

# Research on Quality Assurance System of Master's Degree Thesis for Management Subject

Lu Tong\*, Pengfei Liu

North China University of Science and Technology, Tangshan 063210, Hebei, China

\* Corresponding Author.

**Abstract:** Professional master's dissertation is not only the summative result to test the learning quality of professional master's study, but also an important index to test the educational quality of training units. With the continuous expansion of professional master's enrollment scale and the Ministry of Education's strengthening of spot check and supervision of graduate theses, how to establish and improve the quality assurance system of professional degree theses and guarantee the quality of theses has become a research hot spot. This paper starts from the whole process of professional dissertation writing, analyzes the problems in the writing process of a master's degree in management through the division of key nodes, and puts forward specific countermeasures and suggestions from four perspectives.

**Keywords:** Professional Master; Dissertation Writing; Quality Assurance

## 1. Introduction

In the context of the in-depth development of economic globalization, China is also facing increasingly fierce market competition while obtaining greater strategic opportunities. How to effectively improve the quality of economic development and promote the steady development of the country raises thinking. Human resources are the most basic and important resources in the process of social production, among which high-level talents are an important driving force to promote scientific and technological progress and guarantee high-quality economic development. In order to meet the practical needs of China's national economic development and social progress for high-quality composite and applied talents in different industries and broaden the way of personnel training, the state has successively promulgated relevant

policies to focus on supporting the development of professional degree postgraduate education and strive to train a group of high-level applied talents who receive professional and high-level education in different professional fields and technologies. After several times of college enrollment expansion, the number of training units and the number of students have shown an overall increasing trend, accompanied by the quality uneven of professional degree graduate students, which affects the overall teaching quality of professional master education. Professional dissertation is an important summary result of professional master education and one of the important indexes to test the quality of professional master education. The master's degree in management occupies a large proportion in the number of disciplines and the number of students enrolled. Therefore, it is of great significance to study how to establish and improve the quality system of professional master's degree thesis in management, improve the quality of professional degree thesis, and provide reference for the training of professional master's degree in other disciplines.

## 2. Problems in the Writing Process of Master's Degree Thesis for Management Majors

### 2.1 The Theoretical Research is Shallow and Lacking in Depth

In view of the comprehensive and permeable characteristics of management itself, all walks of life need management, and the integration and development of management with other disciplines and specialties has formed a variety of management branches. Therefore, the overall management professional master presents the characteristics of diverse sources of students, large age span, and complex career background, attracting people with different

disciplinary backgrounds and work experience to apply for study[1]. Theoretical basic research is an important part of professional academic papers, and solid and sufficient theoretical knowledge is an important basis for identifying and analyzing practical problems. The basic knowledge of management mastered by some professional degree masters is relatively weak, lack of understanding of the subject setting, theoretical reserve and prospect development of the major they are studying. The professional theoretical research is not in-depth and superficial, which leads to empty content and lack of depth in the process of paper writing, affecting the overall quality and level of the paper.

### **2.2 Non-full-time Study for Further Study, the Contradiction between Work and Engineering is Prominent**

At present, the students studying for professional master of management in China are mainly part-time study, that is, after passing the national unified examination, the educated can engage in personal career or other social practice activities at the same time, through a variety of ways to flexibly arrange personal time for non-full-time study. In the learning process, students have to take into account occupational work or other matters, which leads to prominent contradiction between work and study, that is, how to find a balance between daily work and study. Due to the influence of work, family and other factors, it is difficult for part-time postgraduate students to devote many time to academic research and participate in the project research of their academic supervisor, and the writing time is relatively short, while the writing of a professional degree theses requires a large number of detailed data and scientific research project experience as support. Therefore, the contradiction between engineering and learning further restricts the daily study of part-time professional masters, which in turn affects the progress and quality of thesis writing.

### **2.3 Under the Same Cultivation Standard, the Guidance is Fuzzy**

The document of the Ministry of Education pointed out that full-time and part-time graduate students should coordinate the development and adhere to the same quality

standards for organizational training. However, the purpose of cultivating professional degree talents is to meet the urgent demand of high-level applied talents in different industries, that is, professional degree education generally takes the actual needs of the industry as the basis and standard of teaching, and the ability to solve practical work problems that the educated can obtain after receiving teaching is an important indicator to evaluate the quality of professional degree education[2]. In order to meet the requirements of the Ministry of Education for unified quality training, some training units require dual-certificate part-time graduate students to study full-time as well as full-time graduate students, and implement strict attendance assessment, class schedule and other measures, which is contrary to the demand orientation of professional master's training applied talents to a certain extent. When professional degree graduate students receive higher education, they face the reality of fuzzy training orientation, which affects the actual teaching quality and the effect of thesis writing.

