

# Exploration and Practice of School-enterprise Collaborative Education

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**Abstract:** In recent years, school-enterprise collaborative education has become the subject of research in higher vocational colleges. The article explores the significance of school-enterprise collaborative education and the construction of school-enterprise collaborative education mechanism. At the same time, through years of practice, it has proposed the establishment of a "gradual" talent training class system, a "one hospital one case" curriculum system, a "production and teaching sharing" joint team, a school-enterprise complementary practice base, and an off-campus craftsman spirit practice base, practical teaching 6S professional standardization and breeding system and other enterprise college talent training system.

**Keywords:** Enterprise college, Collaborative education, Higher vocational colleges.

## 1. Introduction

School-enterprise cooperation is a kind of applied technical and skilled personnel training mode that integrates the resources of both parties and promotes vocational education and industrial development through various forms of cooperation between schools and enterprises in terms of teaching, production, management and services. The "National Vocational Education Reform Implementation Plan" pointed out "It is necessary to deepen the integration of production and education, school-enterprise cooperation, and the combination of education and training". By adhering to the integration of knowledge and practice, and the combination of work and learning, we should promote the comprehensive in-depth cooperation between schools and enterprises, take multiple measures to create a "double-qualified" teacher team, and create a group of high-level practical training bases and any other means to promote the integration of production and education, school-enterprise "dual" education." In order to form a new situation of school-enterprise collaborative education, cultivate high-quality technical and skilled talents that meet the needs of industry and enterprises, and actively serve local economic development, Suzhou Industrial Vocational and Technical College takes the idea of building an enterprise college which is based on the idea of "talent training as the foundation, cooperation among government, administration and school, teacher-student-enterprise cooperation, teaching-research-use linkage". The school-enterprise collaboratively educates people, implements the reform of the talent training model, and jointly builds a "diversified and all-round" school-enterprise collaborative education platform to cultivate innovative talents with strong engineering ability and high application level.

## 2. The Significance of School-enterprise Collaborative Education

### 2.1. Conducive to The Comprehensive Development of Students' Professional Ability

School-enterprise collaborative education is conducive to

the establishment of a more targeted and practical teaching curriculum system guided by employment and future career development. Secondly, this mode can also build a practical teaching curriculum system with strong pertinence and practicality, and realize the organic combination of college personnel training and enterprise human resource development. Moreover, it can promote the organic combination of knowledge learning and vocational ability training. Through the establishment of vocational ability training courses, it provides students with a wide range of opportunities to participate in off-campus practical activities, which is conducive to deepening students' professional cognition, tempering students' professional spirit, shaping students' professional character, and helping students to succeed in employment.

### 2.2. Conducive to Promoting the Construction of Human Resources System of Cooperative Enterprises

Enterprises intervene in talent training in higher vocational colleges in advance and participate in the whole process of talent training, which is conducive to cultivating talents that meet the needs of enterprises, reducing the development cost of enterprise human resources, and providing continuous guarantee of human resources for jointly building enterprises. The process of realizing the integration of training and production, integrating teachers and masters, courses and products, students and employees, and integration of corporate culture and campus culture can achieve a win-win situation for students, colleges and enterprises which is beneficial to the seamless connection between the training of talents in the college and the job requirements of enterprises.

## 3. Construction of School-enterprise Collaborative Education Mechanism

### 3.1. Constructing the Organizational System of School-enterprise Cooperation and Education in Enterprise Colleges

To build a three-level enterprise college education organization system of "decision-making, management, and executive layers", and clarify the functions, responsibilities

and working systems of each layer. The general manager of the enterprise serves as the dean of the enterprise college, and the professional leader of the college serves as the vice president. The president and vice president are the decision-making level and responsible for the planning of talent training, the construction of the curriculum system, the formulation of talent training programs, and the decision-making of major projects; the management is divided into comprehensive management, talent development, educational services, and corporate human resources. The director is responsible for comprehensive management. The director of enterprise technology research and development is responsible for talent development, and the director of the teaching and research office of the college is responsible for teaching services; the executive layer is composed of corporate human resources section chiefs, corporate engineers, full-time teachers, class teachers, and counselors, who are responsible for specific projects.

