



Research on the Implementation Strategy of “1+X” Certificate of Cross-border E-commerce Major in Higher Vocational Colleges

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ABSTRACT. In the process of promoting the pilot work of the “1 + X” certificate system, some vocational colleges have gradually found some deficiencies, especially the selection of multiple “X” certificates when they are promoted simultaneously. Different subjects related to the “X” certificate system often have different opinions. Students at school can choose the “X” certificate which is conducive to their career development. It is necessary for vocational colleges to fully respect students’ independent choice, actively take strategies, jointly seek solutions with evaluation organizations, and strive to achieve a win-win situation among different subjects.

Keywords: Vocational colleges; “1 + X” certificate system; Cross-border e-commerce major

1 Analysis of the Pilot Problems of “1+X” Certificate System of Cross-border E-commerce Major in Higher Vocational Colleges

At the beginning of the Ministry of Education launching the pilot work of “1+X” certificate system, X certificate related to cross-border e-commerce major at our school is B2B Data Operation in Cross-border E-commerce (Hereinafter referred to as B2B), which is developed by Alibaba.com. Alibaba.com has outstanding strength in the industry, so our school has naturally selected this certificate for pilot work. With the vigorous promotion of the pilot work of “1+X” certificate system in vocational colleges nationwide, by December 2020, the Ministry of Education has announced four batches of 447 vocational skill level certificates to participate in the pilot work [1]. At present, X certificates related to cross-border e-commerce major mainly include B2B, B2C Data Operation in Cross-border E-commerce (Hereinafter referred to as B2C), Cross-border E-commerce Multi-platform Operation, Live Stream E-commerce, Webcast Operation, Social E-commerce Operation, Cross-border E-commerce International Marketing, E-commerce customer service, etc [2].

After B2C joined the pilot work, our school immediately applied for the pilot school and test site, and was successfully approved. So two types of X certificates related to cross-border e-commerce major are being carried out at our school at the same time. At first, we choose to carry out B2B, and the courses arrangement and test work are relatively fixed. After two rounds of pilot work, a small number of students learn about B2C and express their willingness to learn it. At this moment, the pilot work of X certificate of cross-border e-commerce major is faced with a dilemma. Which X certificate is more suitable? Should we continue to promote B2B, or replace it with B2C? Or let students make their own choices? What new challenges are posed by the simultaneous pilot of different X certificates in the same major?

2 Research and Analysis of the “1+X” Certificate System for Higher Vocational Students Majoring in Cross-border E-Commerce

In the pilot work of “1+X” certificate system, professional teachers are of great importance to the teaching reform research of “X” certificate system, which is the key factor for the orderly promotion of “X” certificate. However, as the subject of study, students’ understanding and attitude towards “X” certificate and relevant policies will also have a certain impact on the pilot work. In order to efficiently promote the pilot work, our school conducted an online questionnaire survey on the students in Grade 2020. The survey mainly included the basic information of the students and their cognition and attitude towards the “X” certificate system.

A total of 231 students participated in the online questionnaire, coming from three majors: Business English, Cross-border E-commerce and International Business. According to the professional talent training plan and the implementation plan of curriculum certificate integration, students must complete the relevant “X” certificate learning and test in the second grade. Therefore, all the students who participated in the questionnaire survey completed the test task and obtained the “X” certificate. According to the questionnaire data, the students’ cognition of “X” certificate system is relatively ideal, and the key information is as follows.

2.1 Understanding of the basic information of the “X” certificate

10.82% of students know X certificate very well, 52.38% understand, 35.06% generally understand, and only 1.73% do not understand. This set of data directly shows that most students have a certain cognition of “X” certificate in the pilot process of “X” certificate. At the same time, about 90% of the students expressed their support for the ongoing “X” certificate pilot work of the school.

As for the motivation to participate in the “X” certificate, students choose the top three as helpful for their future career (80.52%); helpful for their professional study (80.09%); “X” certificate has high value, and is widely recognized by the industry (54.11%). This set of data intuitively reflects the students’ recognition and support for the “X” certificate.

2.2 Deep understanding of the “X” certificate

When comparing the academic certificate with “X” certificate, 67.1% of the students think that the two are equally important, which shows that the students have a high recognition of “X” certificate. In terms of the future career development of students with “X” certificate, 17.75% of students think “X” certificate help is very obvious, 29.87% of students think it is great, and 47.62% of students think it is helpful. This set of data also shows that from the perspective of students the “X” certificate has great value.