### **2.4 Supervision and Protection is Incomplete and Ineffective**

Part-time management masters generally adopt the on-the-job mode for further study. Due to the influence of work, family and other factors, they have limited time to study in school, less communication with tutors during the whole process of thesis writing, and lack of necessary supervision and guarantee mechanism. In general, thesis writing can be divided into several links, such as topic selection, proposal, mid-term inspection, copy detection, review, defense, etc. Any problem in one link may affect the progress of the whole paper. According to the meaning of control in management, students and their academic supervisors need to measure, discuss and evaluate the work of students in the process of paper writing according to the quality standards of the paper, and promptly correct the quality problems of the paper when they are found, so as to prevent the continued existence of problems from affecting the content quality of the paper[3]. However, due to the limited time in school for part-time management masters, they cannot follow their supervisors for a long time to engage in relevant scientific research projects, and have

limited communication and contact with their supervisors, so it is difficult to timely discuss and properly solve the problems arising in the process of paper writing. The lack of overall grasp of students' papers may easily lead to practical problems such as unsatisfactory quality and non-standard format of papers. Therefore, the lack of a supervision and guarantee mechanism for the whole process of paper writing hinders the whole process management of paper writing to a certain extent and affects the overall quality of the paper.

### **3. Countermeasures and Suggestions to Guarantee the Quality of Academic Dissertations of Management Majors**

#### **3.1 Construct the whole Process Management System of Dissertation**

Professional degree thesis is the summative result of professional master after receiving higher education, which is an important index to test the quality of professional master teaching and training in colleges and universities, and to investigate the individual professional quality and ability of the educated. According to the chronological order, the dissertation can be divided into several aspects, such as thesis topic selection, proposal, mid-term inspection, replication ratio detection, pre-defense, anonymous review, final defense, etc., that is, multiple aspects are set up to check the content of the paper written by students. No matter which part of the problem can not be corrected in time, it will affect the smooth development of the subsequent thesis work[4]. Therefore, in order to effectively improve the quality of professional dissertation, the first thing to do is to build a whole-process management system of dissertation, that is, to regard thesis writing as a continuous whole and strengthen process management rather than node management.

In the construction of the whole process management system, we should regard the selection of topics, proposal, replication ratio detection and other links as a series of continuous and interrelated processes. On the one hand, we should pay attention to grasp the key nodes of thesis writing, organize the members of the academic committee of the college to form a defense team to carry out special defense work after the proposal,

mid-term check, and the final copy of the thesis. The specific work and writing ideas of the students are tested by means of students' self-statement, questions raised by members of the defense committee, and students' answers[5]. After the defense committee approves, the next step of writing can be carried out, and the overall quality of the thesis can be grasped from the key nodes. On the other hand, it is important to pay attention to the daily writing work except for the key nodes. Postgraduate students should formulate feasible study and thesis writing plans based on their actual situation, and communicate with their supervisors in time on the topic selection direction and research methods to ensure the correctness of the general direction. In the follow-up content writing process, they should also communicate with the tutor in time to raise doubts and seek answers. Adhere to the supervisor as the first responsible person, the supervisor should follow up the progress of postgraduate students' thesis writing through the research group meeting, Tencent meeting and other forms, strictly control the quality of the paper, and ensure that the problems of graduate students in the writing process are found in time and properly solved.

Postgraduate students, supervisors and academic committees should actively participate in the construction of a dissertation management system, and manage the entire writing process of dissertations through daily work progress monitoring and key nodes, so as to promote The smooth follow-up of the progress of the graduate thesis and the effective improvement of the quality.

#### **3.2 Improve the Educational Evaluation Mechanism of Master's Degree in Management and Strengthen Application Orientation**

There are differences between full-time academic postgraduates and professional postgraduate in terms of training mode, academic system, teaching mode, research orientation and so on, so professional degree thesis should be different in terms of evaluation standards and orientation guidelines. Of course, this does not violate the state's insistence on the same quality standards for full-time and part-time education[6]. Some scholars believe that professional postgraduates should master relevant

professional skills and practical operation abilities mainly based on their occupations and majors, and research abilities such as academic innovation and theoretical grasp should be considered in cultivating academic postgraduates, and they advocate that academic research ability should not be emphasized in professional postgraduate education. Obviously, this view is unreasonable. Although there are significant differences between academic and professional postgraduates in many aspects, the differences can be analyzed and discussed. However, some general professional abilities and qualities should not be significantly different from each other.

In view of the practical needs of professional postgraduate education for cultivating high-level composite and application-oriented talents, relevant departments should take measures to improve the evaluation mechanism of professional master education, strengthen the application orientation of professional master education, and strive to establish a sound talent training model combining production, university and research. Major training institutions can effectively distinguish academic master's theses from professional master's theses according to the national education policy, the thesis topic selection and content writing requirements given by the provincial degree office and the teaching committee[7]. By analyzing the unique characteristics of professional master's thesis evaluation elements and evaluation indicators, we can accurately match the relevant resource settings, reform the evaluation system of professional dissertations in different aspects, promote the reform and improvement of the professional master's course training system, improve the evaluation mechanism of professional master's education, and highlight its applicability.

