

Exploration and Practice of Modern Apprenticeship Based on the Cooperation between School and Enterprise

—Taking Chongqing Business Vocational College as an Example

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Abstract—Modern apprenticeship is a new type of personnel training model of "master instructing apprentice" based on the deep cooperation between school and enterprise. At present, in the implementation of modern apprenticeship training system, most vocational colleges are generally faced with problems such as inadequate cooperation between school and enterprise, imperfect school-enterprise cooperation mechanism, unclear identification of students' dual identity in modern apprenticeship, and difficulties to coordinate student employment and sustainable development. This paper introduces the exploration and practice of Chongqing Business Vocational College in modern apprenticeship. Through the introduction of enterprises into the school, implementation of double-subject training, double-tutor teaching, working-studying alternation, multiple professional competence evaluation, Chongqing Business Vocational College has built a unique "excellent tourism personnel" training method, and proposes some thoughts and suggestions to the implementation of modern apprenticeship, providing a reference for colleges and universities on the implementation of modern apprenticeship.

Keywords—modern apprenticeship; cooperation between school and enterprise; exploration and practice

I. THE IMPLEMENTATION BACKGROUND OF MODERN APPRENTICESHIP

In March 2013, the Ministry of Education held a vocational education and adult education work video conference, and started modern apprenticeship pilot project. On August 25, 2014, the Ministry of Education issued the *Opinions on Carrying out Modern Apprenticeship Pilot Work in Jiaozhicheng* [2014] No. 9, and proposed that "gradually establish modern apprenticeship with Chinese characteristics and dual-subject training of enterprise and vocational colleges under the guidance of government, involvement of industry and support of society." On January 5, 2015, the Ministry of Vocational Education and Adult Education issued *Notice of Carrying out Modern Apprenticeship Pilot Work* (Jiaozhichengsihan [2015] No.2), and selected a batch of qualified cities, industries, enterprises and vocational colleges to carry out modern apprenticeship pilot work. In this context, most vocational colleges have begun to use modern apprenticeship model for personnel training. Modern apprenticeship has also become the forefront and most popular

research and practice of Chinese vocational education. From 2014 to 2016, there are 2200 papers about modern apprenticeship research and practice, and the number keeps increasing year by year. However, vocational colleges are facing a lot of confusions in the implementation of modern apprenticeship, such as inadequate cooperation between school and enterprise, imperfect school-enterprise cooperation mechanism, which leads to few big enterprises involving in the pilot work; unclear identification of students' dual identity in modern apprenticeship, and difficulties to coordinate student employment and sustainable development [1,2].

II. THE CONNOTATION AND SIGNIFICANCE OF MODERN APPRENTICESHIP

Modern apprenticeship originates from the vocational education model of developed countries in Europe and America. It is a vocational education system of "joint enrollment, joint training" which combines traditional apprentice training methods with modern school education[3]. In modern apprenticeship, students spend half of the time receiving training in enterprises and the other half learning theoretical knowledge and professional skills. It is a professional training model which reaches high unity of theoretical training and practice training. Its main feature is that vocational colleges work together with employers, of which vocational colleges teach ordinary cultural knowledge and professional basic knowledge in the mode of classroom teaching, and enterprises adopt the training mode of "master instructing apprentice" to train students' practical operation ability[4].

The implementation of modern apprenticeship is an effective way to deepen the integration of production and education and cooperation between schools and enterprises, and promote combination of work and study and unity of knowledge and practice. It is an important measure to fully implement quality education, highly integrate vocational skills improvement and vocational spirit training, and cultivate students' sense of social responsibility, creative spirit and practical ability. It can be seen that the establishment of modern apprenticeship is the strategic choice for vocational education to actively serve current economic and social development requirements, promote the interactive development of vocational education system and labor

employment system, open up and broaden the training and growth channel of technical skills and promote the construction of modern vocational education system.

III. OUR SCHOOL'S EXPLORATION AND PRACTICE IN MODERN APPRENTICESHIP

Chongqing Business Vocational College is hosted by Chongqing Commerce Commission. The college has been exploring an effective way to enhance the quality of personnel training to meet the needs of industry upgrading for talents. Since 2014, the college has conducted pilot work of modern apprenticeship talent training model in majors such as cooking process and nutrition, tourism management and e-commerce.

