

Exploration of Full-time Personnel Training for Social Personnel in Higher Vocational Colleges under New Situations

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Abstract—In order to cope with the difficulties encountered in the process of "the enrollment of full-time junior college oriented to social member" and its teaching organization and implementation in 2019, this paper makes an in-depth understanding on the spirit of relevant documents as well as interpretation of the working process of some vocational colleges' pilot programs. By combining with the actual situation in some regions, some methods and measures with strong demonstration significance and operability have been explored. Through reading this paper, people will have a clear and accurate understanding on this new thing. This paper puts forward some suggestions and opinions on some problems in the process of actual implementation, which can ensure better teaching effect and achieve positive social impact in the practical operation level.

Keywords—Vocational College; Social Personnel, Full-time; Personnel Training

I. INTRODUCTION

The National Vocational Education Reform Implementation Plan issued in 2019 by the State Council explicitly requires that "graduates of more secondary vocational schools and ordinary high schools, veterans, laid-off workers and migrant workers are encouraged to receive higher vocational education, and the mass enrollment expansion will be 1 million people in 2019." As a major national policy, local education authorities and higher vocational colleges have actively responded to the situation and issued a trial measure for vocational colleges to provide social personnel (veterans) with full-time education.

As for academic education of social personnel, the requirement for personnel training should not only meet certain requirements to ensure its fineness, but also take into account of the particularity of social personnel group to carry out characteristic training, which should differ from the previous adult academic education. The work of personnel training is challenging.

II. ENROLLMENT AND ADMISSION

Different from college students, social personnel have certain work experience or other non-learning experience. Their motivation to participate in full-time higher vocational education arises from whether it is helpful to improve their current working and living conditions. Therefore, adhering to the principle of "social urgent need, suitable for adults, and

easy employment", priority should be given to old-age care, domestic service, cooking, e-commerce, logistics, modern agriculture, machinery manufacturing, welding, automobile maintenance and other popular specialties with a large demand in the job market [2].

A. Organizational Process,

It can be seen from the chart below that the student enrollment from social personnel is much more than general student enrollment, and the enrollment specialties, the number of examination applicants and the admission and examination means will be applied for and determined according to the respective resources of higher vocational colleges.

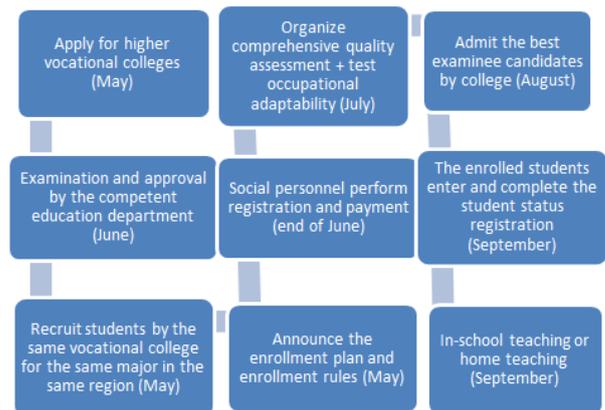


Fig. 1. Enrollment and Admission Process

B. Enrollment Target [3]

Veterans, laid-off and unemployed persons, migrant workers, new professional farmers, and employees of enterprises and public institutions who have registered permanent residence of this city or work in this city, have a high school education background or equivalent educational background (secondary vocational school, technical school, and vocational high school) or above.

C. Admission Channels

Social personnel can be recruited by the following ways: (1) communicating with relevant industries and enterprises, entering into the enterprises to publicize, and allowing the qualified employees to register; (2) Entering local garrison troops for propaganda through communication with military

"Qinglan Program" Outstanding Young Backbone Teacher Project of Jiangsu province (RS18QL03)

and personnel departments; (3) Contacting with the community and launching in-depth publicity in the community; (4) Contacting secondary vocational schools and three-star high schools in the region to recruit recently graduated students.

