

Research on Industry-Education Integration Project Against the Background of High-level Higher Vocational Construction with Chinese Characteristics Taking Yum Industrial College as an Example

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ABSTRACT

This article focuses on the analysis of the Industrial College's construction mode in the context of high-level higher vocational colleges with Chinese characteristics and professional construction, and explains in detail the ideas for the construction of Industrial College, the innovation of talent training model, the construction of the module course system, the setting of posts and courses, the enterprise curriculum standards and teaching materials construction, the implementation of curriculum ideology, as well as the specific implementation plans for the creation of a dual-position and dual-ability teaching team and the construction of a production-oriented on-campus training base.

Keywords: dual-university construction, Industrial College, talent training model, curriculum system

I. INTRODUCTION

Its purpose is to promote the implementation of the "National Vocational Education Reform Implementation Plan" issued by the State Council and the Ministry of Education's "Guiding Opinions on the Formulation and Implementation of Professional Talent Training Programs in Vocational Colleges" and other documents, promote Yum Industrial College's application for high-level higher vocational colleges and professional construction with Chinese characteristics, explore the construction of school-enterprise cooperation industrial colleges of catering chain enterprises, etc., and form the integration of production and education and dual education between schools and enterprises to achieve high-quality development.

Tricon Group includes brands such as KFC, Pizza Hut and Little Sheep and so on. Under the continuous expansion of the Group's business policy, there is a continuous demand for grassroots managers. The annual demand for grassroots managers in the Beijing-Tianjin-Hebei region is more than 2,000. In order to meet the growing needs of the Group, the Group in this school-enterprise cooperation mainly aims to train the reserve cadres of Yum. The project plans to operate 10

stores as internship stores for students. In the third year of teaching practice, each store set up an equal number of basic jobs for students. Students will complete the practice, assessment and promotion of the four levels of service staff, duty manager, reserve manager and deputy manager. The student groups who have graduated and retained their jobs are allocated to stores across the country according to the same ranks, providing sufficient manpower guarantee for the development of Yum. Tricon Group has a complete internal training system. School teachers can act as Tricon Group's internal training lecturers, providing training courses for employees' promotion, formulating training course standards, and writing training materials.

II. CONSTRUCTION THOUGHTS

Resource sharing and win-win cooperation are the goals of Yum Industrial College. Tricon Group will participate in the design of the talent training program of the Industrial College, the implementation of the talent training process, and the supervision and evaluation of the quality of talent training. It implements the dual-process training of in-depth school-enterprise cooperation from talent training goals, professional positioning, curriculum system, internship training, employment and development, etc.. According to the law of student's career growth, it divides the training of students into four stages of "career

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cognition, career identity, career persistence, and career development" to realize the integration of industry and education resources. In response to the industry chain needs of the chain industry, both schools and enterprises jointly establish a modular curriculum group that integrates systematicness, independence, directivity, and openness, create a professional group of business services around the international chain brand industry chain, and realize the effective docking between the Industrial College and the entire industrial chain. It aims to complete the "two-process and four-stage" talent training model of "building the school in the enterprise, turning the teachers to the store, moving the podium to the post, and docking internship with employment", forming a deep integration of school and enterprise and collaborative education. It is designed to realize the effective docking of professional setting and industry needs, course content and professional standards, and teaching process and production process, and better meet the needs of the transformation and upgrading of the international chain operation industry.

III. CONSTRUCTION GOALS

The goal is to integrate the three professional high-quality resources of chain operation management, e-commerce, and logistics management, build an Industrial College with Tricon Group, improve the school-enterprise dual-subject collaborative education mechanism, break through the institutional barriers of social participation in talent training, and thoroughly carry forward the integration of science and education, integration of industry and education, and school-enterprise cooperation. It is to build a shared talent training platform for chain enterprises that integrates education, training, and research.

