

Discussion on the implementation path of “1+X” certificate system in higher vocational colleges

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Abstract: “1+X” certificate system is an important innovation in the field of vocational education, which has very important practical significance for in-depth school-enterprise cooperation, training compound talents and promoting the modernization of vocational education. However, in the specific implementation, the higher vocational colleges are faced with a variety of problems, such as weak teachers, X certificate gold content is insufficient and other problems, which seriously restricts the implementation of the “1+X” certificate system. Based on this, this paper explores the implementation path of the “1+X” certificate system in higher vocational colleges, in order to provide valuable references for related work and promote the healthy and sustainable development of vocational education.

Key words: Higher vocational colleges; 1+X certificate system; Implementation path

In order to improve the quality of personnel training, China’s vocational education combines academic certificate with vocational skills registration certificate to deepen personnel training mode and implement the “1+X” certificate system that conforms to the characteristics of vocational education. Compared with the traditional personnel training mode, the “1+X” certificate system integrates the traditional vocational education characteristics and training system, and draws on the practice of international vocational education. As a result of this, 1+X certificate system has not been completely smooth in the implementation process of vocational colleges in our country. It needs to be based on the actual situation in our country and implement gradually. From the current implementation situation, there are still many shortcomings in the teaching reform carried out by higher vocational colleges combined with “1+X” certificate system. Therefore, it is of great practical significance to explore the implementation path of “1+X” certificate system in higher vocational colleges.

1. The problems in the implementation of “1+X” certificate system in higher vocational colleges

(1) The enthusiasm of enterprises to participate is not high

Judging from the current implementation of the “1+X” certificate system, the enthusiasm of enterprises to participate in the pilot work has not reached the expected height, and it is difficult to promote the in-depth cooperation between schools and enterprises. The reason is that enterprises pay more attention to their own profits in various activities, which also leads to them not interested in the output of school-enterprise cooperation personnel training work, thus failing to connect the implementation of the “1+X” certificate system with their own interests. For higher vocational colleges, if they want to implement the “1+X” certificate system in professional teaching, they also need to actively reform and innovate from many aspects such as professional construction, curriculum development and personnel training mode. In the process of reform and innovation, teachers need to invest time and energy, starting from the actual situation of the development of the industry field, to formulate a complete and supporting training program. This process cannot be separated from the support of cooperative enterprises, but also needs the cooperation of both schools and enterprises. Therefore, if the enthusiasm of enterprises to participate is not high, it is bound to affect the implementation of the “1+X” certificate system.

(2) The strength of teaching staff is not strong enough

Having a strong team of professional teachers is a prerequisite for the implementation of the “1+X” certificate system. Only when teachers deeply understand and master the connotation of “1+X” certificate system, can they guide students to develop in a multi-directional and multi-angle way from their professional characteristics. However, at present, there is a general lack of “double-qualified” teachers in most higher vocational colleges. Most teachers have solid theoretical knowledge, but lack practical experience. For the practical profession such as animation production, combining with the “1+X” certificate system to carry out teaching work, it is more necessary to combine cutting-edge technology and skills, which puts forward higher requirements on the comprehensive ability of teachers. Therefore, under the “1+X” certificate system, the workload of teachers in animation production will increase, making teachers bear greater work pressure. The same is true in the teaching of other majors, teachers need to explore the “1+X” certificate system on the basis of the existing work content, and the relevant incentive policies are unclear, resulting in teachers’ enthusiasm to participate in training and learning is not high, which is not conducive to strengthening the construction of teachers, and will also cause adverse effects on the implementation of the “1+X” certificate system.