To establish a win-win dynamic mechanism for cooperation. The college adheres to the school-enterprise cooperation concept of "schools go first, enterprises win first, five innovations synergize, and co-prosperity", and signs cooperation agreements with enterprises to clarify the responsibilities, rights and Obligation to establish a collaborative education mechanism from the aspects of enterprise participation in recruitment, teaching, life tutor guidance, and post internship assessment to ensure the smooth progress of cooperation between the two parties.

To establish a collaborative education incentive mechanism. The "School-enterprise Collaborative Education Management Measures", "Enterprise College Assessment and Evaluation Measures", etc. were issued to closely link job benefits, professional title evaluation and employment, merit evaluation, salary incentives, etc. with the school-enterprise collaborative education performance, and implement among the whole school. The responsibilities of cadres and teachers in school-enterprise collaborative education, and a long-term mechanism for cadres, managers and teachers to actively participate in school-enterprise collaborative education.

To establish three-work guarantee mechanisms. To form a regular discussion mechanism between enterprises and departments (colleges), a monthly joint office mechanism between enterprise departments and school-enterprise cooperation centers, and an information exchange mechanism between enterprise colleges. Strengthen the combination of objective management and process management, the combination of regular inspection and dynamic monitoring, the combination of teacher assessment and student evaluation, to ensure the standardized and institutionalized operation of the enterprise college, and to ensure smooth and efficient cooperation.

To establish a multi-participation evaluation mechanism. To establish an evaluation mechanism for goal management, process monitoring, and assessment rewards and punishments of the Enterprise College. According to the development needs of the industry and enterprises, the school and the enterprise jointly formulate the practice standards for students' job recognition, job training and job placement, and formulate professional assessment and course evaluation plans. Each year, the special working committee, the department-school-enterprise cooperation center, and a third party evaluate the education work of the enterprise college to promote the work of the enterprise college and improve the quality of talent training.

## **4. Enterprise College, School-Enterprise Collaborative Education, Exploration and Practice**

### **4.1. To Establish A "Progressive" Talent Training Class System**

The Corporate Academy has different types of teaching classes. As soon as freshmen enter the school, they will set up a titled class. Through enterprise visit experience, enterprise technology or management staff lectures, students can learn about enterprises and majors, and cultivate students' initial intention to choose a career; in the second grade, through enterprise lectures, student registration, enterprise selection, etc., set up Order class, carry out integrated teaching of theory and practice and post-practice training, and obtain employment green card through post-internship; after students enter the school, through student registration, corporate and school selection at the same time, etc., set up modern apprenticeship classes, and sign employment agreements through the combination of work and study; for enterprises To improve the academic qualifications of employees, set up academic classes in the enterprise, and set up adult college education courses to extend the working period of employees and reduce the turnover rate; according to the needs of the enterprise, set up training courses, and provide training courses required by the enterprise for the employees of the enterprise, improve the loyalty of employees, reduce Churn rate. Various class types serve the needs of school teaching and enterprise human resource development.

### **4.2. Establish A "One College, One Case" Curriculum System**

With the characteristics of "specialization of target positions, individualized development of students, and enterpriseization of the training process", a professional talent training plan is formulated, and a curriculum system of "platform + direction" is constructed. The enterprise college undertakes the teaching of "professional direction courses". Curriculum construction implements the dual course leader system of full-time teachers and enterprise technicians in the school. The course development is based on the professional ability standards formulated by the industry and the national unified professional qualification certificate, starting from the cultivation of students' professional ability, professional ethics and sustainable development ability, taking the needs of enterprise jobs as the core content of course teaching, focusing on The knowledge and ability required for the work process, cooperate with enterprises to develop the core curriculum system, form a core curriculum group, realize the curriculum system and curriculum content and occupational post standards, teaching process and production process, academic certificate and vocational qualification certificate, vocational education and lifelong The organic connection of education.

