

## Research on the Integrated Development of Secondary and Higher Vocational Education under the Background of Higher Vocational Enrollment Expansion

Bochao Wang<sup>1, a</sup>; Qianqian Mo<sup>2, b</sup>

<sup>1</sup>Wenzhou Polytechnic, Wenzhou 325000, China;

<sup>2</sup>Wenzhou Polytechnic, Wenzhou 325000, China.

<sup>a</sup>6440429@qq.com, <sup>b</sup>384338604@qq.com

### Abstract

The ultimate aim of higher vocational enrollment expansion policy is to promote the supply-side reform of human resources in order to alleviate structural unemployment. As an important component of the vocational education system, the integrated development of secondary and higher vocational education is a hot issue in the current development of vocational education. To expand the scale of integrated training of secondary and higher vocational education in order to meet the demand for high-quality talents under the national economic transformation, its ultimate orientation is consistent with the expansion of higher vocational education. Exploring the integrated development path of higher vocational education should be the meaning of the expansion of higher vocational education and the only way to develop vocational education. At present, there are still some problems in the implementation of the integrated training of secondary and higher vocational schools. As secondary and higher vocational schools belong to different systems, there are differences in management, personnel training objectives, models and professional caliber. The training process is also out of touch with social needs to some extent, thus affecting the quality of personnel. Therefore, we should construct an integrated linkage mechanism of enrollment, training and employment, actively explore the training mode of integrated order form class, perfect the talent quality evaluation system, and comprehensively evaluate the integrated training effect of secondary and higher vocational education through quality accountability and under the restriction of rewards and punishments mechanism. Under the background of higher vocational enrollment expansion, in order to study the integrated development of secondary and higher vocational education, we should actively explore new development paths and possibilities and carry out new modes of vocational education.

### Keywords

Enrollment expansion in higher vocational colleges; Integration of Secondary and Higher Vocational Education; Accountability.

### 1. Introduction

The 2019 "Report on the Work of the Government" announced that higher vocational colleges will expand enrollment by 1 million people on a large scale, encourage more recent high school graduates and retired military personnel, laid-off workers, migrant workers and so on to apply. This reflects the urgent demand for high-quality technical and skilled personnel for industrial transformation and upgrading. On the one hand, the large-scale enrollment expansion in higher vocational colleges shows that the country is paying more and more attention to vocational education, which has become more prominent in the strategic position in the national economy and society. On the other hand, the expansion of higher vocational education means the popularization of higher education, and its ultimate goal is pointing to employment. The report of the 19th National Congress clearly pointed out that "employment is the greatest livelihood. We must adhere to the employment priority strategy and active employment policy to achieve higher quality and fuller employment. "The implement of

the enrollment expansion policy in higher vocational colleges aims at promoting the structural reform on the supply side of human resources, solving the shortage of skilled talents and getting rid of the predicament of structural unemployment.

As an important component of the vocational education system, the integrated development of secondary and higher vocational education is a hot issue in the current development of vocational education. Under the ultimate goal of solving structural unemployment, it is worth pondering how to explore the innovation of its cultivation form and the construction of its structural system, and how to respond to the demand of higher vocational enrollment expansion.

## **2. The necessity to expand the scale of integrated secondary and higher vocational training**

At present, the secondary vocational school is still an education system that takes employment as the orientation of running a school and training low-end talents as the goal of running a school. However, in the environment of upgrading the industrial structure, the middle and low-end talents are on the verge of elimination, and the educational level of secondary vocational education can no longer meet the social demand for high-tech skilled talents. On the other hand, the demand for entering a higher school in secondary vocational schools is very obvious. Secondary vocational school students' willingness to enter a higher school continues to increase. Entering a higher school is still the first choice for secondary vocational school students. The "Implementation Plan of National Vocational Education Reform" released in 2019 proposes to cancel the restriction on the proportion of secondary vocational school graduates enrolled in higher vocational schools, expand the enrollment scale of the integrated development of secondary and higher vocational education. Necessity to secondary vocational school graduates, and further unblock the entrance channels. Under the major decision of expanding enrollment in higher vocational colleges, the road of entering a higher school for graduates of secondary vocational schools will be completely opened and they can continue to study in higher vocational schools. That secondary vocational school students continue to pursue advanced studies to meet the demand for high-quality talents under the country's economic transformation, which is directly pointing to employment, is consistent with the ultimate goal of higher vocational enrollment expansion.

In a word, higher vocational enrollment expansion provides a platform and space for secondary vocational students to improve their academic qualifications and skills. At the same time of large-scale enrollment expansion in higher vocational colleges, the basic secondary vocational education also benefits from it, which can eventually force secondary vocational schools to improve the enrollment quality and attract more students. After the enrollment expansion policy of higher vocational education is implemented, most graduates of secondary vocational education will enter higher vocational education. And higher vocational education has higher quality of training and is more recognized by the society, thus enhancing the influence and attraction of the whole vocational education.

