

## INDUSTRY AND EDUCATION UNDER 1 + X CERTIFICATE SYSTEM

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### ABSTRACT

With "1 + X" certificate system as the center of gravity, using the investigation of government, schools and enterprises of the current pilot situation, combined with the current higher vocational education, education integration and social development status, using the combination of theory and reality, analyze the practice of higher vocational education and the cause of difficulties, can be effective.

Promote the implementation of "1 + X" certificate system and reasonable opinions of pilot work, make the government, vocational colleges and enterprises vocational education participants in the pilot work to find their own positioning, implement each in the "1 + X" certificate system implementation responsibilities and obligations, make the relationship further coordination and close, to create industry education integration of vocational education environment, ensure the "1 + X" certificate system pilot work smoothly.

**Keywords:** 1+X certificate system, Integration of industry and education, Vocational education dilemma, Practical problems

### Introduction

Higher vocational colleges shoulder the heavy responsibility of cultivating highly skilled personnel, and must implement the goal of skill education, enhance students' professional skills and improve their competitiveness. Due to regional differences, the teaching quality of domestic higher vocational colleges varies greatly, and the educational resources enjoyed are also uneven. Some students in higher vocational colleges have a relatively weak foundation, coupled with the lack of teachers and resources, leading to low professional skills. Therefore, in the fierce industry competition, how to give full play to their own advantages and characteristics, and

cultivate highly skilled technical talents with professional advantages and characteristics in the employment competition, is an important topic to study in higher vocational colleges.

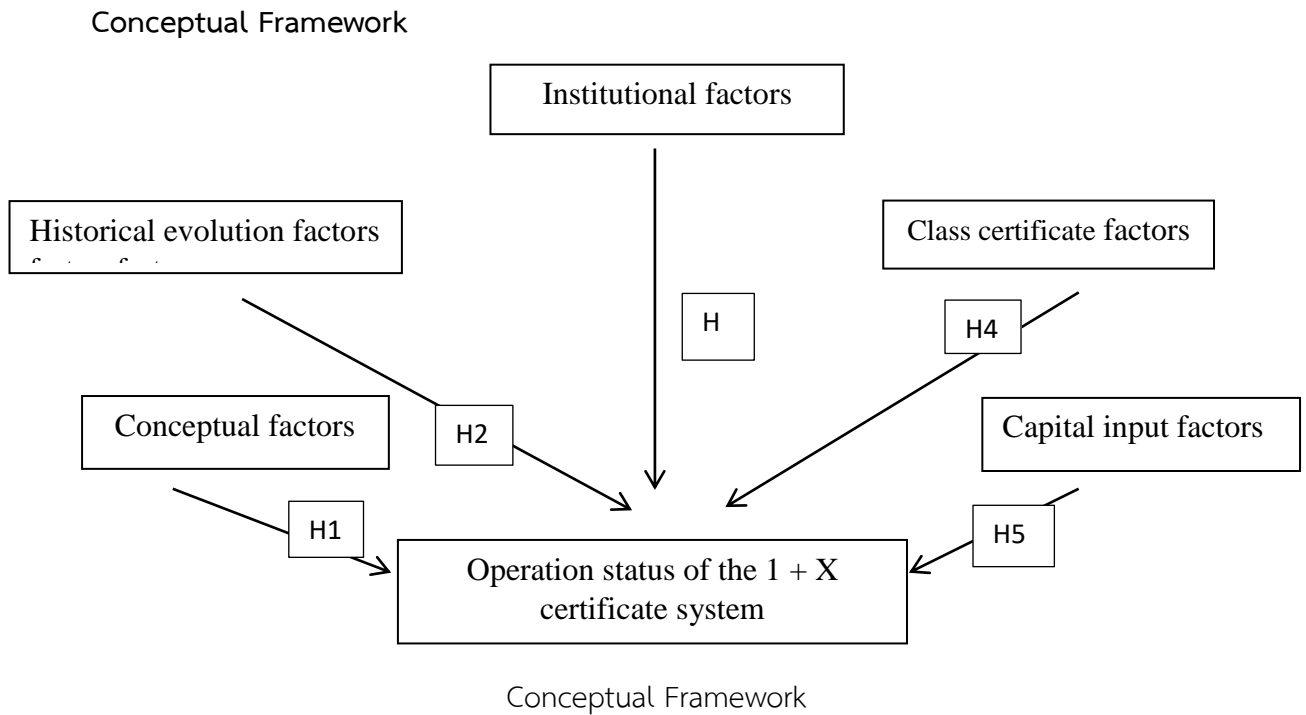
In February 2019, The State Council proposed on the Implementation Plan of National Vocational Education Reform that starting from 2019, the pilot certificate system of "academic certificate + several vocational skill certificates (1 + X)" will be launched in vocational colleges and application-oriented undergraduate universities. However, the implementation of "1 + X" certificate system is only 3 years, among which there are many problems, which is worth in-depth study. How to produce the "1 + X" certificate system, how to maximize its value, and how to implement it is the key. According to the possible problems in the existing pilot work, this study proposes the practice path selection of the "1 + X" pilot work from the perspective of the government, higher vocational colleges and enterprises. Make the public have a deeper understanding and understanding of the "1 + X" certificate system, put forward the corresponding implementation path for the problem, for the improvement of the "1 + X" certificate system and the further development of its follow-up pilot work to contribute new ideas, for the actual construction and application of the "1 + X" certificate system to provide the corresponding reference.

