

# Research and Practice on the Comprehensive Education Model of "Job-Related Courses, Skills Competitions, and Certification" in Higher Vocational Colleges: A Case Study of Chain Operation and Management Major

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**Abstract:** The comprehensive education model of "job-related courses, skills competitions, and certification" is an innovative option for the high-quality development of vocational education. Based on the background of the construction of a high-level professional group in the business and trade circulation field, this paper focuses on the practice of educating students in the chain operation and management major, and proposes the practical path and effectiveness of the comprehensive education model of "job-related courses, skills competitions, and certification" to comprehensively enhance the quality of education.

**Keywords:** "job-related courses, skills competitions, certification," higher vocational colleges, education model

## I. Connotation and Value of the Comprehensive Education Model of "Job-Related Courses, Skills Competitions, and Certification" in Higher Vocational Colleges

1.1 Basic Connotation of the Comprehensive Education Model of "Job-Related Courses, Skills Competitions, and Certification" in Higher Vocational Colleges

The comprehensive education model of "job-related courses, skills competitions, and certification" is an important measure to promote the high-quality development of vocational education. "Job" refers to the demand for positions corresponding to the major, which is dynamic and socially oriented. "Course" refers to the professional courses that carry the knowledge and abilities required in the professional field. Its comprehensiveness and practicality are the basic means to enhance the professional skills of learners. "Competition" refers to the requirements of skills competitions, aiming to guide and improve students' vocational skills with professionalism and competitiveness. "Certification" refers to the certification standards for skills, including vocational qualification certificates and vocational skill level certificates, reflecting the professional abilities and qualities required for professional activities and personal career development, with characteristics of professionalism and marketization.

1.2 Era Value of the Comprehensive Education Model of "Job-Related Courses, Skills Competitions, and Certification" in Higher Vocational Colleges

Firstly, the comprehensive education model of "job-related courses, skills competitions, and certification" meets the realistic demand for technical and skilled talents in industrial transformation and upgrading. This model optimizes the carrier of talent cultivation, enabling the cultivated talents to master multiple necessary and up-to-date skills required for industry development. It alleviates the contradiction of the mismatch between the supply and demand of skills in higher vocational colleges and the lack of recognition from industry enterprises, thus meeting the needs of industrial transformation and upgrading.

Secondly, the comprehensive education model of "job-related courses, skills competitions, and certification" demonstrates the characteristics required for the construction of education in higher vocational colleges. The integration of "job-related courses" focuses on building a coordinated and integrated development pattern of the industrial chain and educational chain. The integration of "courses and competitions" uses various levels of skills competitions as a link to continuously improve students' comprehensive vocational abilities through competition preparation, training, and participation. The integration of "courses and certification" integrates X-level vocational skill certificates into the talent cultivation plans of higher vocational colleges. Thirdly, the comprehensive education model of "job-related courses, skills competitions, and certification" meets the needs of students' high-quality employment and sustainable development. By integrating the demands of enterprise positions into the model and utilizing skills competitions and vocational skill level certificates, the comprehensive vocational abilities of higher vocational students in chain operation and management are standardized, recognized by society and industry enterprises. This mutual recognition enables more satisfying personal career development and self-worth achievement.

## II. The Trend of Practice Teaching Reform in Chain Operation and Management Major

2.1 Adapting to the Development Trend of the Comprehensive Education Model of "Job-Related Courses, Skills Competitions, and Certification"

In October 2021, the General Office of the Central Committee and the General Office of the State Council issued the "Opinions on Promoting the High-Quality Development of Modern Vocational Education," proposing to improve the mechanism of the comprehensive education model of "job-related courses, skills competitions, and certification" and innovate the reform of this model. Subsequently, the Ministry of Education released its working points in 2022, emphasizing the enhancement of the adaptability of vocational education and the promotion of the comprehensive education model of "job-related courses, skills competitions, and certification." The chain operation and

management major followed the central document and actively explored and achieved certain results in the process of student education.

### 2.2 Facing the Urgent Situation of Digital Chain Skill Innovation

Under the background of constructing a skilled society, it is necessary to break the existing traditional modes, promote multidimensional educational reforms involving production, learning, research, and innovation, closely follow market demand changes and enterprise innovation dynamics, and focus on promoting the comprehensive education model of "job-related courses, skills competitions, and certification." Technological progress leads to increased job requirements, while the conditions set by enterprises restrict the talent transfer channel from schools to enterprises. This further requires reforms in financial professional education. The impact of industrial transformation and upgrading on vocational education is no longer limited to the level of professional structure but also requires revolutionary changes in the talent cultivation model of vocational education.

### 2.3 Promoting Industry-Education Integration and Implementing Modern Apprenticeship

As a new educational system for vocational education in China, modern apprenticeship meets the value needs of both the industry and colleges. Meanwhile, modern apprenticeship takes the effective implementation of the 1+X certificate system as its starting point. Combining with the direction of integrating "job-related courses, skills competitions, and certification" and finding the direction of integration based on the transformation and upgrading of the industry, it explores a new mode of industry-education integration and school-enterprise cooperation in talent cultivation. It jointly builds a teaching classroom characterized by "learning as apprentices upon enrollment, workshops as classrooms, and assignments as products." Based on the demands of positions, the technical skill contents and their level standards of the "courses and competitions" are supplemented and iterated. Third-party social evaluation organizations are invited to conduct technical skill evaluations and assessments in X-level certificates.