D. Examinee Treatment

The students enrolled through enrollment expansion enjoy equal treatment with the examinees that have joined regular university entrance exam, and enjoy equal learning and living establishments at school. Those who finish the contents of educational teaching plan are qualified to graduate from colleges and should be award diploma with full-time general college.

III. ADMISSION AND ASSESSMENT METHODS

As social personnel apply for the examination with the same academic level, they have a weak cultural foundation but

strong practical ability compared to ordinary high school graduates and secondary vocational school students. In view of this situation, colleges and universities should establish corresponding admission and assessment methods based on their own conditions, and generally adopt “comprehensive quality evaluation” + “vocational adaptability test”. The comprehensive quality evaluation is mainly based on interview, and the vocational adaptability test is carried out according to the characteristics of their respective specialties with appropriate difficulties and representative experimental training items. Now, for example, with regard to the automobile inspection and maintenance technology, enrollment targets refer mainly to social personnel interested in the automobile repair industry or promoting development space. For a second instance, the vocational adaptability test of this major in a certain school [4] is shown in TABLE I:

TABLE I. AUTOMOTIVE MAINTENANCE INSPECTION AND TEST ITEMS

No.	Inspection Item (scores)	Content of Inspection	Inspection Record	Score
1	Engine oil (10 scores)	Check the oil level and mark the scale of the oil level gauge		
2	Brake fluid (10 scores)	Check the brake fluid level and mark the position located on the scale		
3	Battery voltage (10 scores)	Check the battery voltage with a multimeter and record the value		
4	Tire pressure (15 scores)	Check the tire pressure with a barometer and record the data		
5	Depth of tire tread (15 scores)	Check the depth of tyre tread with a vernier caliper and record the data		
6	Lighting (30 scores)	Turn on a high beam lamp, near light lamp, width indicator lamp, left and right turn lamps, fog lamp, brake lamp and turn off in order to check whether the lighting is normal		
7	Professional quality (10 scores)	Standardization of equipment operation; site safety, and site 5S standards		
Total score (100 scores)				

IV. MODE OF TEACHING ORGANIZATION

Social personnel who may have different age are from every enterprise or freelancing or forces some of who have married, different from in-school students. As influenced by various objective factors, it is hard for some students to live in school for full-time study like ordinary students, so a working and learning alternation and flexible education system is being implemented for adults and on-the-job workers in order to

strengthen the service consciousness, and innovate the mode of teaching organization in higher vocational colleges. The convergence and integration of full-time higher vocational education with adult specialized education and even online higher education will be explored.

The following two modes are usually adopted, and the relevant features are shown in TABLE II

TABLE II. MODE OF TEACHING ORGANIZATION

Mode of teaching organization	Advantages	Disadvantages
Mode 1: full-time training in school	1. Convenient teaching organization; 2. Full use of school teaching resources and experimental training resources; 3. Best teaching effect; 4. Convenient management of students	1. Only suitable for the students who are willing to full-time work; 2. Much limited enrollment; 3. Students' time cost and economic cost are very high.
Mode 2: Cooperate closely with enterprises, dispatch teachers to the site, and achieve perfect connection with enterprises and society by the mode of personnel training	1. Convenient enrollment; 2. Relatively low students' time cost and economic cost; 3. Close contact with relevant enterprises to develop their real demands for talents; adhere to school-enterprise cooperation, and organize a classroom in the enterprise, to realize "working and learning alternation" throughout the whole process of personnel training	1. It is difficult to manage students, and it is prone to form an accident and difficult to distinguish responsibilities; 2. Poor teaching effect; 3. Troublesome teaching organization

V. CHARACTERISTICS OF PERSONNEL TRAINING

According to the objectives and standards of personnel training in full-time ordinary vocational colleges, the credit system reform has been carried out in combination with the

actual situations of social personnel, and a personnel training program and a curriculum system are worked out separately, while a flexible academic system and flexible semester system are implemented. Take the personnel training of automobile

detection and maintenance on social personnel by a school as an example.