### Research Objectives

According to above research questions, this paper aims to complete following research objectives:

1. Starting with the historical evolution of China's vocational education system, it analyzes and studies its generating logic and practical value, sorts out the problems in the current pilot work, and puts forward reasonable opinions that can effectively promote the implementation of the "1 + X" certificate system and the pilot work.

2. Taking Shanxi Vocational College of Finance as the investigation object, we can understand the guarantee problems of human resource input, equipment and facilities purchase, capital injection and system and regulations encountered in the "1 + X" certificate pilot system of the Ministry of Education in the early stage of the trial. Put forward the corresponding improvement measures to provide theoretical support and case reference for the further implementation of the trial system of the certificate.



### Research Hypothesis

According to above conceptual framework, the research hypothesis is as follow:

H1. Concept factors have a positive impact on the implementation of the 1 + X system.

H2. Historical evolution factors have a positive impact on the implementation of the 1 + X system.

H3. Relevant supporting system factors have a positive impact on the implementation of 1 + X system.

H4. The implementation of the 1 + X system has a positive impact.

H5. The implementation of the 1 + X system has a positive impact.

### Research Methodology

#### Research Design

**Literature Research Method.** The literature research method refers to obtaining a large amount of theoretical data through the investigation of the history or existing literature related to the theme, so as to form the basis of the research, and to have a comprehensive and true understanding and mastery of the subject to be studied, and finally achieve the goal of the article. desired research purpose. The literature research method is widely used in various theoretical studies. For this reason, this paper uses the literature research method to explore the generation logic of the "1+X" certificate system, refers to and obtains a large number of historical or existing

excellent papers and works at home and abroad, and extracts them to the content required by the article research, keeping the content consistent. authenticity and integrity. And learn from the development trend of other systems to provide a reference for the implementation path of the "1+X" certificate system. The literature research method can help and understand the development process and development status of our vocational certificate system, help to determine the historical development of the research topic, and facilitate the formation of the general reform of my country's vocational certificate system.

The path is helpful for investigation and understanding, mining actual data or comparative data; it helps to understand the whole picture of things. By consulting the Chinese Journal Full-text Database, the Full-text Database of China's Important Newspapers and other data databases, as well as professional academic works and academic journals that are collected and read through multiple channels, we have collected and sorted out a relatively rich literature in order to analyze and summarize. On the basis of the existing research results, the connotation of the research is analyzed, in order to have a general and basic rational understanding of my country's vocational skills certificate system, and to establish a clear research idea and style.

### **Population and Samples**

By consulting relevant literature and sorting out interview results, design the implementation of "1+X" certificate of Shanxi Finance Vocational College

The purpose is to obtain the relevant specific data of the students participating in the certificate training of Shanxi Finance Vocational College, in order to judge the implementation effect and response of the system at the student level.