## III. Practice Path of the Comprehensive Education Model of "Job-Related Courses, Skills Competitions, and Certification"

### 3.1 Based on National Standards, Focusing on Job Positions, and Restructuring the Curriculum

The chain operation and management major adheres to deep cooperation between schools and enterprises, develops a curriculum system based on work processes, and actively restructures teaching content. The courses closely follow the national teaching standards for vocational education and the new occupational standards for chain operation and management professionals. They conform to the distribution characteristics of cooperative enterprises' business formats and employees' job competence formation rules. The content is redesigned and modular teaching is implemented, with the curriculum covering basic skills, advanced skills, and expert-level skills, gradually progressing from easy to difficult.

### 3.2 Following Education Laws, Integrating Teaching Resources, and Optimizing Teaching Strategies

#### 3.2.1 School-enterprise cooperation for dual-oriented education

School-enterprise collaboration in dual-oriented education transforms real enterprise cases into teaching resources and jointly develops interactive textbooks to solve the problem of outdated teaching materials. At the same time, it helps students strengthen their "dual identity as learners and apprentices," enhance their motivation for learning, and improve their recognition from enterprises. Based on enterprise job requirements, the school-enterprise dual-teacher approach carries out teaching for the dual identity of "students" and "apprentices" in the apprentice class. Real projects serve as carriers, and online 3D simulation software for chain store operation is used. Offline, typical tasks are learned based on the dual base of school-enterprise collaboration. Each task is divided into three stages: pre-class, in-class, and post-class, unlocking the teaching process step by step, forming a teaching organization model of "one library, two places, three stages, five steps." Meanwhile, the professional qualities of chain personnel, such as being people-oriented, integrity-focused, and quality-conscious, are integrated throughout the teaching process, effectively achieving teaching goals.

#### 3.2.2 Combining Virtual and Practical Learning for Dual-line Education

The online "1 library, 1 platform" teaching resources (National Teaching Resource Library for Chain Operation and Management Major and a virtual simulation comprehensive training platform for chain operation and management) are used to fully restore real-world situations and carry out teaching simulations and practical operations. Offline, combined with the school-enterprise joint construction of "dual bases" that serve teaching and production purposes, an innovative "3+2" mode (2 days in the enterprise's comprehensive training base for apprenticeship and 3 days in the smart retail integrated training center on campus) is used to alternate between work and study, combining real industry positions and immersive practical education. This mode effectively solves the problems of teaching effectiveness and targeting.

### 3.3 Based on the position, carry out skills competition, promote vocational qualification certificate

Connecting with international skill competition standards, a vocational skill competition system and honor system covering world skills competitions as the leading events, "Belt and Road" international skill competitions, "BRICS" national vocational skills competitions as the main events, and covering school-level skills competitions are established. Various skill competition standards are integrated with talent cultivation standards. Based on the difficulty of skill competitions, the talent cultivation process is divided into initial, intermediate, and advanced stages, implementing project responsibility systems for competition items and establishing a complete talent player training guarantee system.

At the same time, actively promote the construction of 1+X certificate system such as chain operation manager and Internet marketing manager, and ensure that students get X certificates when they graduate. The vocational qualification certificate is the standard measure to check the effect of the course according to the industry standard. The course is based on certificates to enhance the application of the course.

### 3.4 Focusing on Student Development, Dual-line and Multi-dimensional Assessment, and Improving Teaching Evaluation

Construct the whole process evaluation system before, during and after curriculum implementation. First, before the implementation of the curriculum, the curriculum structure of the curriculum system, the curriculum scheme and the curriculum standard should be evaluated by multiple agents, and a multi-evaluation community should be constructed consisting of school experts, enterprise craftsmen masters, competition organizing committee and skill certification institutions represented by "post - lesson - competition - certificate". Second, the process evaluation of curriculum teaching organization and teaching effect is carried out in the course implementation. Third, after the implementation of the curriculum, the diversified result evaluation is carried out on the form and standard of the completion of the curriculum. In the "talent export", professional ability, methodological ability, social ability and other professional comprehensive abilities are effectively reflected through the organic combination of relative evaluation and absolute evaluation, including the replacement of course completion examination by vocational qualification examination and the conversion of skills competition results into course credits and other forms.

Construct the evaluation and feedback mechanism of higher vocational colleges. First, according to the effect of curriculum reform and the feedback of multiple evaluation community, further improve the curriculum plan and standard of higher vocational education. Through the data collection methods such as subject evaluation, graduates' employment feedback, key enterprise satisfaction survey, and the combination of quantitative and qualitative data analysis methods, we can understand the effect of curriculum reform based on "post course competition certificate" as the carrier and the satisfaction of curriculum reform in industry, education, competition and certificate circles.

## IV. Achievements of the Comprehensive Education Model of "Job-Related Courses, Skills Competitions, and Certification"

### 4.1 Effective Achievement of Teaching Goals

#### 4.1.1 Effective Achievement of Knowledge Goals

After the implementation of the comprehensive education model of "job-related courses, skills competitions, and certification," both the theoretical test scores and practical performance of students have significantly improved. The average scores are 5 points higher than the average scores of other majors. Students' mastery of knowledge transitions from pure theory to practical application, accurately meeting the needs of enterprises.

#### 4.1.2 Effective Improvement of Practical Skills

By utilizing virtual simulation training and the dual base of school-enterprise cooperation, the teaching effectively solves students' difficulties in practical operations. Students have achieved excellent results in various competitions, with three first prizes in national competitions and twenty-six first prizes in provincial competitions over the past three years. They have cultivated one national technical expert.

### 4.2 Seamless Connection with Enterprise Positions

Through theoretical and practical learning, professional students effectively improve their job competence. The pass rate of apprentice assessments reaches 100%, and the promotion rate of apprentices becoming assistant store managers is 85%. This lays a solid foundation for seamless connection with enterprise positions and helps solve the issues of talent selection, cultivation, utilization, and retention.

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