

Research on the Perfection of Vocational Education and Training System under the 1+X Certificate System

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Abstract: A reasonable and comprehensive vocational training system can only be created on the basis of ensuring service conditions. To innovate the system of vocational training, the government must vigorously support this work. The government as the main body must fully participate in safeguarding rules and regulations, raising funds, creating training systems, and encouraging companies and society. The state must continue to improve the legislation of vocational training. The system has sufficient legal protection, and vocational training organizations need to constantly improve themselves and actively combine social forces.

1. Introduction

“National Vocational Education Reform Implementation Plan” shows that “application-based undergraduate colleges start the academic certificate + a number of vocational skills level certificate system pilot work to be carried out in vocational colleges”, that is, the 1+X certificate pilot work. This is an experiment for the current Chinese professional qualification certificate and academic certificate, from “differentiated grant” to “merger grant” [1]. Why is the current license to the Ministry of Education to participate in the issuance of professional grade certificates? What is the purpose of this arrangement? Only by answering these questions can the pilot work of the 1+X certification system be completed.

2. The Meaning of the 1+X Certificate System

Before constructing the 1+X certificate system, it is very important to fully understand the role and identity of the system, that is, how to coordinate the functions of “1” and “X” with the education and nurturing, especially the “collaborative” function. .

2.1. Certificate of education: consolidating the foundation of students' sustainable development

When the National Vocational Education Reform Implementation Plan measures the academic credentials, it considers it as a basic condition to determine the sustainable development of students. There are two key elements here. First, the “sustainable development” proposal responds to the complex and changing career areas and the company's industrial upgrading. For any practitioner, short-term learning skills and knowledge do not protect long-term careers. When there is no clear boundary between the work type and the industry, continuous innovation in speed, and always update the professional content and occupational form, all practitioners must adapt to the new situation within the scope of work in the long-term research, exploration and learning. Therefore, the fundamental quality that future practitioners must possess is “sustainable development”. In response to the long-term development of students, the curriculum has proposed a new concept of “core literacy”. The core competence and basic quality that help students form a society that can be integrated into the long-term development is academic education. Second, a solid foundation is needed. This shows that the possibility of long-term development for students is the most fundamental purpose of academic education, that is, students can have basic abilities and concepts through three to five years of vocational education, namely, independent development ability,

cultural basic level and society. Participation [2]. After entering the job, you must exercise these skills for a long time. In order to form the driving force of a personal career. All in all, the definition of “educational certificate” is to show that students have the fundamental level for future development. Consolidating the cultural basis of students is the ultimate goal of academic education. At the same time, it is necessary to enhance students' social participation and exercise their self-development level. In detail, in practice, it includes the definition of the student's own professional role, the design of the student's personal development path, so that students have good interpersonal relationships, and have excellent professional qualities.

2.2. Professional skills level certificate: expanding the ability of employment and promoting career development

Compared with the professional qualification certificate, the “vocational skill level certificate” focuses on the stage of vocational skills and career development. Individuals who want to enter a career in a certain field must first have the corresponding qualifications, and individuals can be summarized in terms of “levels” at various stages of their careers. Therefore, they can be viewed from both dynamic and static perspectives. Define the fundamental role of a vocational skill level certificate. The role of static can provide more opportunities and possibilities for individuals to enter the profession; the role of dynamics can provide the channels for the provision of future career development to individuals. If you want to make the professional skill level certificate fully play an identification role, then it needs to have a complete set of content, such as design evaluation tools, places to choose evaluation, content, time, subject, and so on. The pilot of the 1+X certificate system enables qualified academic education organizations to qualify for the occupational technical level. This has led to continuous changes in the form of professional qualifications, including the form of evaluation that can be expanded on the basis of summative evaluation. “Process evaluation + summative evaluation”; results evaluation scales, test papers and observation scales are included in the evaluation tool; the real work place, the company's training base and the campus public training base can be the evaluation place. The evaluation content can be smoothly connected with the curriculum standards, professional teaching standards, professional standards, etc. First-line teachers and enterprise experts can judge the level of professional skills as the main body; the identification process is more simple, and the number of identifications is also full of flexibility. What is certain is that the initial professional skill level certificate awarding system of the human society department played an important role in it. Therefore, it is necessary to compare the role of the two certificates. The first thing to compare is the similarities between the two. For example, both are identified by professional standards, and the services provided by both can be used to identify the ranks. The following are some of the differences between the two: (1) The vocational skills level certificate of the education department needs to fully demonstrate its career development and educational traits, especially in the implementation of its contemporary vocational education system. (2) There are certain differences in the development of two types of vocational and technical grade certificates. When developing the vocational skill level certificate of the education department, it is necessary to pay attention to the education process of the school, the period of academic education, and the way of class teaching. (3) The vocational skill level certificate of the education department also has the function of assisting the school teaching work, for example, developing curriculum standards, writing teaching materials, teaching professional teaching standards, etc. (4) When the education department issues a vocational skill level certificate, It is necessary to closely contact the teaching work of the colleges and universities, and fully demonstrate the advantages of resources and structure of vocational colleges; (5) the education department regards the profession as the core carrier of the vocational skill level certificate, but the department has a profession but a profession As the main carrier of the certificate, the professional skill level certificate related to the same profession may be associated with many people. Certificate authorities are closely linked, with the same name two types of certificates that may exist substantial differences in the content. All in all, the certificates of the education sector and the human and community departments need to be combined to have an impact. From a point of view,

the National Vocational Education Reform Implementation Plan is “equivalent for two types of certificate standards, and the certificate holders enjoy the same treatment”; from another perspective, these two types of certificates need to compete with each other. Dependence, because the training in the National Vocational Education Reform Implementation Plan is stipulated in this way: in-house training for social groups, and training for out-of-school students for students, which indirectly fills the two types of certificates. Competition. If the industry needs which type of certificate, it will be more recognized. This determines the status of such a certificate in society. Under such a competitive situation, the competent authorities and units that issue two types of certificates need to The issuance system and the essence of the certificate are changed, which can effectively improve the identification market of the occupational technology level. Here, the point to be explained is: because the trusteeship between the departments is different, then the two certificates are actually Can produce complementary results. In many fields, the carrier can be obtained as a professional certificate, but Years of work experience and clear work objectives people need to get the support of a professional certificate.

