**Abstracts**

**Rationale/Background of the Study**

In July 2020, the National Conference on graduate education was held. After the conference, the Ministry of education, the national development and Reform Commission and the Ministry of Finance jointly issued the "opinions on accelerating the reform and development of graduate education in the new era”. The opinions emphasize that the school should become the first quality subject, adhere to the quality orientation, improve the internal quality management system, and consolidate the main responsibility of the training unit. The training units should improve the quality control and assurance system, grasp the key links such as course learning, internship, thesis opening, mid-term assessment, thesis review and defense, degree evaluation, and implement the whole process management responsibility.

**Summary**

The purpose of this study was to solve the problem of weak whole-process management of professional internship.

Specifically, it aimed to answer the following question:

1. What is the level of implementation of total quality management on the internship process of professional degree postgraduates?

a. Before internship;

b. During internship; and

c. After internship.

2. What is the level of effectiveness of total quality management on the internship process of professional degree postgraduates?

a. Before internship;

b. During internship; and

c. After internship.

3. What are the challenges encountered in the implementation of the TQM on the internship process of professional degree postgraduates?

This paper employed mixed method, quantitative method was used to discover level of implementation of total quality management on the internship process and level of effectiveness of total quality management on the internship process. Quantitative method was used to answer the challenges encountered in the implementation of the TQM on the internship process. There were 485 rrespondents were selected to answer the research question one and two, 16 key informants of professional internship from 10 colleges were interviewed.

**Findings**

The following findings present the results of the study.

1. The level of implementation of total quality management of professional degree postgraduates:

a. before internship is slightly implemented;

b. during internship is slightly implemented; and

c. after internship is slightly implemented.

2. The level of effectiveness of total quality management of professional degree postgraduates:

a. before internship is moderately effective;

b. during internship is slightly effective; and

c. after internship is not effective.

3. The challenges encountered in the implementation of the total quality management on the internship process of professional degree postgraduates are construction of professional internship base is not perfect; weak connection between course content and professional internship; internship management is not in place and comprehensiveness.

**Conclusions**

Based on the findings of the study, the following conclusions were draw:

1. The colleges’ preparation for professional internships is insufficient, there is inadequate supervision of the process of professional internship and its evaluation system for students after internship is not comprehensive.

2. The interactive management between the internship unit and the college is general, and the students’ enthusiasm for internship is not high, and their action is not strong. The win-win effect of both sides is very little.

3. Total quality management of professional internship in accordance with the PDCA cycle management model, and the secondary colleges are perfunctory in implementing the total quality management of professional internship, ignoring the essence of professional internship education.

**Recommendations**

Based on the findings and conclusions the following are the recommendations:

1. The university and secondary colleges should establish a normalized professional internship quality supervision and evaluation mechanism, adopt diversified evaluation methods, carry out special evaluations of professional internship, and issue an annual professional internship quality report, constantly innovate the evaluation mechanism, and improve the quality of professional internship.

2. The internship unit should establish a post-internship evaluation system for students. Optimize the quality assurance system for professional internships, and actively guide the combination of professional internships and graduation employment.

3. The university should start from the essence of professional degree postgraduate education, attach importance to professional internship, implement professional internship management in full accordance with the provisions of national documents, and effectively implement comprehensive quality management of professional internship in accordance with the PDCA cycle management model. Secondary colleges should also conscientiously implement the total quality management of professional internship. Keep improving to achieve professional master's degree excellence in education.