1. The curriculum system includes professional core courses, comprehensive quality courses and practical skills courses, etc. The total teaching hours in a period of three years shall be not less than 2500 hours (total credits shall be not less than 150 credits). The learning mode of 2.0 + 1.0 is adopted, and the system of working and learning alternation is applied, while the teaching form can learn online, or on campus.

2. Separate class arrangement (course selection), individual teaching and individual assessment. The content of assessment (examination, inspection, etc.) should be based on the curriculum standards implemented by the same specialty in full-time higher vocational colleges, with an emphasis on the analysis and solving ability of students' practical problems and the operation of comprehensive skills. Some of the courses are taught through open online courses.

3. "1 + X" certificate pilot has been actively carried out, and students can obtain the professional skill level certificates approved by the department of education or learn courses and bear fruit through other channels, such as automobile inspection and maintenance technology, automotive mechanic (level 3) certificate, used car appraisal certificate, and 1 + X certificate pilot by the Ministry of Education. According to the mutual recognition agreement or identifying method of credit, credit recognition and replacement can be conducted, and the corresponding academic credits are recorded.

VI. MEASURES AND STRATEGIES

A. Student Management

In accordance with the Provisions on the Administration of Students in Ordinary Institutions of Higher Learning and in combination with the characteristics of students in schools, the measures for the management of students were formulated, with a view to overall management and classified guidance, and special personnel are arranged to take charge of various work of the education and management of students. We should strengthen cooperation between schools and enterprises and provide employment guidance and services to students [5].

B. Management of Student Status

The academic duration of students can be flexible appropriately with not less than 3 years. In the academic duration defined by the school, students shall finish the content set out in the education and teaching program. The educational history of the students whose achievements are eligible and who meet the school's graduation requirements can be electronically registered, and a diploma of average full-time college degree can be issued to them by the school.

C. Fund Guarantee

Schools should draw a full amount of scholarships and grants from the undertaking revenue in accordance with regulations, and expand the scope of state financial aids to veterans, and the unemployed and migrant workers in cities. In principle, the scope of state financial aids to such students should not be less than 50%.[4]

According to the policy, general colleges and universities will provide special financial aid to social personnel, RMB 3,000 per person per year. Tuition fees for disabled students (up to certain standards) will be reduced. Veterans can apply for tuition subsidies in accordance with the Opinions of the Ministry of Finance, the Ministry of Education, the Ministry of Civil Affairs and the General Political Department on the Implementation of Education Subsidy Policy for Retired Soldiers (CJ [2011] No. 538), and the amount of subsidy is RMB 4,700-5,300, equivalent to the tuition fee of the current year. The tuition fees of the unemployed and migrant workers shall be paid from unemployment insurance fund balance according to relevant provisions. In accordance with the relevant regulations of local governments, the tuition fees of in-service employees in enterprises shall be deducted at a certain proportion from the education funds of enterprise employees, and when calculating the taxable income of enterprise income tax, the portion not exceeding 8% of the total amount of wages and salaries shall be deducted. Additionally the excess portion shall be deducted after the tax year. Enterprises are encouraged to support employees to study in higher vocational colleges with pay.

VII. CONCLUSION

The working mechanism was explored in the paper according to the relevant spirit in the pilot work in Higher vocational colleges to recruit candidate students from social personnel (including veterans, laid-off workers and migrant workers in cities) starting from 2019 [6], which is a strategic reserve for not only alleviating the current employment pressure but also solving the shortage of technical skills and talents and, more importantly, is a far-reaching political initiative. A significant decision made by the state according to the current political and economic situations means that it should give full play to the advantages of resources of higher vocational colleges, do a good job in modern vocational education geared to the society and everyone, work hard to improve the quality of vocational education, and accelerate the training of technical and skilled personnel and high-quality workers urgently needed for economic and social development, so as to help more young people realize the value of life by virtue of their skills.

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