The Industrial College implements targeted talent training for Yum's subordinate stores, and implements a two-process training model of "2 years on campus + 1 year in enterprises". That is, in the first two years of school, students should complete the basic courses of college English, advanced mathematics, Mao-Deng important thought and virtue course, computer foundation and other on-campus vocational basic courses, and economics foundation, economic law, chain operation principle and other vocational technical courses and category management, distribution, e-commerce practice, procurement practice and other skills training courses.

The 1-year enterprise training introduces the modern apprenticeship school-enterprise cooperation education mechanism, and establishes a job mentor workstation rotation system, and trainees complete enterprise workstation rotation training and enterprise course training. In accordance with the development of the international chain industry and the development strategy of Tricon Group, four enterprise courses are

formulated and completed in the training venue of the Industrial College. All courses are completed 10 weeks before the fifth semester. Students will enter the internship phase from the 11th week of the fifth semester, and complete the work by rotating workstations. The workstation will be rotated in the assigned dining room under the guidance of the master. Since the beginning of the internship, the enterprise will conduct job qualification assessments for students in stages and evaluate their job display and management potential of each position. Students can be promoted to the next level after passing the assessment. At the same time, the new rank module should be studied and trained.

After three years of training, students are capable of discovering and solving problems, hands-on operations and organizational management, have good psychological quality and innovative ability, can master the basic methods of chain operation management, are able to be familiar with the workflow and management methods of the workstations inside and outside the chain store, and are familiar with and master the delivery platform business district construction, rider management, store inventory management, maintenance of the internal ordering system and delivery system of the store, store layout planning, store promotion planning and store cost control, etc., so as to realize all-round training of students and build students into compound talents with high-quality technical skills.

IV. CONSTRUCTION CONTENT

A. Innovative talent training model

1) *Setting up an order class*: It's necessary to implement a combined order form in three majors: chain operation management, e-commerce and logistics management. According to the selection method of the enterprise, it will arrange for students who have passed the selection to enter the enterprise as service employees. After the enterprise's training and assessment, students can be promoted to duty manager, reserve manager and deputy manager before graduation. After graduation, students can be promoted to store manager or higher ranks.

2) *Implementing the "two-process and four-stage" training model of "2+1"*: Students complete general education courses and professional basic courses in the school in the first two years, complete platform courses and enterprise courses in the Industrial College in the third year, and then enter the internship stage, and the modern apprenticeship system and workstation rotation system led by enterprises will be implemented.

The "two-process" of the "two-process and four-stage" refers to the processes of basic education,

professional skills training and vocational cognitive education as well as students' mid-to-high-end skills training and professional identity education during the "apprenticeship" period in the third year within two years from the beginning of the student's enrollment. The "four-stage" means that the three-year training of students is divided into four stages of "career cognition, career identity, career persistence, and career

development" according to the rules of students' professional ethics and professional integrity, making the training process closer to the workplace and into a gradient, with accurate training goals and reasonable training content.

The specific arrangements for the construction of professional groups in the third year are as follows ("Table I"):

TABLE I. THE SPECIFIC ARRANGEMENTS FOR THE CONSTRUCTION OF PROFESSIONAL GROUPS IN THE THIRD YEAR

Targeted majors	Intensive teaching (the teaching location is the enterprise classroom)	Professional teaching (the teaching location is the enterprise store)	Promotion access
Chain operation management	Enterprise customer management, Comprehensive course of enterprise management, Enterprise marketing planning, Total quality management Internships	Cashier system operation and management, store sales and operation management, product category management, human resources management, store layout, brand planning and service, cost control	Service staff Duty manager Reserve manager Deputy manager
Logistics management		Cold chain logistics management, commodity processing and distribution management, supply chain management, procurement management, rider management, store inventory management	
E-commerce		Enterprise data analysis, website maintenance, delivery platform business district construction, maintenance of the internal ordering system and delivery system of the store, digital marketing, membership system management, mobile e-commerce	

3) *The enterprise has established a "post tutor workstation rotation system" and implemented a modern apprenticeship system:* According to the size of the enterprise store (each store accepts 2-4 students), students will be arranged to enter the store to practice enterprise skills, and the store manager will serve as the instructor (master) of the enterprise to be responsible for the student's practice, learning, assessment and evaluation. Each enterprise position tutor (master) is responsible for 3 or 4 students.