(3) The relevant evaluation system is not perfect

In the process of implementing the “1+X” certificate system, the evaluation organization occupies a very important position. It is the main participant in the pilot construction of the “1+X” certificate system. It plays a role in the formulation of certificate standards, the development of teaching materials and learning resources, and the issuance of certificates, which directly or indirectly affects the implementation effect of the “1+X” certificate system. In the actual work, the higher vocational colleges all over the country are combined with their own actual situation, to explore the practical evaluation system. However, judging from the current construction situation, the construction of the evaluation system in many higher vocational colleges is not perfect, leading to a series of problems. Taking animation production as an example, due to the lack of a perfect evaluation system, the certificate assessment link under the “1+X” certificate system

is not open and fair enough, and the X certificate is not related to the development of the animation industry, which affects the in-depth development of the “1+X” certificate system to a certain extent.

2. The implementation path of the “1+X” certificate system in higher vocational colleges

(1) Actively guide and motivate the work to enhance the enthusiasm of enterprise cooperation

Enterprises play an important role in the process of implementing the “1+X” certificate system in higher vocational colleges. Therefore, if the enthusiasm of enterprises to participate is not high, it will directly affect the implementation effect of the “1+X” certificate system. To this end, local governments need to play a guiding role, take incentives, coordination and other measures to explore the common interests of cooperation between schools and enterprises, and promote the smooth implementation of the “1+X” certificate system.

On the one hand, in practical work, local governments need to play their own guiding role, combined with the actual situation of local economic development, and introduce a series of relevant incentive policies to encourage enterprises and vocational colleges to implement the “1+X” certificate system. For example, local governments can formulate specific policy documents, including the number of times and enthusiasm of enterprises to participate in the school talent training work into the quantitative assessment of enterprises. For example, the number of hours of vocational skills practical training provided by enterprises for vocational colleges in each academic year, the amount of docking of enterprises’ participation in the assessment of school-enterprise grade certificates and the number of relevant documents involved in the development can be used as the assessment criteria for evaluating enterprises’ participation in school-enterprise cooperation. Finally, according to the final assessment results, the cooperative enterprises that reach the standard will be rewarded or exempted from tax according to relevant regulations, and the honorary certificate of local advanced enterprises can also be issued to the enterprises to mobilize the enthusiasm of enterprises to participate. At the same time, the local government also needs to implement the “1+X” certificate system for school-enterprise cooperation, provide corresponding financial support, further improve the training base for school-enterprise cooperation construction, and meet the needs of professional personnel training.

On the other hand, local governments should play a good coordinating role, focusing on the goal of improving students’ professional skills and promoting students’ employment, and integrate the “1+X” certificate system into every link of higher vocational personnel training. For example, through publicity and education, vocational colleges, professional teachers and cooperative enterprises can thoroughly understand the spiritual connotation of the “1+X” certificate system. In addition, through the regular organization of school-enterprise cooperation fair, enhance the understanding between schools and enterprises, but also grasp the new breakthrough point of in-depth cooperation between the two, improve the accuracy of the government’s overall planning work. In the promotion of school-enterprise cooperation, the local government needs to extensively publicize the outstanding enterprises that have emerged, establish a model enterprise image, and call on other enterprises to learn and follow suit, so as to create a good atmosphere for the implementation of the “1+X” certificate system. In short, while guiding local enterprises to participate in school-enterprise cooperation, local governments also need to do a good job of coordinating the work and create a good environment for the implementation of the “1+X” certificate system from multiple perspectives.

(2) Strengthen the construction of teachers to protect the “1+X” system

To strengthen the construction of teaching staff, it is necessary to have a team of teachers who accurately grasp the connotation and relevant theories of the “1+X” certificate system, and to equip corresponding “double-qualified” teachers according to the actual situation of colleges and universities. First of all, higher vocational colleges need to pay attention to improving teachers’ practical teaching ability. Taking animation production major as an example, vocational colleges can combine the situation of animation production major, invite the technical backbone of animation industry into the school, conduct practical technical training for teachers in the form of lectures and lectures, organize teachers to have technical exchanges, etc., and create conditions for teachers to master the cutting-edge technology of animation development.