3. Enhance the Competitiveness of Professional Skill Level Certificates

A fundamental system of employment in modern society is the vocational qualification certificate system. Even though the State Council has revoked many licenses and recognitions for vocational qualifications in 2015, it is impossible to deny the role of certificates in qualification and qualification. Since this certificate can indicate at a practical level that workers have the knowledge and skills to engage in a certain occupation, it is the main basis for employers to recruit and hire workers. Studies have shown that after controlling for human capital variables, workers with professional qualifications earned an average of 17.6% higher than those without professional qualifications. Therefore, each country has a set of professional qualification certificate system in line with national conditions. This system stipulates the content of the vocational qualification certificate examination, the access route, and the authorized institution. However, China's vocational qualification certificates have been issued separately through the human resources and social security departments, and some certificates cannot play the role of identifying professional competence. The reason for this chaos is that the certificate lacks an effective competitive mechanism. Certificates must meet the market's inspections. Different certificates may play a role in coordination, coordination and mutual filling. This requires an institutional competitive environment to achieve. The pilot implementation of the 1+X certificate system systematizes the vocational skill level certificate system with the education department as the main body and the vocational skill level certificate based on the human resources and social security departments. These two certification systems will find their main groups and functions in the process of competition, improve the quality of the certificate and the effectiveness of the identification, so as to select a part of the market value qualification in the market environment.

4. Research on the Perfection of Vocational Education and Training System

4.1. Develop the organization and strategy of 1+X certificate development technology

National education departments need to issue a 1+X certificate development technology program to professionally divide certificates. Provide ideas for the development of professional and technical grade certificates, so that individuals have a clear basis. The development of the vocational and technical level certificate as the core content includes the following points: the textual style of the design certificate, the measure of the certificate, the format of the certificate, the thinking mode and guidelines of the research and design certificate, and the methods and procedures for developing the certificate. In addition, the education authorities need to consider many pilots when organizing professionals to develop professional vocational and technical grade certificates. The development team needs to have four major groups, namely the backbone teachers of vocational colleges, the education curriculum experts, the company's first-line technicians and industry experts. The

“Certificate of Education” can retain the certificate award system and the beginning quota education system.

4.2. Create 1+X certificate informationization and management platform

When the education authorities create a national 1+X certificate informationization use and management platform, they should base their needs on them. The purpose of creating the platform is to highly centralize the functions of querying, assessing, obtaining, registering, updating and presenting information, opening up the society in a day, and achieving the purpose of efficient use and management of certificates. Many countries have been able to use and manage certificates in an informative manner and have achieved significant results. Even though China lags behind other countries in the construction of the 1+X certificate system, this does not affect its advantages. China can build a platform, infrastructure, and organize the orientation and background of the 1+X certification system for vocational education. The management has absorbed the previous experience and continuously carried out reforms and innovations.

4.3. Improve 1+X certificate grant qualification review and process management system

Even if the granting of the “1+X” certificate has been implemented in vocational colleges and undergraduate colleges, not all vocational schools have the right to confer the corresponding professional and technical grade certificates. This issue involves the 1+X certificate. Qualification granted. The academic certificate can be awarded by the vocational colleges and undergraduate colleges approved by the education administrative department, but the granting of the vocational skill level certificate needs to be given to some majors with certain professional teaching and scientific research strength. The granting of the “1+X” certificate can be distributed through the provincial education administration. In the distribution, it is necessary to consider the geographical location, professional resources and strength of vocational colleges and undergraduate colleges and universities. In addition, the provincial education administrative vocational education 1+X certificate system: department, background and positioning must design a corresponding process management system, and implement certificate awarding, training and appraisal for vocational schools with 1+X certificate granting rights. Inspection of work.

5. Vigorously Build a Multi-Partnership Vocational Training Network

In the process of practice, it is concluded that because vocational training has both the status of “education” and “economy”, it naturally assumes the dual duties of “education and training” and “labor employment”. In the existing system in China, the vocational training system must develop healthily, and at the same time must cooperate in accordance with the whole society, especially the government and industry enterprises. After active coordination and monitoring, the government has actively joined the technical supervision, planning, finance, labor, personnel and education departments and all walks of life, enterprise trade union organizations and community organizations to create a vocational training system, which is similar to Western countries. A tripartite or multi-party social partner consultation and cooperation mechanism to ensure the provision of a vocational system training network platform in line with China's market economy. In this network platform, the active participation of enterprises and industries is very important. It is necessary for the government to use administrative intervention, legal constraints and propaganda influences. First, it can make enterprises realize that vocational training is directly related to the development of society and enterprises. Second, it is necessary to ensure that enterprises and vocational training institutions can be in the interest market. Find the same in common, so that companies can really benefit from the vocational training process. Only in this way can the industry and enterprises join in on their own initiative and voluntarily, so that most of the partnerships in the society can be created, and the clarity and perfection of the vocational training system will be possible.

6. Conclusion

All vocational training institutions should strive to improve their cultural literacy, strengthen construction, and win consistent praise in the society through a strong comprehensive level and good training quality, and continuously maintain the vitality of the organization. If we persist in the long-term, vocational training institutions and schools in all walks of life can play a vital role in the system of vocational training.

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