B. Building a modular curriculum system

1) *Enterprise curriculum setting:* In the fifth semester, four platform courses of enterprise customer

management, enterprise management comprehensive course, enterprise marketing planning and total quality management will be offered in the industrial college in the fifth semester, totaling 160 hours, including 112 hours of centralized training and 48 hours of workstation rotation training. ("Table II")

a) *112 hours of intensive training courses:* The enterprise teachers and the school teachers shall jointly serve, and the enterprise teachers shall serve no less than 50% of the total class hours, and the enterprise tutors and the school teachers shall jointly complete the assessment tasks for students.

TABLE II. ENTERPRISE CURRICULUM SETTING

Course title	Teaching method	Teaching location	Class hours	Teacher	Assessment method	Assessment criteria
Enterprise customer management	Intensive teaching + practice	Industrial College	32	Enterprise teachers (16) On campus teachers (16)	Restaurant manager check	The restaurant manager observes whether the brand service "four degrees" is shown in the service process
Enterprise marketing planning	Intensive teaching + practice	Industrial College	32	Enterprise teachers (16) On campus teachers (16)	Membership promotion performance	Complete the membership promotion goals set by the restaurant manager based on the restaurant
Total quality management	Intensive teaching + practice	Industrial College	32	Enterprise teachers (16) On campus teachers (16)	Written examination	Have a clear understanding of Yum's food safety standards and the validity period of various products
Comprehensive business management course	Intensive teaching + practice	Industrial College	16	Enterprise teachers (16)	Class assignment group sharing	Complete the course rehearsal as a group and complete the sharing in class

b) *48 hours of rotation training*: Students must complete at least four workstation rotation training and pass the assessment of Tricon Group, a total of 48 class hours. Workstation rotation positions include 7 workstations for outfield jobs (choose two of them) and 6 workstations for infield jobs (choose two of them). Through job rotation training, students are familiar with and master the job standards and skills operation standards of each workstation in the store. The teaching method is a combination of mobile phone online learning of various workstation operating standards and on-site teaching by the master. After the study, the restaurant manager will organize on-site assessment and appraisal in accordance with the "training assessment card standards" of each workstation. After the students have passed the relevant operation assessment, the enterprise will issue the corresponding post qualification certificate.

2) *Post practice curriculum setting*: The post practice courses are the graduation internship and graduation design courses for students, totaling 665 class hours. During the internship after graduation, the enterprise tutor (master) will mainly complete 600 class hours of enterprise lectures, and the on-campus teachers will act as assistants to the enterprise tutors to assist the enterprise tutors in completing the teaching tasks. The 65-hour teaching task in the graduation assessment stage is mainly performed by the enterprise tutor (master), and the professional teachers in the school serve as the assistant of the enterprise tutor. The assessment and defense of students' graduation positions is completed in the enterprise, and the enterprise management personnel and enterprise tutors (masters) serve as the reviewers to complete the scoring of the students' graduation design.

Since the internship stage, the enterprise has conducted the first stage assessment for students, assessing their work display and management potential in the first stage, and after passing the assessment, they can be promoted to the position of duty manager. After they become the duty manager, they continue to learn to start business and close the workstations, and at the same time, they carry out the study and training of regional management, on-duty management and advanced on-duty management.

3) *Enterprise curriculum standards and textbook construction*: Professional teachers on campus serve as assistants to enterprise tutors and jointly develop enterprise courses with enterprises. They need to complete the development of no less than 2 enterprise courses, the formulation of enterprise standards, the compilation of teaching materials and the production of supporting resources within 2 years.