### **4.3. To Establish A Joint Team of "Shared Production and Teaching"**

Teachers, students, and enterprise technicians form a consortium to jointly undertake production tasks and teach together. Through the pairing of teachers and part-time teachers in the school, the practice of enterprises under teachers, and the joint "joint recruitment, education and

sharing" doctoral degree, etc., the teachers' engineering practice ability has been comprehensively improved, and a "high degree of professionalism and strong engineering practice ability" has been created. "The teaching staff.

#### **4.3.1. Full-time Teachers Complement Each Other's Advantages**

Let on-campus teachers and part-time teachers form pairs, improve each other in practical work, and form a teaching team with complementary advantages. On-campus teachers provide guidance on teaching methods and means, teaching organization, and teaching skills for enterprise technicians. Part-time teachers guide on-campus teachers to improve their operational skills, and provide on-campus teachers with knowledge requirements and skill standards required for courses.

#### **4.3.2. Construction of Teachers' Practice Workstations**

Establish a teacher's practice workstation in the enterprise, and in-depth promote the teacher's enterprise practice work according to the "Administrative Measures for the Enterprise Practice of Teachers of the College", so that teachers can go to the enterprise with tasks and problems, and continuously improve the teachers' engineering practice ability. At the same time, the practical gains of teachers and enterprises (ie, a series of technical documents such as product design drawings in production, production process descriptions, production operation requirements, product quality standards, etc.) are converted into teaching resources, and the teaching materials, loose-leaf handouts, and digitalization of "productive courses" are formed. resources, and promote the connection between education and teaching reform and industrial transformation and upgrading.

### **4.4. Establish A School-enterprise Complementary Practice Base**

In line with the principles of reciprocity, mutual benefit and win-win, the school and enterprise jointly build a productive training base inside and outside the school to meet the needs of professional construction, curriculum reform and students' job-hunting and post-job practice.

#### **4.4.1. On-campus Training Base Construction**

In-depth understanding and analysis of the needs of enterprises and the services that schools can provide for enterprises, research and formulate the "Administrative Measures for School-Enterprise Joint Construction of Training Bases", introduce enterprise resources, and build productive training bases that can generate economic benefits for enterprises, not only to meet the production requirements of enterprises At the same time, the school can obtain the information of related industries and enterprises, and provide training and training places for students; students can apply what they have learned in practice, saving manpower and reducing costs for enterprises.

#### **4.4.2. Construction of Off-campus TRAINING Bases**

The school and enterprise clarify the responsibilities, rights and interests of both parties through the form of agreement, and truly play the function of the off-campus training base. The school takes the initiative to provide technical services to enterprises and solve technical problems; enterprises provide convenience for students to know their posts and practice on posts, and facilitate students to learn The post provides a training place, and the technical personnel of the enterprise and the full-time teachers of the school jointly undertake the task of practical teaching, realizing the two zero docking, that

is, the combination of graduation internship and employment, to achieve zero docking between students on the post and prospective employees; the combination of student internship and employee training, internship The results are directly linked to the job assessment.

### **4.5. To Establishing a 6S Vocational Standardized Training System for Practical Teaching**

Schools and enterprises jointly build a 6S vocational standardization training system for practical teaching, using modern enterprise 6S production site management methods, Seiri, Seiton, Seisou, Seiketsu, Shitsuke, Security, through the co-evaluation and co-management of on-campus teachers and off-campus part-time teachers, professional assessments are carried out for students' practical training, and the assessment results are an important part of the students' science-practice integration courses and practical courses. Through the practical teaching 6S vocational standardization training system, students can develop professional habits in practical teaching and improve their professional quality.

### **4.6. To Establish an Off-Campus Craftsman Spirit Practice Base**

Schools and enterprises jointly establish an off-campus artisan spirit learning and education base, as an important position to carry out professional culture and artisan construction propaganda and education, arrange to set up special practice places, fully display and publicize the enterprise artisan culture and technical elements, and carry out "Skill Trainee - Cultural Perception" The three-level craftsman spirit practice activities of "creating ingenuity", regularly carry out professional culture and craftsman spirit publicity and education special activities in the base, cultivate students' craftsman spirit, and guide students to improve their professional quality in practical training.

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