This paper selects 278 students with four professional certificates as survey samples, issues questionnaires, and collects 232 copies. The passing rate of books, the integration of courses, the construction of teaching staff, and hardware equipment are analyzed. The questionnaire is mainly divided into four levels and 19 items.

The survey content includes: First, the basic situation of the enterprise, including enterprise type, employee size, industry, etc.; The third is to investigate and analyze the satisfaction of school-enterprise cooperation under the guidance of 1+X certificate, including student satisfaction, school satisfaction, and Evaluate the satisfaction of the organization and the satisfaction of the government policy in four aspects; the fourth is the demand and willingness of school-enterprise cooperation, including the form and willingness of cooperation, talent demand, service policy demand and so on. In the second stage, 257 questionnaires were distributed to all 257 enterprises, 246 were recovered, and 230 were valid.

## Data Collection

**1 Investigation Time.** March to mid-May 2021. The survey was designed with a combination of student questionnaires and school interviews. questionnaire and

The interviews were carried out in the same period, starting in March 2021 and ending in late May. A total of 278 questionnaires were distributed and 232 were returned.

A total of 8 people were interviewed, including school leaders, academic affairs offices, and teachers.

**2 Investigation Steps.** From early March to mid-April 2021, a two-level sampling method will be adopted in the survey unit to select 4 key certificates. The group of students participating in the training is used as a monitoring point to investigate the feedback of the student group participating in the certificate training before, after, and to grasp the certificate accordingly. Based on the organization and implementation of the system, it is preliminarily speculated that the system will be implemented in Changjiang University.

From the beginning of April to mid-April 2021, interview the leaders of the investigation unit responsible for certificate training to grasp the system. Management trends at the school level and the intensity of implementation.

From mid-April to the end of April 2021, conduct interviews with the head of the educational department responsible for the specific supervision and coordination of certificates, grasp the linking effect and problems of the system in the intermediate links.

From mid-April to early May 2021, conduct interviews with teachers or trainers responsible for the specific problems and difficulties encountered in the process of publicity, organization training and assessment and evaluation of book training, as well as the impact of the certificate system on the impact of teaching methods and ideas.

From early May to mid-May 2021, through Shanxi Finance Vocational College Vocational Skill Level Certificate Information Management Service Manage the platform, sort out the latest data of the X certificate; collect sample certificates in the development and research - officially promulgate - formulate standards - teachers relevant documents in the links of training - training evaluation - course certificate financing, etc. Based on the above factors, a comprehensive evaluation of the implementation of the "1+X" certificate training system of Shanxi Finance Vocational College.

## Data Analysis

**1 Analysis of Survey Samples.** The subjects of this survey were selected from the students who had participated in the 4 1+X certificate trainings. A sample survey was conducted for each type of certificate based on the total number of participating students.

A total of 278 copies were issued and 232 valid questionnaires were recovered. Among them, 191 were boys, accounting for 82.3%. There are 41 girls, accounting for 17.7%, as shown in Table 3-1.

**Table 3-1 Student to Male Ratio Table**

Gender	Number of People (Person)	Proportion (%)
Male	191	83.30
Female	41	17.70

There are 211 sophomores in the 2019 class, accounting for 90.95%, and 21 juniors in the 2018 class, accounting for 9.05%, as shown in Table 3-2.

**Table 3-2 Student Grade Ratio Table**

Grade	Number of People (Person)	Proportion (%)
Sophomore	211	90.95
Junior	21	9.05

**2 Students' Participation in Training and Passing the Examination.** For the 4 school-level key certificate training and assessment currently carried out by the school, the 4 certificates were obtained from the Academic Affairs Office. A total of 394 students participated in the training and assessment, and 216 passed the assessment. The pass rate is 54.8%.

The largest number of participants in the training was the online store operation promotion certificate, with 197 people, 146 people passed the assessment, and the pass rate was 74%; among them, 55 people participated in the training, 38 people passed the assessment, and the pass rate was 74%. The rate is only 69%.