4) *Promoting ideological and political construction of enterprise courses*: It integrates ideological and political content into enterprise courses, promotes Chinese traditional culture, implants Chinese cultural elements into Western catering, solves the differences between Chinese and Western catering cultures, creates micro-courses and adds them to curriculum modules and completes enterprise curriculum ideological and political construction.

5) *Enterprise curriculum evaluation system*: It establishes an enterprise curriculum evaluation system, and implements mutual evaluations of students and teachers by enterprises. It sets up reward and education fund, where students and enterprise tutor assistants will evaluate enterprise tutors, and give the reward money to the outstanding enterprise tutors.

C. *Building a production-oriented on-campus training base*

Enterprises invest in the construction of KFC physical stores on campus that can be operated daily. The school provides corresponding electricity and water supply to the base area for KFC use, and cooperates with the enterprise in sewage discharge and equipment installation. The basic operation of the store is completed by the students of the vocational university, and the model of training the new with the experienced is adopted. The salary of intern students on campus is the same as that of regular employees, and enterprises must purchase employer liability insurance for them. After graduation, they can be transferred to KFC off-campus stores at the same level. KFC provides financial statements on a monthly basis, and the annual profit first makes up for the previous losses, and then refunds the water and electricity fees exempted by the school. Finally, the rest of them are used for the upgrading of the school's training base and the construction of teaching resources; if there is an annual loss, the school will give a water and electricity fee reduction (returned after the profit); after the cooperation period, all the equipment of the base will be donated to the school for training and teaching free of charge.

D. *Creating a dual-position and dual-ability teaching team*

1) *The teaching team is mainly composed of teachers of chain operation management, e-commerce and logistics management*: It implements key training for core teachers in the teaching team, so that teachers can undertake the teaching work of enterprise courses for students and the training work of staff within Tricon Group. The teachers in the teaching team should participate in all the staff training of Tricon Group KFC to enhance the ability of the entire team.

2) *Enterprise teacher teaching training*: The professional teachers in the school undertake the task of training the teaching ability of enterprise tutors (masters), and are responsible for teaching the teaching requirements, teaching standards, informatization teaching and curriculum ideology and other teaching modes and methods of higher vocational colleges for enterprise teachers.

3) *Serving as an enterprise tutor assistant*: Professional teachers should go to the enterprise for internship training within 5 years, and the internship time shall be no less than 180 days. Professional teachers complete the work of the enterprise on time in accordance with the regulations of the school and the enterprise. After passing the enterprise assessment, they can replace the 180 class hours' school teaching task.

4) *Professional leader training and promotion*: It implements a comprehensive training of professional leaders in accordance with the requirements of the deputy dean of the Industrial College to be responsible for handling the specific affairs of the College.

5) *Setting up reward and education fund*: The enterprise's tutor assistant (on-campus teacher) who has made outstanding contributions to the Industrial College will be awarded the reward and education fund. According to the management method for the reward and education fund of the Industrial College, students, enterprise teachers and school teachers will jointly assess, and for excellent enterprise's tutor assistants (and on-campus teachers), they will be awarded reward and education fund.

E. Students' ideological and political education and management

It establishes an enterprise counselor system: The enterprise recommends enterprise managers with excellent professional quality and business ability (usually enterprise tutors), who are hired as enterprise counselors after the College's inspection, and work with the school's counselors to be responsible for ideological mobilization and psychological adjustment of students during their study in the Industrial College as well as strengthening the construction of students' ideological and political ranks.

On-campus counselors act as assistants to enterprise tutors to assist enterprises in the daily management of students. Counselors should focus on combining with the needs of enterprises to do a good job in ideological and political education and career planning education, strengthening professional quality and moral spirit for the needs of modern enterprises, and strengthening the building of political parties and other organizations and teamwork.

Enterprise counselors assist enterprises in the organization and implementation of practical education activities, assist in the development of various staff activities, celebration activities, team building activities, and play a good role of school-enterprise joint education.