About the specific value of “X” certificate, we can find that 95.67% of students chose to get “more employment opportunities and choice”, 78.35% of students chose to “good salary”, followed by “good promotion channel” (73.16%), “recognition of higher vocational students by employers” (69.7%) and “have opportunity to learn other professional knowledge and skills” (68.4%).

At the same time, 93.7% of the students think it is necessary to obtain different “X” certificates, and more than half of the students consider obtaining the “X” certificate unrelated to their major, accounting for 55.41%, and 22.51% of the students are eager to obtain the “X” certificate of other majors. This learning intention coincides with the original intention of the pilot work of “X” certificate, which can provide more learning opportunities for students and improve their employment skills and competitiveness.

2.3 Learning situation of the “X” certificate

38.1% of the students think it is very necessary to conduct the corresponding training before the test, and 60.17% found it was necessary. Regarding the training time, 33.33% of the students has three to four weeks of training, and 32.47% had more than four weeks of training. This set of data indicates that it is necessary to provide students with pre-test training in addition to the regular “X” certificate course study.

As for the relationship between the professional courses and the test content of “X” certificate, 13.85% of the students think that the professional courses are closely related to the “X” certificate, 59.74% think the two are related to each other, and 25.11% think their relationship is a little loose, reflecting that there is room for further integration of the two.

19.48% of the students think that the professional courses are very helpful to the test of “X” certificate. 59.31% think that they are helpful. However, 20.35% believe that the professional courses are less helpful to the “X” certificate.

2.4 “X” certificate professional teachers at school

39.83% of the students think the theoretical ability of professional teachers at school is quiet solid, and 51.08% think it is OK. Regarding the teachers’ practical ability, 41.56% of the students think it is superb, and 51.95% think it is well enough. These two sets of data show that students have a high recognition of teachers’ professional ability, and also reflect that the efforts of professional teachers in the pilot work of “X” certificate have been affirmed by students.

3 Research on the Implementation Strategy of “1+X” Certificate of Cross-border E-commerce Major in Higher Vocational Colleges

3.1 Combined with the professional ability development, students can choose the “X” certificate independently

The National Vocational Education Reform Implementation Plan points out that the pilot work should further play a role of academic certificate, strengthen sustainable development foundation of students, and encourage them to actively obtain academic certificates while obtaining various certificates of vocational skill level, so as to expand employment and entrepreneurship skills, and to alleviate structural employment problems[1]. At the same time, in the future employment, students will be able to obtain a broader employment prospect with comprehensive ability and technical ability, and promoting the “X” certificate system is one of the effective means to enhance their competitive advantage in the fierce talents market competition [3].

Therefore, students in higher vocational colleges first need to cultivate information acuity to ensure the smooth access channels. They also need to maintain communication with seniors, whose opinions are more practical. Then, students need to have a comprehensive understanding of their major, including professional occupation, employment, “X” certificate matching with the major and other “X” certificates at school, so as to make preparatory work for the selection of “X” certificate. Lastly, students need to make detailed plans for their professional development. They can use the STOW analysis method to conduct a comprehensive analysis, accurately grasp their own strengths and weaknesses, and help them to choose the appropriate “X” certificate.

3.2 Teaching departments make overall planning to enhance the faculty of the “X” certificate pilot work

From the initial exploration to the current promotion in depth, the pilot work of “X” certificate has been gradually on the right track and normalized. With the continuous development of all kinds of “X” certificates, the pilot work has encountered some thorny problems. Considering the career development of students, it is ideal for them to choose the “X” certificate suitable for themselves, but it is undoubtedly a heavier challenge and pressure for professional teachers.