At present, there are still some problems in the integrated development of secondary and higher vocational education. As secondary and higher vocational education belong to different systems, there are inevitably differences in management, personnel training objectives, models and professional caliber. The training process does not fully meet the demand of the society for skilled personnel, thus affecting the quality of integrated training personnel. The impact of higher vocational enrollment expansion puts forward new requirements for secondary vocational education and higher vocational education. It is both an opportunity and a challenge. It is worth exploring how to eliminate the defects existing in the implementation process of the integrated training of secondary and higher vocational education and realize the changes in enrollment, management and training mechanisms so as to perfect the top-level design and develop a new school-running mode. Starting from the perspective of integrated training of secondary and higher vocational education, exploring the innovation of integrated training mode of secondary and higher vocational education, the expansion of cooperation scale and the establishment of a wider range of cooperation majors, as well as the development and

implementation of the function of serving the regional characteristic economy, should be the important starting point of enrollment expansion in higher vocational education.

### **3. Countermeasures and Suggestions for Promoting the Integrated Development of Secondary and Higher Vocational Education**

The Ministry of Education put forward in "Guiding Opinions on Teaching Management of Higher Vocational Education after Enlarging Enrollment" that higher vocational colleges should adhere to the principle of "being strict in admission but slack in graduation" in expanding enrollment of millions of higher vocational colleges, which is also a higher and stricter requirement for the integration of higher vocational colleges. Therefore, the integrated development of secondary and higher vocational education needs to speed up the construction of integrated personnel training standards that match the professional standards and post standards, perfect the top-level design, establish the evaluation index system, deepen the cooperation between schools and enterprises, speed up the communication and connection between academic certificates and vocational skill level certificates, and actively explore new modes of vocational education.

#### **3.1 Integration of enrollment, training and employment**

In the overall process of personnel training, enrollment, training and employment are the basic links, among them, enrollment is the foundation, training is the core and employment is the result. The three are closely linked. The quality of students is directly related to the quality of personnel training, which in turn affects the quality of graduates' employment. The quality of employment is fed back to the quality of students. However, at present enrollment, training and employment in higher vocational colleges are managed by different functional departments. To a certain extent, they are still separated from each other and lack effective communication, which is not conducive to the scientific development of higher vocational colleges.

In order to enhance the competitiveness and promote the sustainable development of the integration of secondary and higher vocational education, an integrated linkage mechanism of enrollment, training and employment should be established. As three leverages, enrollment, training and employment should be designed as a whole to meet the needs of the society, and the quality of employment should be taken as the foothold to build an internal coordinated and external unified linkage mechanism. The integration of secondary and higher vocational education should focus on the combination of learning and training, the cultivation of students' practical ability and practical ability, and the strengthening of school-enterprise cooperation in order to enhance the ability to serve the regional economy, thus highlighting the role of external linkage mechanism.

From the perspective of integration of production and education, it is an important way to realize the integrated development of secondary and higher vocational education to explore an order training mode based on school-enterprise cooperation and serving the regional economy, and to construct the integration of enrollment, training and employment. The integrated order form class is a modern apprenticeship training mode through tripartite cooperation among secondary vocational schools, higher vocational schools and enterprises, signing cooperation agreements, and implementing diversified training of "cultural quality+vocational skills", thus building a community of fate between schools and enterprises and realizing seamless connection between production and education. It is a strong support for promoting the integrated development of secondary and higher vocational schools. The integrated talent training program is the core content of the order class training. It is jointly participated by secondary vocational schools, higher vocational schools and enterprises. It is designed according to the demand of enterprises and the labor market, teaching students in accordance with their aptitude. The integrated talent training program is instituted according to the characteristics of integrated students in secondary and higher vocational schools. In the process of implementing the curriculum jointly built by schools and enterprises, vocational guidance should be deepened and corporate culture should be integrated into the teaching curriculum. The curriculum should be

designed in accordance with the needs of schools and enterprises, with the goal of strengthening skills training and improving the operational ability of professional posts.

The integrated order class mode has guaranteed students. It is conducive to the integration of resources, improves the quality of teaching, and fully ensures the quality of integrated training in secondary and higher vocational schools. However, how to find the best combination point among enterprises, students and schools so as to balance the students' wishes for personal career development and the demand of enterprises for job skills, and to solve the inconsistency between the shallow and narrow dimensions of job skills and the wide and deep of vocational skills still needs further exploration.

### 3.2 The new form of quality evaluation system

The quality of personnel training is the result of the joint action of all aspects and links in the process of complete educational activities. Improving the quality of training is the core task of constructing a modern vocational education system. The quality problem is accompanied by the whole process of the popularization of higher education. The expansion of quantity will inevitably bring about the problem of quality assurance. The quality of talents after the enrollment expansion in higher vocational colleges is also the most concerned problem in the development of vocational education.