A. Introduce Enterprises into School and Build Deep School-Enterprise Cooperation Platform

The participation of enterprises is the key to the implementation of modern apprenticeship talent training model. In order to promote the integration of production and education, and achieve the exploration and practice of modern apprenticeship talent training model of school-enterprise joint training. Since 2014, the college has successively introduced Jingdong campus training center, Suning Tesco Campus training center, and South Xinhua campus training center in the form of school-enterprise joint investment. The college has built "innovation and entrepreneurship incubator base" with enterprises, and worked with Chongqing's "Thousands of villages" leading enterprise Juyuan Supermarket to build a student entrepreneurial supermarket, so as to provide students with places for innovation and entrepreneurship. In addition, the college has also made use of advantages of industry-oriented education, and successively signed deep school-enterprise cooperation agreement with more than 100 enterprises, such as Chongqing Yuzhou Hotel, Longshui Lake Scenic Area, Chongqing Press and Publication Bureau. The

active participation of enterprises has provided protection for the exploration and practice of the implementation of modern apprenticeship.

B. School-Enterprise Collaboration, Innovative Talent Training Model

If modern apprenticeship system wants to achieve the school and enterprise collaboration, schools and enterprises must optimize and identify personnel training specifications and professional training objectives, develop professional training programs, reconstruct curriculum system and determine curriculum standards. They must follow students' cognitive laws and career growth law, and really form training system and professional practice teaching system which combine students' humanities, professional knowledge, vocational skills, professional attitude and professional quality.

In the practice of modern apprenticeship, our catering and tourism college has created "excellent tourism personnel" training model. Through the cooperation with Yuzhou Hotel, Longshui Lake Scenic Area and Yaomazi, it has set the training specifications of "excellent tourism personnel": train tourism backbone with professional ethics, professional ability and career development potential. In view of the easy loss and low technical composition of tourism employees, the college takes the ability demand of post group such as "golden housekeeper" and "head chef" as target, transfers the traditional factory mentoring system into mentoring training system which meets market demand, post demand and market operation, and completes "excellent tourism personnel" training project with the joint participation of school and enterprise. Change traditional "2+1" mode into "1.5+0.5+0.5+0.5" mode, that is 1.5 years' school theory learning +0.5 professional experience cognition +0.5 enterprise disengaged mentoring probation +0.5 in-post practice. (See Figure 1)

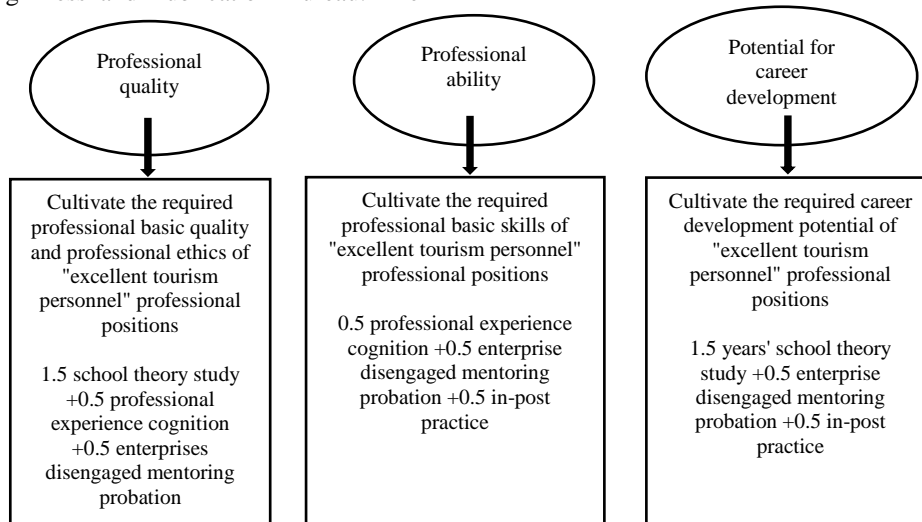


Fig. 1. "Excellent tourism personnel" training mode under modern apprenticeship

The training model fully embodies the modern apprenticeship concept that let students enter the real environment of enterprise to work as employees, while the enterprise takes training the backbone of enterprise as the

starting point, and assigns excellent teachers to teach students and let them accumulate work experience, so that students can take the initiative to adapt quickly to the changing need of talent market, and shorten the cycle of becoming the backbone.

C. Double-Subject Training, Implement Progressive Teaching System

According to the growth law of catering and tourism talents and combining with the needs of talent market, catering and tourism college works together with enterprises and builds the

progressive teaching system of "excellent tourism personnel" under modern apprenticeship. The teaching system is based on the cooperation between schools and enterprises, aiming to improve teaching quality and training "excellent tourism personnel" (see Figure 2).