F. Establishing a reward fund

1) *Setting up scholarships*: School scholarships are set up for students in their first two years of school. Enterprises set up enterprise scholarships in the third year, and expand the proportion of awards in accordance with the principle of benefiting more students (the scholarship amount is under negotiation, so it is impossible to describe it in detail).

2) *Establishment of reward and education fund*: The establishment of reward and education fund rewards enterprise tutors, enterprise tutor assistants (on-campus teachers) and enterprise counselors (on-campus counselors) who have made outstanding contributions to the Industrial College. According to the management method of the reward and education fund of the Industrial College, students, enterprises and schools will jointly evaluate and award reward and education fund to outstanding ones.

G. Social training

On-the-job employee training: After the school teachers pass the enterprise training, they can be used as trainers for on-the-job training for internal employees of Tricon Group.

It encourages students to diligently study the training courses developed by schools and enterprises at multiple post modules and multiple promotion levels while obtaining the junior college diploma, and obtain the corresponding vocational skill level certificate after examination and obtain academic credits from The Open University of China.

Developing training projects and training courses. Within two years, teachers in the school will develop training courses on leadership pyramids, team building and efficient communication commissioned by the enterprise, prepare course standards and compile teaching materials.

V. ORGANIZATIONAL GUARANTEE

A. Strengthening the leadership of the party

It establishes a cooperation mechanism for the grassroots party and league organizations of both schools and enterprises, builds the Party branch of the Industrial College together, and gives full play to the leadership of the party. With ideological and political education as the carrier, it will promote the perfection

of the grassroots party and league organizations, innovate and strive for excellence, and take various forms such as visits, seminars, lectures, and heart-to-heart talks to make the grassroots party and league organizations of both sides more combative, cohesive and centripetal.

B. Strengthening safety management

It strengthens the safety management of students in the course of business practice, establishes a tripartite safety responsibility system for school, enterprise and students, and provides students with commercial insurance (employer liability insurance, major accident insurance). It organizes and carries out legal education of safety production and responsibility education to improve students' awareness of work safety and traffic safety. Under the guidance of dual tutors, students learn and correctly master the skills related to safe operation and standardized operation.

C. Strengthening organization and management

It establishes an organizational guarantee mechanism that achieves unified leadership, clear division of labor, and comprehensive coordination, builds up a leadership management agency for Industrial College, and comprehensively guides and coordinates various tasks in school-enterprise cooperation. The Industrial College establishes a teaching center, training center and technical service center, is responsible for formulating guarantee systems for the College's daily management, teaching quality monitoring, process evaluation and assessment, etc., improves the internal governance structure and comprehensively improves the quality of talent training, so as to form a stable and high-quality school-enterprise dual-tutor management team.

VI. CONCLUSION

Through the key construction of the project of Yum Industrial College, a specialty of school-enterprise cooperative chain operation management in higher vocational college with high social reputation, strong radiation ability and certain influence in China can be built. At the same time, the chain operation management major can lead and drive the healthy and rapid development of related majors, so as to blaze a new path for improving the training course of informationized new retail and the future construction of chain operation management major as a demonstration of the key construction of vocational colleges and other majors in our university. It is necessary to build a professional dual-position and dual-ability teaching team consisting of both part-time and full-time teachers as the backbone, and set up a large-scale shared professional teaching resource library with the participation of industry enterprises,

massive information, scientific and standardized design, and high foresight. It is necessary to deepen the industry-education integration and accelerating school-enterprise cooperation are the only way for the current development and reform of higher vocational colleges, as well as the key point in the development of higher vocational colleges. Therefore, the development model of industrial colleges provides a good path for the smooth implementation of industry-education integration. This paper analyzes the development path of higher vocational colleges against the background of the industry-education integration project, including clear industry college orientation, talent training mode, and production-oriented on-campus training base, so as to balance the relationship between the interests of all parties, effectively reduce the cost, strengthen the coordination function of industrial college and build the self-organizing mechanism, etc., in order to provide reference for the development of the industry of higher vocational colleges.

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