

# Research on the Quality Evaluation System of Accurate Education of School-Enterprise Cooperation under the Framework of Apprenticeship

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**Abstract:** with the Continuous Development of Teaching Reform, China's School-Enterprise Cooperation Model Has Made Initial Progress. However, in the School-Enterprise Cooperation and Precise Education, There Are Still Problems Such as a Single Form of School-Enterprise Cooperation, Lack of Perfect Cooperation Planning, and Low Enthusiasm for School-Enterprise Cooperation, Which Seriously Hinders the Development Process of School-Enterprise Cooperation and Precise Education. Therefore, Based on the Analysis of Apprenticeship Related Theories, This Paper Constructs a Quality Evaluation System for School-Enterprise Cooperation and Precision Education from the Four Aspects of Background Evaluation, Input Evaluation, Process Evaluation and Achievement Evaluation, in Order to Improve Teaching Quality and Improve Student Employment Rate.

## 1. Introduction

### 1.1 Literature Review

With the Continuous Reform of University Education, the School-Enterprise Cooperation and Precision Education Model is Also Undergoing a Great Transformation. According to a Series of Reform Policies and Apprenticeships Formulated by Relevant Departments, the School-Enterprise Cooperation and Precise Education Model Will Pay More Attention to Students' Application of Knowledge. in This Context, Many Scholars in China Have Conducted a Lot of Research on the Precision Education of School-Enterprise Cooperation. Cao Bin Believes That the Modern Apprenticeship Focuses on the Common Education of Enterprises and Schools. It is a Constructive Modern Vocational Education System and a Favorable Tool to Promote the Integration of Production and Education. Colleges and Universities Draw on the Experience of Modern Apprenticeship in Advanced Countries Such as Britain, Australia, Germany, Etc., and Carry out the Practice of School-Enterprise Cooperation and Education under the Framework of Modern Apprenticeship, Which Can Achieve Better Results (Cao, 2018). Ouyang Li Believes That Modern Apprenticeship is an Effective Way to Achieve the Organic Integration of “Higher” and “Occupational” in Vocational Education. the Implementation of Modern Apprenticeship in Colleges and Universities Can Improve the Quality of Personnel Training through the School-Enterprise Cooperation and Education Mechanism (Ou, 2015). Chen Xiaojun and Others Believe That Modern Apprenticeship is a New Form of Continuous Deepening of School-Enterprise Cooperation in Higher Vocational Education. from the Mechanism, It Puts Forward New Requirements for School-Enterprise Cooperation and Education. At Present, Colleges and Universities Can Jointly Develop School-Enterprise Cooperation through School-Enterprise Joint Education Program, Joint Education System, Joint Responsibility, Sharing of Educational Achievements, and Construction of Guarantee Cooperation, Education Operation, Quality Evaluation and Long-Term Cooperation. New Mechanism for Humans (Chen et al., 2017). Pang Qianyi Believes That School-Enterprise Cooperation is an Important Part of Improving the Quality of Modern Vocational Education. However, with the Deepening of School-Enterprise Cooperation, Traditional Teaching Quality Monitoring Can Not Effectively Monitor the Education Mode of School-Enterprise Cooperation,

Which Makes Quality Monitoring Difficult to Play. Some Role (Pang, 2018). Li Dongmei Believes That School-Enterprise Cooperation is an Important Strategy to Promote Talent Cultivation. It Enables Schools and Enterprises to Achieve Complementary Advantages and Resources, and Effectively Improve the Pertinence and Effectiveness of Education. It is Currently a Number of Higher Vocational Colleges. an Educational Wave That Has Arisen in Pursuit of Its Own Development (Li, 2018). Wei Zhenfeng and Others Set Up the Requirements for the Development of Precision Docking Industry, Aiming At the High-End Talent Shortage Market, Cultivating High-End Technical Talents; Innovating and Constructing the “Double-Subject” Teaching Mode of Engineering and Learning, Segmentation Training, and Collaborative Education; Perfecting the School-Enterprise Cooperation and Efficient Operation the Mechanism Will Effectively Implement the Responsibility of “Double-Subject” Training for Schools and Enterprises; Reconstruct the Professional Curriculum System and Teaching Content; Create a “Double Tutor” Faculty Team with School-Enterprise Synergy, Specialization and Combination; Fully Utilize the Vocational Skill Competition Platform to Improve Exploring and Researching the Quality of Talent Development (Wei et al., 2017). Che Changjin and Liu Wei Believe That the Mode of Cooperation between Schools and Enterprises under the Modern Apprenticeship System Has the Problems of Improper Selection of Cooperative Enterprises and Lack of Long-Term Management Mechanism. It Can Be Optimized from the Following Aspects, Namely, Strengthening the Cooperation and Adoption of “Political Schools and Enterprises”. Corporate Cooperation, Project-Based Teaching Model (Chen and Liu, 2017). by Combing the Existing Research, It is Known That Most Scholars Only Make a Single Analysis of the School-Enterprise Cooperation and Precise Education. Few Studies Have Deeply Analyzed the Quality Evaluation of School-Enterprise Cooperation and Precision Education. Therefore, This Paper Mainly Analyzes the Quality Evaluation System of School-Enterprise Cooperation and Precise Education under the Apprenticeship Framework, and Further Enriches the Research Results in This Field.