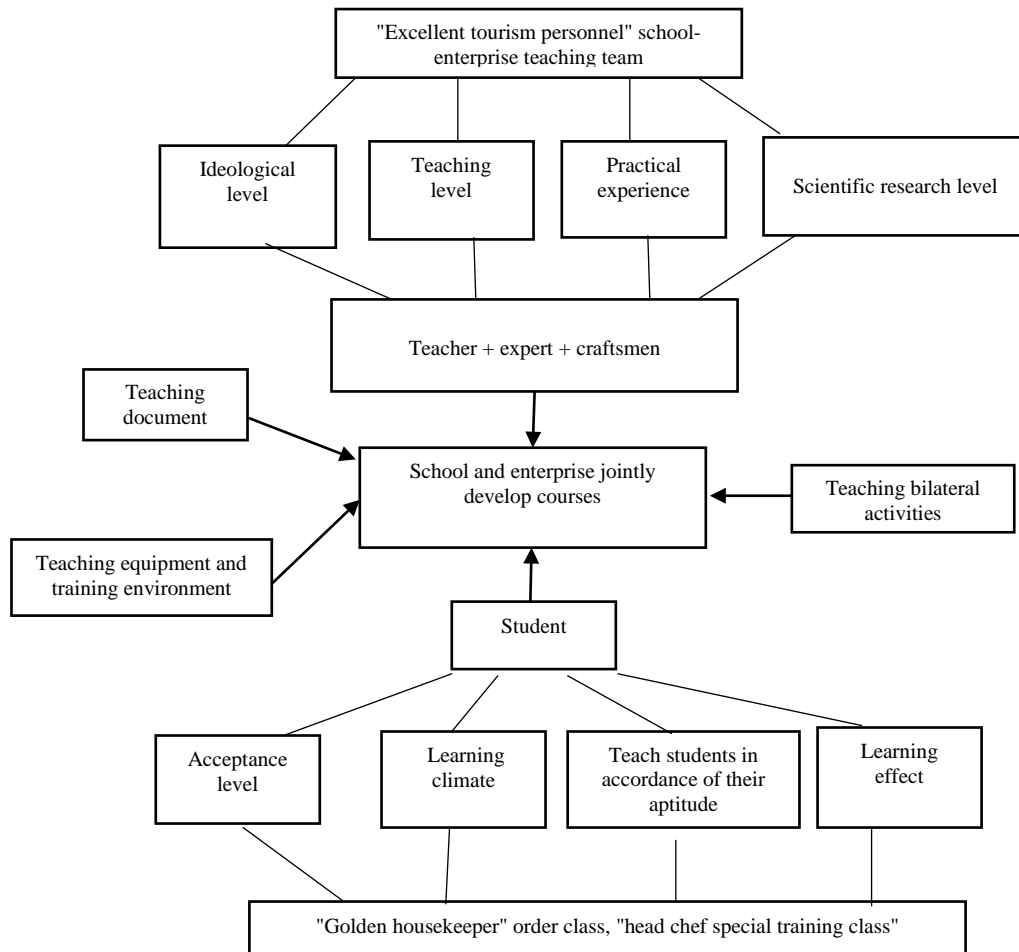


Fig. 2. "Excellent tourism personnel" teaching system under modern apprenticeship

The system works deeply with Yuzhou Hotel and Longshui Lake, and specially sets up "golden housekeeper" and "head chef special training class" two order classes to fill the loss of catering backbones in meeting market needs. After three years of practice, it has completed the first round training of "excellent tourism personnel" order class. There are 12 students becoming the member of "golden housekeeper" order class, and 6 students have been selected into the list of Yuzhou Hotel "VIP server"; the same time, 30 students become members of "head chef training class".

