting the quality of training, correctly understanding the goals, standards and measures of each link in the training process, scientifically designing and establishing an effective quality assurance system, and completing the quality management of the whole teaching process, so as to achieve the best training effect3.

According to the existing literature, there are not many theoretical research results on the quality assurance system of postgraduate training in the military. The existing research mainly defines its concept and connotation, and the definition of its concept connotation is still the word of each school. At present, only one researcher has clearly put forward the concept of the quality assurance system of postgraduate training, but it lacks the consideration of the elements of military academies. What is the quality assurance system of postgraduate training in military academies has not yet
formed a unified understanding, vague understanding and no clear definition.

3. Research on the current situation of the quality assurance system of postgraduate training in military academies

In terms of the research on the current situation of the quality assurance system of postgraduate training in military academies, most researchers start from the process of postgraduate training, and discuss the problems existing in the training process, focusing on learning motivation, tutor team, paper quality and quality evaluation.

3.1. Research on learning motivation

According to the phenomenon of insufficient learning motivation and low academic quality in the study of in-service graduate students, Chen Zhongkui and other researchers analyzed the subjective and objective factors such as learning motivation, environmental atmosphere, management mode and distribution mechanism. Kong Jianguang conducted qualitative interviews with two graduate students in military academies, analyzed the current situation of graduate students’ learning motivation in military academies, and proposed that the influencing factors of graduate students’ learning motivation in military academies mainly include learning objectives and learning motivation, professional interest and recognition, learning pressure and learning atmosphere, tutor guidance and teaching level, management system and reward and punishment mechanism. By expanding the number of interview samples and interviewing different types of graduate students, researchers such as Mi Huajian also use qualitative research methods to summarize the current situation of graduate students’ learning motivation, and analyze the factors affecting the learning motivation of military graduate students from four aspects: learning motivation, learning content, external environment and reward and punishment mechanism.

Therefore, from the individual level of graduate students, learning motivation is influenced by learning motivation, professional content, environmental atmosphere and related systems. The strength of learning motivation directly affects the quality of postgraduate training in military academies.

3.2. Research on the tutor team

Wang Hongxia and Liu Qianqian analyzed the limitations of the single tutor responsibility system in the training of military graduate students in view of the military’s demand for graduate education. It is pointed out that a single tutor is easy to cause the limitation of postgraduate academic vision and suppress academic innovation. Many tutors’ research and academic activities are obviously out of touch with the needs of grass-roots forces, which brings great difficulties for graduate students to solve practical problems in the army.

3.3. Research on the quality of papers

Aiming at the problems of low quality, improper topic selection, non-standard format and lack of innovation in postgraduate dissertations, Jiang Shuwan explored the law of dissertation quality generation and identified the key factors restricting the improvement of dissertation quality. According to the problems of impetuous scientific research style, lack of information and materials, and weak innovation of papers in the random inspection of papers, the main reasons affecting the quality of graduate papers are analyzed from three aspects: lack of professionalism of graduate students in the process of paper writing, poor guidance of graduate tutors and imperfect quality assurance mechanism of papers. Li Xiliang believes that in order to improve the quality of postgraduate dissertations in military academies, it is necessary to improve the incentive mechanism from the aspects of excellent dissertation selection, dissertation review, training process management, optimization of enrollment and examination system, implementation of elimination system, etc., fully mobilize the enthusiasm of postgraduates and tutors, form a good learning atmosphere, stimulate innovation potential, and improve the quality of dissertations.
solutions of the current dissertations. In general, they should start from their own ability, tutor teaching and process management of dissertation creation to improve the quality of dissertations.

3.4. Research on quality evaluation

Zhao Taiqing and Song Guibao pointed out that there are still some problems in the quality evaluation system of graduate students in military academies in China through the comparative study of the quality evaluation of graduate students in military academies between China and the United States. The purpose of the evaluation is to determine the quality of the results, the evaluation method emphasizes the results and ignores the process, the evaluation content ignores the comprehensive evaluation, and the evaluation standard is based on the completion results and the quality of the papers and the number of small papers published13. She Jian used AHP method, comprehensive moral, intellectual, military, physical, performance and other aspects of information indicators, the establishment of a quality evaluation index system, a comprehensive evaluation of the quality of military graduate training, enhance the objectivity and practicality of the evaluation14. According to the current situation of the cultivation of military professional degree postgraduates, Li Shanshan and other researchers constructed the evaluation index system of the cultivation quality of military professional degree postgraduates from the aspects of teaching quality, student quality and career development, and used fuzzy comprehensive evaluation and analytic hierarchy process to evaluate the cultivation quality of professional degree postgraduates in the field of military equipment15. Deazevedo et al.believed that internationalization should be regarded as the basic standard of academic quality in the strict sense in the evaluation of postgraduate quality, because it may mean the formation of a new postgraduate model and the reorganization of academic work16. Maniate et al.believed that according to the changes of training standards or principles and evaluation systems, corresponding evaluation standards should be formulated to guide medical postgraduate education and ensure the implementation and evaluation of high-quality medical postgraduate education17.

It can be seen that the establishment of postgraduate quality evaluation system can reflect the quality of postgraduate training in time, which is an effective means to ensure the quality of postgraduate training. In view of the problems existing in the quality evaluation system, the researchers have actively enriched and improved it. In addition, due to the different perspectives of researchers, the quality evaluation indicators established will be different, but their fundamental purpose is to ensure the quality of postgraduate training in all aspects.

4. Research on the countermeasures to improve the quality assurance system of postgraduate training in military academies

The research on the improvement of the quality assurance system of postgraduate training in military academies is not limited to the improvement of the system itself. The researchers also put forward countermeasures and suggestions on how to improve the quality of postgraduate training for all links and elements in the system. To a certain extent, it has also played a positive role in improving the system construction.