Since the middle of last century, the concept of accountability system has been introduced and widely used in the field of education. Through education accountability, the quality of education has been effectively evaluated, thus improving the quality of education. The construction of accountability system for higher education in Britain and the United States is currently at an advanced international level, and relevant theories and practices are relatively mature. There are already sound accountability management systems. However, in China, there are still some imperfections in the operation of the education quality accountability system. It is impossible to carry out timely and effective assessment, supervision and accountability, and it still needs to be perfected and standardized.

The essence of quality accountability is the communication and exchange between different stakeholders. Through evaluation, we can sort out ideas and find out problems in personnel training and teaching to seek improvement. On the other hand, starting from the policy background of enrollment expansion in higher vocational colleges, examining and considering the effect of integrated training in higher vocational colleges with a new form of quality accountability should be the meaning of enrollment expansion in higher vocational colleges. It is the only way to develop vocational education. As a result orientation, the evaluation of the integrated development of secondary and higher vocational education cannot be separated from the participation of multiple subjects such as the government, professional institutions, schools and society. The evaluation results should be released to the public to respond to the demands of different interest groups for talent quality in higher vocational education.

The accountability of talent quality for the integrated development of secondary and higher vocational education should include three aspects: the quality of training objectives, the quality of training process and the quality of training results. Among them, the quality of training objectives is the starting point, the quality of training process is the means, and the quality of talent training results is the ultimate goal. The complete accountability of personnel training quality should not be limited to the analysis of the quality of training results, but should be inferred from the analysis of results, find out the problems existing in the training process and the training objectives. Finally, correct and adjust the problems. On the specific index setting, we should use rigid, concise and operable assessment criteria to evaluate the effect of the integrated development of secondary and higher vocational education. For the purpose of training objectives and accountability of process quality, we should start from several first-level indicators such as enrollment, quality of students and quality of personnel training to evaluate the dimensions of professional skills award, personnel training plan, professional satisfaction and so on. It is necessary to deepen the role of process management and quality monitoring. For the accountability of the quality of training results, a sustainable graduate tracking survey system should be established to deepen the graduate employment evaluation system, including the following important indicators: graduate employment rate, employment quality, enterprise satisfaction, student

satisfaction, entrepreneurship effectiveness, social evaluation and so on. Through the analysis and research of the data, the quality of personnel training can be comprehensively evaluated.

Only when linked with interests can quality accountability play a role in finding and solving problems. The handling of accountability consequences, i.e. reward and punishment mechanism, should be related to the school's financial acquisition, social influence, professional setting and autonomy of enrollment plan and so on. Through the restriction of incentives and punishments, schools can be stimulated to pay close attention to the quality of talents. Reasonable reward and punishment mechanism can promote the sustainable development of the integration of secondary and higher vocational education. The scale of development can be regulated by setting up an integrated cooperation access system for secondary and higher vocational education. For the majors with excellent results of quality assessment, we should strengthen cooperation, increase the proportion of students to be enrolled, expand the scale of cooperation, and increase the investment in education funds, so as to promote the construction of a wider professional group in line with regional economic development. If the evaluation results are not satisfactory, the proportion of selected students will be reduced, and the cooperative majors will be reduced to promote self-improvement. If the evaluation results are not satisfactory for two consecutive years, the cooperative relationship of relevant majors will be cancelled.

To sum up, under the background of the policy of expanding enrollment in higher vocational colleges, we should actively explore new development paths and possibilities and develop new models of vocational education to study the integrated development of higher vocational colleges, cultivate new types of technical and skilled talents, and show the types attributes and characteristics of vocational education.

### Acknowledgement

This paper is the phased achievement of subject of Wenzhou's Philosophy and Social Science Planning in 2019(Project number:19wsk131).

### References

- [1] Zhou Xianglin:Reconstruction of Accountability System in Chinese Universities-A New Institutional Analysis Based on Undergraduate Teaching Evaluation(Ph.D. Huazhong university of science and technology,2010,China)p.1-28.
- [2] Shi Zhenjun,Yan Li:Establishment of Linkage Mechanism of Enrollment, Training and Employment in Colleges and Universities[J].Chinese Extramural Education, Vol. 51(2010) No.10,p. 16 -17.
- [3] Song Jia:Main Practice and International Trend of "Accountability Triangle" in Higher Education.Higher Education Development And Evaluation,Vol. 32 (2016) No.02,p.72-81.
- [4] Song Hongyan:Accountability of Higher Education Quality in China: Background, Problems and Reform.Jiangsu Vocational Education,Vol.222(2016) No.04,p.24-27.
- [5] Liu Xiao,Liu Wankun:Challenges and Countermeasures of Higher Vocational Education Development under the Background of Enlarged Enrollment of Millions[J].Education And Occupation,Vol. 942 (2019) No.14,p.5-11.