According to the relevant requirements of the “20 Articles of Vocational Education”, the teachers of animation production in higher vocational colleges will have no less than one month of practical training in enterprises or training bases every year, and the accumulative period in 5 years will be no less than one cycle. In this regard, higher vocational colleges need to actively encourage teachers to participate in enterprise practice, improve their practical ability through actual production practice, so that they have the ability to train practical and composite animation production talents. In the concrete implementation, higher vocational colleges need to actively make up for the work to ensure the quality of animation talent training. For example, in view of the lack of practical experience of teachers, colleges and universities can make full use of information technology to build online learning platforms. The content of the online learning platform can be the online teaching of the backbone of animation production technology, or it can be the theme lecture, so as to make up for the deficiency of teachers’ practical ability. At the same time, industry professionals are invited to give lectures for students, interspersed with theoretical and practical teaching, so as to provide high-quality learning content for students when teachers participate in practical training.

In the process of improving teachers’ teaching ability, higher vocational colleges need to provide practical opportunities for teachers to participate in the formulation of talent training programs, curriculum standards and practical training and learning content, as a mandatory requirement, and quickly integrate the relevant requirements of X certificate into curriculum teaching. In the process of evaluating the effect of teachers’ work, higher vocational colleges can verify the teaching ability of teachers according to the situation of students obtaining the X certificate. Through this aspect, the teaching ability of teachers of animation and animation production in higher vocational colleges is established on the implementation of the “1+X” certificate system, and escorts the in-depth implementation of the “1+X” certificate system.

(3) Establish and improve the evaluation and supervision system to improve the effect of “1+X” pilot construction

Establishing and improving the evaluation and supervision system is the key to ensure the smooth promotion of the “1+X” certificate system in higher vocational colleges. To this end, higher vocational colleges need to combine professional characteristics and build a supervision and rating system. Taking animation production as an example, higher vocational colleges should closely combine the development of China’s animation field, select experts closely related to local economic development, set up an evaluation and supervision group, responsible for evaluating and supervising the implementation of the “1+X” certificate system of animation production in the region. For example, whether the charging standard conforms to the principle of public welfare, whether it exceeds the actual production cost and so on. They will be held accountable for violations according to law and regulations, and urge relevant departments to correct them. At the same time, for the outstanding contributions of the collective or individual, to give appropriate recognition and awards, for the implementation of the “1+X” certificate system to create good conditions. According to the development characteristics of the animation production industry, relevant evaluation organizations need to do a good job of replacement, to ensure that the set X certificate meets the development needs of the industry. While eliminating the certificates that do not meet the industry conditions, they also need to do a good job in supplementing them, ensuring the type and type of the number of years, and improving the X certificate system.

In the assessment work for students, higher vocational colleges can combine the characteristics of X certificate, design a modular assessment plan, the assessment content is divided into different assessment items, according to the difficulty of the project divided into primary skills, intermediate skills and advanced skills, based on the assessment standard of X certificate, to understand the students’ grasp of different knowledge points. In the assessment work of students, teachers should replace the result evaluation with process evaluation, pay attention to the needs of students’ personal development, and guide them to conduct in-depth and extensive research in the fields they are good at. This is especially important for students majoring in animation production, which can help them highlight their personal advantages and enhance their employment competitiveness.

Epilogue

To sum up, under the background of the new era, the implementation of the “1+X” certificate system in higher vocational colleges is an inevitable choice for their own development and progress. In this regard, higher vocational colleges need to deeply understand the problems faced in the current implementation work, and explore the focus of the implementation of the “1+X” certificate system on the basis of the problems, so as to really play the positive role of this talent training policy. In practical work, we can integrate the “1+X” certificate system with professional teaching by actively guiding and motivating the work, enhancing the enthusiasm of enterprise cooperation, strengthening the construction of teachers, and escorting the “1+X” system. At the same time, we can provide policy and human resources support for related work, and effectively improve the talent training level of higher vocational colleges.

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