The proportion of students in the majors corresponding to the two certificates participating in the training is relatively high, but the motivation to participate is mainly due to the needs of course assessment, not employment needs, which directly reflects the low understanding and recognition of the X certificate.

TABLE 3-3 FOUR 1+X CERTIFICATE ASSESSMENT SUMMARY TABLE

X-CERTIFICATE	Number of Participants	Number of People Passed	Proportion of People Passed
ONLINE STORE OPERATION AND PROMOTION (INTERMEDIATE)	197	146	74.11%
E-COMMERCE DATA ANALYSIS (INTERMEDIATE)	55	38	69.09%
WEB FRONT-END DEVELOPMENT (PRIMARY)	70	22	31.43%
CLOUD COMPUTING PLATFORM OPERATION, MAINTENANCE AND DEVELOPMENT (PRIMARY)	72	10	13.89%

According to the "1+X" official website pilot college management platform, the 4 certificates are supported by a total of 9 majors (see table3-4), it is understood that during the application period for the X certificate, each certificate supports at least 3 majors to enroll. After the implementation of professional group management, Shanxi Finance Vocational College provides conditions for professional group participation in training, but from the actual data , join the students of a certain X certificate training are indeed distributed in multiple majors, which objectively reflects that Shanxi Finance Vocational College has a high degree of professional group construction and a better shared curriculum. However, the students who participated in the training did not all take the certificate exam, or only took one certificate exam.

### Expected Finding and Discussion

#### Expected Finding

1 The skill Certificate Evaluation System is not Perfect. Through research on the evaluation methods of the four X certificates, it is found that the online theoretical assessment and practical assessment are basically used form. Regarding the form of the "1+X" certificate system, the vocational skills certificate can test the most basic theoretical knowledge and specific strength of vocational students on the one hand, and test the practical ability and professional quality of vocational students on the other hand.

Although the method of evaluating the academic performance of the school students is a combination of theory and practice, the process assessment is also sufficient. However, during the school study period, the number of activities and competitions jointly organized by the school and the enterprise is relatively small, and the number of training positions that the enterprise can provide to the students is also

relatively small. This is because many students in higher vocational colleges have only two years of study time, the study time is short, and the course study tasks are tight. The participation of enterprises in school curriculum formulation, professional curriculum teaching and professional competition will affect some of the school's teaching progress.

As a result, graduation assessments in higher vocational colleges rarely assess students' day-to-day performance and activity participation. In the field work, the management of the students at school is relatively loose, mainly through the evaluation of the content written in the internship diary and the internship report, as well as the daily norms and skills improvement of the students. For example, assessments are relatively weak, which is not conducive to students mastering professional skills or obtaining vocational grade certificates.

At present, there are some problems in higher vocational education in terms of curriculum evaluation system and teaching standards. The evaluation system of the skill certificate is mostly the enterprise training party. Although it achieves the goal of "who hires and who evaluates", it is often easy to ignore the evaluation methods that students have adapted to for a long time; the center of the evaluation system focuses on the use of one or more skills, does not pay enough attention to the cultivation of quality goals in higher education; the certificate evaluation lacks the supervision of the competent authorities, and the formulation of the assessment plan is almost determined by typical enterprises, and it is impossible to proofread whether it is applicable to the standards of other employers in the industry.

2 School-enterprise Cooperation Needs to be Deepened. Vocational education has always been the main form of education, and its typical feature is that it completely relies on the integration of industry and education and school-enterprise cooperation. However, for many years, under the influence of various factors such as the enrollment mechanism, school-enterprise cooperation has always been the status quo of hot schools and cold institutions. The enthusiasm of enterprises to participate in school-enterprise cooperation is not high, and it is difficult to deepen the integration of production and education and school-enterprise cooperation.

For the pilot of the "1+X" certificate system, the education department stipulates that the development of certificates must have the participation of leading enterprises, which can represent the highest standards of the industry. A lead agency should be involved in certification R&D, which can represent the highest level of the industry. The use of social mechanisms to openly recruit and select training and evaluation institutions is an innovation in the design of the "1+X" certificate system.