4.1. Research on how to improve the quality of postgraduate training in military academies

On how to improve the quality of postgraduate training in military academies, Huang Chaofeng discussed earlier. He put forward how to ensure and improve the quality of postgraduate training in military academies under the background of a large number of postgraduate enrollment expansion. It should attract excellent students, improve the guidance level of instructors, improve postgraduate training conditions and establish an effective supervision and incentive mechanism18. Based on the current situation of postgraduate education in military academies and the reality of military academy education, Zhang Jing and other researchers explored measures to improve the quality of applied postgraduate training from five aspects: establishing talent training objectives, strengthening discipline construction, optimizing tutor team, improving paper quality and mobilizing internal motivation of postgraduate learning19. Shi Xianming and other researchers expounded the problems existing in the training of part-time graduate students in military academies, and proposed to build two teams, attach importance to two processes, and establish four guarantee mechanisms to ensure the training quality of part-time graduate students20. In view of the problems that the current training design of part-time professional degree postgraduates in the army is not scientific enough, the cognition is not clear enough, and the process is not coherent enough, Wang et al.proposed that the basic mode of "two-stage" talent training of colleges and troops should be established, and the design of "integrated" talent training system of colleges and troops should be explored to improve the comprehensive teaching level of "double tutor" team of colleges and troops21. On the basis of integrating multiple factors, Shin takes the system elements (policy system, administrative operation, education system, infrastructure) × stakeholders (research institutions, government, professors, enterprises) as the analysis object, uses the matrix method to analyze the development needs of postgraduate education, and puts forward the vision, goal and implementation strategy of the future graduate school system22.

To sum up, the researchers put forward a variety of countermeasures and suggestions on how to improve the quality of postgraduate training, which effectively
promoted the improvement of the quality of postgraduate training. From the results of the study, the researchers pay more attention to the countermeasures of students, tutors, training process and so on. With the continuous deepening of the reform of postgraduate education, the quality of professional degree postgraduate training, especially the quality of part-time professional degree postgraduate training, has become increasingly prominent and has become a hot topic of current research.

4.2. Research on how to improve the quality assurance system of postgraduate training in military academies

According to the professional characteristics of military scientific research institutions and the reality of discipline construction, Ji Junli and Song Jie advocated that the construction and improvement of postgraduate training quality assurance system should be carried out from the aspects of improving enrollment links, strengthening discipline construction and scientific research management, strengthening the construction of tutor team, improving the level of dissertations, organizing and carrying out exchanges with third-party evaluation institutions, and fine management. Wang Hongbo and Ren Cong draw lessons from the experience of Chinese and foreign colleges and universities to build a comprehensive quality management system, advocate the implementation of comprehensive quality management, the introduction of quality management system, the establishment of quality evaluation mechanism, and promote the improvement of the quality of military master's professional education. According to the new normal of adjusting and reforming military academies and running schools in different places, Li Lu gives full play to the characteristics and advantages of big data in the construction of teaching quality assurance system in military academies, and actively explores the construction measures of teaching quality assurance system in military academies based on big data.

It can be seen that in view of the imperfect quality assurance system of postgraduate training in military academies, the researchers put forward effective countermeasures and suggestions from the main links of the training process, the relevant requirements of the construction system, the experience and practice, and the new situation and new characteristics, which effectively promoted the improvement of the system and the improvement of the quality of postgraduate training.

5. Research prospects

To sum up, the current researchers pay more attention to the research on the quality assurance system of military postgraduate training, mainly focusing on the concept connotation, current situation and problems of the quality assurance system of military postgraduate training and the countermeasures and suggestions to improve the system, which effectively promotes the improvement of the quality of postgraduate training. These research results have theoretical and practical guiding significance for the cultivation of postgraduate students. Although the current research results have gradually matured, in the process of combing the literature, it is still felt that the following problems can be further explored and studied in depth.

The first is the basic theoretical research on the quality assurance system of postgraduate training in military academies. In view of the inconsistent understanding of the concept connotation in the theoretical research of the quality assurance system for military postgraduate training, the research results are fragmented, especially in view of the lack of in-depth research under the current new situation. Combined with the fact that the type and quantity of postgraduates in military academies have changed greatly, and part-time military professional degree postgraduates have become the main body, it is necessary to improve the theory of the original military postgraduate training quality assurance system, and strengthen the research on the theoretical system of the training characteristics, training process, quality assurance indicators and guarantee mechanism of part-time military professional degree postgraduates.

The second is the research on the current situation of the quality assurance system of postgraduate training in military academies. With the continuous deepening of military reform, the implementation of relevant policies and systems, and the continuous advancement of postgraduate education reform, military postgraduate education has ushered in new problems and new challenges. In particular, in the face of the current situation of the unique college + army + training dual subjects and the two sides of the training process of part-time military professional degree graduate students, some prominent contradictions need to be investigated and studied from multiple subjects such as colleges, troops, and graduate students, combing practical problems, analyzing the causes of the problems, and providing methods and ideas for improving the training quality of part-time military professional degree graduate students.

The third is about the construction and application of the quality assurance system for postgraduate training in military academies. According to the requirements of relevant policy documents on accelerating the reform and development of military postgraduate education, the enrollment scale of military part-time postgraduate students will continue to expand. In order to ensure the training quality of part-time postgraduate students, we should focus on and explore the influencing factors of the training quality of part-time professional degree postgraduate students in military academies, and then
build a corresponding guarantee system, and carry out application exploration in combination with educational practice, so as to provide methods and means for strengthening the responsibilities and quality control of training subjects in different training links.

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