D. Build and Implement Multiple Professional Competence Evaluation System, Establish a Long-Term Mechanism to Ensure the Quality of Teaching

The traditional teaching model only evaluates professional competence from dual structure that is teachers assess students' professional competence with professional performance. The implementation of "excellent tourism personnel" under modern

apprenticeship breaks the traditional professional competence evaluation system, and builds a multiple professional competence evaluation system, that is, conduct multiple evaluations of students on career development potential, professional ability and theoretical knowledge from market, business, school (see Figure 3). Through the establishment of "excellent tourism personnel" professional core competence evaluation system, reflect the final performance of students on teaching. Therefore, based on this, we construct multiple evaluation system which ensures the quality of teaching (see Figure 4), that is evaluate teaching effect from market, enterprise, school and student stakeholders. The school evaluates enterprise's development potential and students' development potential, and chooses appropriate enterprise to work with; Enterprises evaluate the school from the training quality of students and professional ethics, and choose excellent students to become the backbones of enterprises' future development; the school and students assess each other, the school evaluates students' professional knowledge and

vocational basic literacy teaching evaluation; students evaluate the teaching quality and growth environment provided by the school; The enterprise and students assess each other, the enterprise evaluates students' professional loyalty and degree, and students' performance indirectly reflects as the teaching quality of enterprise and school; students evaluate the enterprise's recognition and its own development potential; and as a fourth party, market will test the ultimate development of school and students after a long period of change.

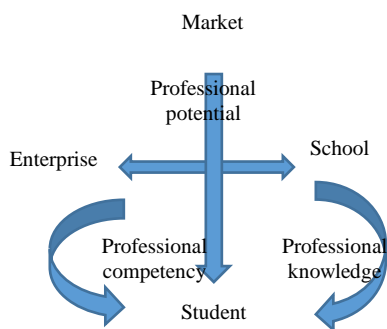


Fig. 3. multiple professional competence evaluation system

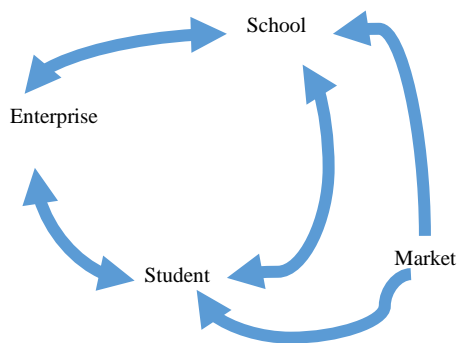


Fig. 4. multiple teaching quality evaluation system

IV. THE EFFECT AND THINKING OF IMPLEMENTING MODERN APPRENTICESHIP TALENTS TRAINING MODEL IN OUR COLLEGE

Since 2014, catering and tourism college has set up four "excellent tourism personnel" with enterprises through the implementation of "excellent tourism personnel" training mode; it expands the teaching team, and builds school-enterprise teaching team of catering and tourism majors; it sets up enterprise class and train students together with enterprises; it sets up "excellent tourism personnel" special scholarships, and establishes elite model; it builds Chongqing Yucai research institute and rattan pepper "cuisine" R&D center, and constructs student teaching and practice platform to improve students' learning effect and R&D capability. Through school-enterprise modern apprenticeship pilot project, the graduation rate of students of catering and tourism majors has increased year by year, and the employment rate of students of grade 12 and 13 is above 98%. Many students are employed in high-level positions in five-star hotels and tourism enterprises. And

it cultivates a number of "golden housekeeper", "VIP server". Students who have gone through the modern apprenticeship training are high affirmed by enterprises and society.

However, the pilot work of modern apprenticeships has also encountered some problems: the delay of system reform of both school and enterprise results in low implementation efficiency; students' ability to adapt to dual identities and enterprise's cognition of it still need to be improved. Through our school's exploration and practice in the modern apprenticeship talent training mode, we have following recommendations:

1. Further improve the mechanism and system to achieve the two-way penetration and system co-building in school-enterprise cooperation.
2. Increase enterprise's rights and obligations proportion in education and teaching, enterprises should intervene in the development of students' professional ethics and quality.
3. Enterprises should further participate in personnel training program development, leading practice teaching and skills training.
4. Realize deep linkage between schools and enterprises, upgrade the construction of production training base, develop related training projects, enhance students' ability to migrate knowledge, school and enterprise work together to promote the upgrade and development of modern apprenticeship talents training model.

V. CONCLUSION

Modern apprenticeship system is a talents training mode with deep cooperation between school and enterprise and deep integration of work and study. The implementation of modern apprenticeship system is also conducive to promoting the industry, enterprises to participate in the whole process of vocational education personnel training, achieving professional setting and industrial needs docking, curriculum content and professional standards docking, teaching process and production process docking, graduation certificate and vocational qualification certificate docking, occupation education and lifelong learning docking, so as to improve the quality and pertinence of personnel training[5]. Our school's exploration and practice in modern apprenticeship based on school-enterprise joint training enhance the quality of personnel training, letting our school's connotation construction reaches a higher level and allowing the school's school-running characteristics to be further developed and promoted.

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