The evaluation and certification agency is an agency that independently convenes the society to select training evaluations. If the relevant conditions meet the application requirements, the social evaluation agency can independently declare to the outside world; as long as the training evaluation agency has sufficient reasons to prove that the certification of advanced professional skills is necessary, Feasible, and widely recognized by society, training evaluation machine.

Institutions can apply for entry into the catalog through a selection process, which is independently assessed and certified. Judging from the current situation, the implementation of the "1+X" certificate system has initially achieved the purpose of mobilizing the enthusiasm of enterprises to hold vocational education and attracting more enterprises to participate in vocational education. Since the certification body is a "1+X" certificate for all higher vocational colleges in the country, there is basically no direct connection between other colleges and enterprises except the test center colleges. As a test center college, it is limited to docking with the college during training and examination.

However, the training and appraisal of the X certificate requires a large investment in hardware and software equipment. The company is currently only participating in the initial stage, and has not yet invested in equipment. invested by the school itself.

## Discussion

1 The Implementation Environment of the "1+X" Certificate System is Immature, and the Promotion Channels for Talent Qualifications are not Smooth. For a newly introduced policy and system to be implemented smoothly and correctly, it needs to sprout and grow in a suitable environment, and undergo continuous reform and improvement through experience, refinement, and continuous improvement. Therefore, whether the "1+X" certificate system can be successfully piloted and promoted has a great relationship with the implementation environment in which it is located.

At the same time, the implementation environment, as the basis for the implementation of the system, can also be said to be the standard framework for the implementation of the system. The "1+X" certificate system is in a new stage of development, and the relevant policy content has not been perfected. The construction of many supporting facilities and the implementation process have not been formally regulated and guided by the state. X" certificate inspection and experiment, but the scope involved is too large and the specification is too small, therefore, further planning of relevant parts is required.

However, at present, it is still difficult to convert qualifications under different education systems, and there is a lack of a strong quality assurance system. The direction of professional ability upgrade of professional talents is unclear, and the promotion channels are not smooth. In addition, higher vocational colleges face greater implementation risks in the pilot process. Whether the investment of funds is proportional to the recovery, and what kind of results the state hopes the pilot work of colleges and universities can achieve, etc., these are unknown to pilot colleges and universities. In the long run, there will be drawbacks because there is no relevant policy basis to support the development goals, which will weaken the enthusiasm of the pilot work in colleges and universities and greatly reduce the effectiveness of the pilot work.

2 The Implementation Conditions of the "1+X" Certificate System are Weak, and the Understanding of the Connotation of the System is not Clear. As the first place for vocational education and the first battlefield for pilot work, higher vocational colleges are the core of talent training and shoulder the important task of providing high-quality human resources to promote national economic development. At present, the pilot work of the "1+X" certificate system is carried out, that is, to answer the three core questions of "who does it", "what to do" and "how to do it" in practice, in order to transform the theory into reality, build corresponding implementation path.

As an important part of practice in the pilot work of the "1+X" certificate system, higher vocational colleges are the core institutions to answer these three questions. However, in the current pilot work, higher vocational colleges still have the following problems to be solved. Precisely because the system construction is not perfect enough, the existing "1+X" certificate system will be put into trial operation by means of a pilot program.

Therefore, some schools, teachers and even students still have deviations in their understanding of the "1+X" certificate system. According to the interpretation of the "National Vocational Education Reform Implementation Plan", the "1+X" certificate system refers to "academic certificate + several vocational skill level certificates", but from the existing research, some scholars or schools, there are various interpretations of the understanding of the term: the first refers to various types of vocational skill level certificates, such as the corresponding certificates for logistics majors; the second refers to the level of certificates, namely primary, intermediate and advanced vocational skill level certificates; The third refers to the same major, with a variety of skills certificates in different occupational directions.

But after a clear interpretation of a series of national policies and documents, the concept is self-evident, and there is no vague concept, that is, "X" not only

includes the type of vocational skills certificate, but also represents the certificate skill level. From top to bottom, the real target audience of "1+X" certificate system students, students' subject of certificate development and construction of "1+X" certificate system, responsible department, definition of corresponding relationship and "1+X" certificate system There are doubts about the difference with the "dual certificate" system, not only teachers but also students do not understand "1+X".