In combination with the current training status of postgraduate education of management majors in the school of management of our university, the members of the academic committee of the school can design and optimize the writing templates of professional degree theses according to the actual situation and the requirements of the thesis, highlight its professional application orientation, effectively identify and distinguish it from academic graduate education, and avoid confusion with

the evaluation criteria and elements of academic graduate students. And combined with the students' thesis writing situation, the template of professional degree thesis is constantly adjusted and improved and promoted. The college can also attract and motivate teachers to actively participate in the daily teaching and academic guidance of part-time graduate education through various measures such as welfare benefits and class setting.

### **3.3 Implement the Dual Tutor System on Campus and off Campus to Strengthen the Construction of Graduate Tutor Team**

As the main force in cultivating professional masters, the on-campus tutors are mainly responsible for controlling the study assessment and scientific research management of students' professional courses. According to the learning characteristics and actual situation of part-time management postgraduates, school tutors should change their teaching concepts, not directly apply the training and guidance mode of full-time academic graduate students, but flexibly adjust teaching methods according to the actual situation and enhance pertinence. On the one hand, teachers should pay attention to the novelty and applicability of teaching cases in the daily teaching process[8]. It is necessary to provide some scientific research projects with professional application value to professional masters as much as possible, and encourage them to actively participate in project construction to obtain data and enrich experience. On the other hand, on-campus tutors can choose the right time to enter off-campus practice bases, enterprises and other platforms to follow up industry developments in a timely manner, learn to master professional practical operation technology and advanced concepts, and actively participate in relevant industry knowledge and skills training. Through the above measures, tutors can be promoted to teach professional knowledge better, thus improving the learning enthusiasm and efficiency of professional masters and ensuring the effective improvement of thesis quality.

External tutors are generally responsible for guiding practical work and providing students with options for real-world problems. External guidance experts generally have the

characteristics of a large number and scattered sources, and different experts have different research directions and abilities. Therefore, how to choose the right external tutors has a significant impact on the quality of professional master training[9]. Therefore, each training unit should take reasonable measures to select and perfect the conditions of employment when selecting and employing high-quality off-campus tutors. Specific details such as the employment conditions, professional requirements and job responsibilities of external tutors should be determined in advance, and candidates' educational experience, employers and practical experience in relevant professional fields should be taken as important assessment criteria. After the formal employment through assessment, screening and other links, the training unit should provide corresponding training for the off-campus tutors. Although the off-campus tutors have mastered rich work experience in the long-term work experience, they are not familiar with the guidance of graduate students. Training can help them clarify their personal job responsibilities and guidance methods, so as to better guide the daily learning practice of professional masters, help them accumulate valuable experience and apply it to the writing of papers, and provide a strong guarantee for improving the quality of papers.

### **3.4 Integrate Internal and External Resources and Strengthen School-enterprise Cooperation**

As one of the learning modes of higher education, professional postgraduate education requires students to master rich professional knowledge and practical experience. Internal and external tutors should integrate and summarize the teaching resources inside and outside the school together with their units. On the one hand, the school can provide students with a variety of channels to acquire professional knowledge and provide corresponding services and guarantees for students to learn professional knowledge and write dissertations through the effective integration of the school and the school's library resources, Chinese and foreign language databases and other courses and scientific research resources[10]. On the other hand, off-campus tutors can make full use of

their personal work experience and interpersonal network to help students choose an off-campus internship bases with rich and high-quality practical resources, cultivate students' practical ability through students' practice and lectures in the practice base, and help them apply their professional knowledge to the actual operation of enterprises. Through the effective integration of on-campus learning resources and off-campus practice resources, it can provide valuable materials and practical experience for students to write dissertations.

The combination of school and enterprise refers to the comprehensive use of two education platforms of school and enterprise, and the integration of teaching resources to organically combine the two activities of students' study in school and internship in enterprise, with the purpose of cultivating high-quality comprehensive talents. According to the training mode of professional master, the university-enterprise association can be divided into two aspects to be applied. On the one hand, it is necessary to actively promote the on-campus tutors to "go out", improve their professionalism and accumulate advanced and novel teaching cases by going into the enterprise to experience the actual business operation and participate in knowledge lectures, so as to avoid being overly academic in the process of guiding professional masters to a certain extent, and explore their own research direction and ideas. On the other hand, teachers should be actively promoted to "come in" and organically combine the daily accumulated work experience with classroom expertise. Through the combination of university and enterprise, the advantages of both sides can be better played, the better combination of theory and practice can be achieved, the effect of "1+1 > 2" can be achieved, and better teaching resources and practical opportunities can be provided for professional masters.

### **4. Conclusion**

To sum up, the writing of a master's degree thesis for management majors involves multiple actors, such as graduate students, on-campus tutors, off-campus tutors, members of the academic committee, etc. In addition to the correct writing attitude of postgraduate students, supervisors and committee members also need to perform their own duties, do their

own work well, so as to promote students to write high-level graduation thesis through the joint efforts of various actors.

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