In order to relieve the pressure on professional teachers, teaching departments can first introduce relevant incentive measures to “force” them to change from passive acceptance to active undertaking. For example, the pilot work of “X” certificate can be included in the annual assessment of teachers, and the training practice of “X” certificate can be included in the social service projects. A major at vocational colleges can match different “X” certificates, indicating that there are differences between the “X” certificates, but there are also similarities. It is not difficult for professional teachers to master different “X” certificates related to the major. They just need enough time to get familiar with and practice it. The real trouble for them might be other trivial affairs in

the daily work. When teaching departments arrange the overall work of the department, appropriate consideration should be given to reduce the daily trivial affairs of professional teachers, so that they can concentrate on further integrating professional teaching and the pilot work of “X” certificate. Finally, the pilot work of “X” certificate also includes some daily management work, such as the daily contact with “X” certificate evaluation organization, information improvement and data update of “X” platform information, etc. For such kind of work, teaching departments can set up a special working group of “X” certificate. The team members can cooperate with each other, helping young teachers grow up quickly under the guidance of seasoned teachers. This can not only relieve the work pressure of professional teachers, but also provide young teachers with opportunities to participate in the pilot work. It is just a good chance for them to understand and learn “X” certificates, so as to accumulate practical experience for the pilot work of “X” certificate in the future, and also enhance the faculty in the pilot work of “X” certificate.

3.3 The school has comprehensively organized and coordinated to strive for the successful realization of various demands

The school needs to make overall arrangements for all the “X” certificates at school to provide opportunities for the students to learn “X” certificate which they are interested in. At the same time, the school needs to guide the communication and cooperation between the teaching departments, give full play to the teaching strength of each department, try to meet the students’ choice of “X” certificate across majors, and successfully complete the test and obtain the certificate. In addition, due to the shortage of professional teachers, the school can cooperate with other schools in the same city, and make effective use of the teaching resources in different schools to form a teacher team of the pilot work of “X” certificate. The school in charge can arrange professional courses and lectures, and pre-test training, and conduct the test work in batches and times. The cooperation between schools in the same city can maximize the use of limited teacher resources and benefit more students.

It is understood that students at school can only apply for one “X” certificate related to the major based on the current pilot program. The main reason why students can not apply for the second certificate is that the individual payment channel is not available. In order to enable students to choose different “X” certificates independently, the school can further communicate with the “X” certificate evaluation organization and properly solve the problem of students voluntarily paying for the test.

3.4 “X” certificate evaluation organizations take active action to ensure that the value of the “X” certificate keeps pace with the times

In a sense, the acquisition of “X” certificate is the endorsement of evaluation organizations for students’ professional ability in the name of enterprises. It is undoubtedly a booster for students’ career development, which is also one of the purposes of the pilot work of “X” certificate in vocational colleges. However, according to the feedback from graduates in recent years, the “X” certificate is not as useful as that said at the

briefing. Some students also say that some enterprises do not have a high recognition of “X” certificate, and they still need to participate in relevant business training after entering the enterprise. At the same time, the evaluation organizations increasingly show the shortcomings of the pilot work of “X” certificates. For example, some actions of evaluation organizations are not standard. The progress of pilot work is relatively slow. The construction of teaching resources is not enough, and the performance of teacher training needs to be improved. For this reason, we can adopt the following suggestions.

First, evaluation organizations need to consolidate and expand the influence and recognition of “X” certificate in the industry on the existing basis. Other similar enterprises can include “X” certificate when releasing the recruitment information, which is the best explanation of the recognition of “X” certificate. Secondly, the pilot work of “X” certificate can adopt the rules of survival of the fittest. The “X” certificate with high recognition of the industry can be further promoted in vocational colleges, while the “X” certificate with gradually decreasing recognition of the industry can be postponed or withdraw from the pilot ranks. This can effectively promote the evaluation organization to continue to follow up the latest development trends of the industry, timely update important information such as “X” certificate assessment standards and main contents, and keep consistent with the technological innovation speed of enterprises in the industry. Finally, as an evaluation organization, there is no doubt that an enterprise pursues profit maximization. However, once an enterprise is related to education, it needs to consider the relationship between enterprise interests and school talents cultivation, and cannot blindly pursue interests and affect students’ academic career and development. At this time, the social responsibility of enterprises needs to be fully demonstrated, and it is necessary for enterprises to put the school talents cultivation first in order to maintain the long-term development of school-enterprise cooperation.

4 Conclusion

The national vocational education reform has started and continuously promoted the pilot work of “X” certificates, and encouraged enterprises to participate in the vocational education reform and talents cultivation, which is a high recognition of the comprehensive strength of enterprises. Enterprises from all walks of life must do their best to continuously optimize the school-enterprise cooperation mode to cultivate talents, so as to escort the reform and development of national vocational education.

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