The connotation and concept of the certificate system, and do not understand its value and function. Therefore, the understanding and understanding of the "1+X" certificate system of the students, teachers and various educational operation and management institutions also needs to be more popularized.

3 Insufficient Motivation for the Implementation of the "1+X" Certificate System, and the School-enterprise Cooperation Linkage Mechanism is not in Place. The report of the 19th National Congress of the Communist Party of China proposed that "the vocational education and training system should be improved, the integration of production and education, and the cooperation between schools and enterprises should be deepened." The integration of production and education, school-enterprise cooperation has always been an important mode of vocational education teaching and practice, and it is also an important content led and promoted by the Chinese government.

In 2017, the General Office of the State Council promulgated "Several Opinions on Deepening the Integration of Industry and Education", which pointed out that it is necessary to build a pattern of integrated development of education and industry. School-enterprise cooperation is linked together, and efforts are made to build a good institutional environment to ensure the effective occurrence of school-enterprise cooperation.

The cooperation between higher vocational schools and enterprises is a manifestation of higher vocational schools serving the society. The sharing of various effective information and resources is the basic starting point of school-enterprise cooperation. The professional skills standards of enterprises and the training goals of schools Consistent standards are school-enterprise fit one of the necessary conditions for the highest interests, and due to the emergence of the "1+X" certificate system, enterprise industry associations have been selected to become training evaluation organizations, and occupy more than 90% of all training organizations for poor families. Good communication, school-enterprise training or assessment is out of line, which will lead to students not learning the correct knowledge, it is difficult to pass the vocational qualification certificate assessment, and ultimately students are out of touch with the society, and what they learn in school is different from the job

requirements.

School-enterprise cooperation requires a good cooperation linkage mechanism to ensure good cooperation and normal information exchange between the two, and promote the updating and mutual transfer of knowledge and skills. The cooperative linkage mechanism is the key to school-enterprise cooperation.

At present, after a long period of running-in, the school and the enterprise seem to have reached a good cooperative relationship, but through the inspection and review of the current school-enterprise cooperation mechanism, it is found that there is still a lag in information exchange and communication between the school and the enterprise. inefficiencies, etc. From the perspective of the school-enterprise cooperation linkage mechanism, higher vocational colleges train students to work in enterprises, and the process of cooperation is mainly

If it is in collaborative teaching and subsequent training and employment between enterprises and students. If there is a lack of information communication between schools and enterprises, or the communication is not timely and smooth, the effect of school-enterprise cooperation and training is not obvious, and the enthusiasm for mutual cooperation is not high, it will affect the judgment of enterprises or schools on students' ability and value.

Inaccurate understanding of student information and work ability, companies will have problems such as mismatches in employment or job placement, resulting in students' value not being reflected and leaving the company, the company suffers losses, the quality of school-enterprise cooperation is poor, and students' employment satisfaction is reduced.

The "1+X" certificate system has brought the school-enterprise relationship closer, but the communication efficiency between the two needs to be strengthened. Enterprises have participated in the training work of schools for a long time, but the linkage mechanism between the two is lack of practical training, often only in form, and students cannot get practical training. Enterprises lack enthusiasm for mutual cooperation, and the phenomenon of "one end of heat" is obvious. How to improve the communication efficiency of school-enterprise cooperation and ensure the quality level of school-enterprise cooperation is the key to the implementation of the "1+X" certificate system, and it is a problem that we must solve at present .

At this stage, more enterprises and industries have become the training and evaluation organizations of the "1+X" certificate system. School-enterprise cooperation should pay more attention and increase the motivation for implementation to ensure that students in higher vocational colleges can obtain more vocational skills certificates and Make better use of personal values in professional positions.

## Conclusions and Recommendations

### Summary of Finding

The purpose of the "1 + X" certificate system is to solve the bottleneck facing higher vocational education, promote the reform of the talent training mode in higher vocational education colleges, and solve the problems of talent disconnection between schools and enterprises and the social structural unemployment contradiction. In 2019, the four departments of the Ministry of Education issued the implementation of the "academic certificate + several vocational skill level certificate" system in colleges and universities, for the overall requirements, pilot content, pilot scope and other aspects, through the interpretation of the above chapters, the connotation and significance of the "1 + X" certificate system has gradually clear, there are problems in the pilot, in view of the above problems, how to solve, how to promote the "1 + X" certificate system pilot work better implementation and popularization is we need to solve the problem.

1. Implement the government policy guarantee and optimize the implementation environment of the "1 + X" certificate system The formulation of vocational education policies and regulations in China has been led by relevant departments of the national government. In the process of formulating the "1 + X" certificate system, policy makers have many factors to consider, such as the social status quo, the pace of scientific and technological development, the current situation and problems in the vocational circle, and the cooperation between enterprises and schools, etc. Due to the many factors involved, we need the joint efforts of all aspects, so in the policy formulation, we need to improve the relevant laws and regulations, and promote the construction of vocational education qualification framework.

2. Fine school development vision, improve the internal conditions of higher vocational colleges. Increase the publicity and interpretation of the "1 + X" certificate system. We will strengthen the construction of teachers and educational and teaching resources.

3. Implement the school-enterprise linkage mechanism, and build a new platform for school-enterprise cooperation. Strengthen the linkage of relevant mechanisms between schools and enterprises. Expand the channels for school-enterprise cooperation to build a new platform.

### Recommendations and Future Research

1. Give Full Play to the Functional Role of Government Departments in School-enterprise Cooperation. At present, a number of policies have been promulgated for school-enterprise cooperation, providing a combination of financial + fiscal + land +

credit incentives for enterprises integrating production and education. However, due to the lack of publicity, implementation, and supervision of policies, some enterprises The demand cannot be met, and the effect of school-enterprise cooperation needs to be strengthened.

Government departments should play their role in macro-control, and establish a two-way information platform for school-enterprise cooperation led by government departments. Provide incentives and support, guide, inspect and supervise the overall work of school-enterprise cooperation. At the same time, give schools and enterprises more free development space, deepen the integration of production and education, establish a diversified school-running pattern, and encourage qualified enterprises to be.

In particular, large enterprises hold high-quality vocational education, which is in line with international advanced standards. For school-enterprise cooperation, we must improve our ideological understanding. It is not a simple education reform and vocational education requirements, but also the needs of today's social and economic development and the needs of national development.

2. Schools Should Take the Initiative to Provide Services and Explore innovative Models of School-enterprise Cooperation. Schools should take the initiative to understand the difficulties of enterprises not being "hot" or "hot", analyze the causes of the "two skins" phenomenon, and restore the truth of school-enterprise cooperation; take the initiative to cooperate with qualified enterprises, actively listen to and absorb Opinions and suggestions of cooperative enterprises, and proactively provide enterprises with required services and support. Explore new models of school-enterprise cooperation, improve the operation mechanism of school-enterprise cooperation, and improve the length, breadth, depth and validity of school-enterprise cooperation.

3. Establish a Long-term Mechanism for School-enterprise Cooperation.

Consensus, consultation, co-construction, sharing and win-win As a talent exporter, cultivating high-quality compound talents is its important mission. The development of enterprises is also inseparable from the support of technical and skilled talents. In terms of cultivating high-quality talents, the school Both parties have a consensus. On the basis of consensus, both schools and enterprises can discuss the reform of the talent training plan, curriculum reform, three education reform, evaluation reform and other contents; jointly build teacher teams, training venues, practice bases and other diversified construction contents; Realize the sharing of resources in terms of funds, teacher and staff training, practical training and practice, production and scientific and technological research and development; through the

establishment of a long-term mechanism, the rights, responsibilities and obligations of both parties are agreed, and close cooperation Co-construction and sharing will eventually achieve a win-win situation, so that the school-enterprise cooperation will be carried out in depth and lastingly, and the 1+X certificate system will move from the integration of course certificates to the integration of industry and education.

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