## **1.2 Purpose of Research**

Apprenticeship is a new type of education mode that combines traditional apprenticeship training with modern school education. In the practice of modern western developed countries, it has been proved that apprenticeship can become an important human resource support for industrial transformation and upgrading. Can effectively solve employment problems (Tian et al., 2018). Under the framework of apprenticeship, the deep cooperation between schools and enterprises is the key to the reform of vocational education. In the situation that the country vigorously tried the apprenticeship system, in order to adapt to the reform requirements of the school-enterprise cooperative education model, it is of great practical significance to study the school-enterprise cooperation precision education quality evaluation system (Wang and Chai, 2018). Moreover, having a good education environment can provide a strong external guarantee for the direction of school-enterprise cooperation. The internal factors that guarantee the development direction of school-enterprise cooperation depend on the mutual aid system such as teaching and evaluation, which provides a powerful condition for the development direction of school-enterprise cooperation (Wang, 2018). Therefore, the purpose of this paper is to analyze the quality evaluation system of school-enterprise cooperation and precision education under the apprenticeship system, so as to improve the quality of teaching and promote the sound development of school-enterprise cooperation.

## **2. Theoretical Analysis of Apprenticeship**

The object of apprenticeship training is the newly recruited and transferred personnel who have signed the labor contract with the enterprise for more than one year. The enterprise can determine the training object independently with the actual production. Enterprises should sign training agreements with apprentices to clarify training objectives, content and deadlines, assessment and evaluation, and the rights and responsibilities of both parties. From the perspective of specific training methods, enterprises and training institutions are the “dual subjects” of apprenticeship

training. Enterprises are the employers and training subjects of apprentices, and training institutions are the mainstay of education and training for apprentices. The training implements a credit system and a flexible academic system. The technical colleges that implement full-time education register the apprentices with part-time students, implement the credit system management, and complete the prescribed study tasks, and issue corresponding diplomas. Technical colleges and universities should formulate corresponding teaching quality evaluation systems and assessment systems, which can appropriately relax the length of technical education system and time requirements, but not less than 2 years. Upon expiration of the apprenticeship training, the company shall issue a written assessment and appraisal opinion on the performance of each apprenticeship training period and whether the training results are qualified, as the main basis for the training assessment. In addition, according to the cooperation agreement, the enterprise will pay the training fee to the training institution, and the enterprise tutor who undertakes the task of the apprentice will enjoy the tutor's allowance. During the period of study and training, the apprentice shall pay wages in accordance with the provisions of the Labor Contract Law.

### **3. Current School-Enterprise Cooperation and Precise Education**

#### **3.1 School-Enterprise Cooperation Form**

At this stage, the school-enterprise cooperation has a single form of cooperation in precision education, and the overall level of cooperation is relatively shallow. Due to the busy daily business, many companies are difficult to fully participate in the whole process of school personnel training, and give actual employment needs. Often, companies are just training places for student internships, providing students with practical opportunities. In addition, the time for school-enterprise cooperation is relatively short, and the companies that cooperate with the school receive a fixed number of students each year to internships. Considering the lack of student work experience, the internships provided are relatively simple, resulting in students repeating in simple positions. The work is difficult to enrich your internship experience.

#### **3.2 Lack of Perfect Cooperation Planning**

From the perspective of the management of school-enterprise cooperation, there is a lack of perfect cooperation planning. It is mainly reflected in the following two aspects: On the one hand, the relevant departments have not played a guiding role in school-enterprise cooperation, and did not provide specific guidance for specific school-enterprise cooperation, nor established a sound school-enterprise communication platform, and could not coordinate schools in time. The contradiction between enterprises and enterprises is not conducive to the in-depth development of school-enterprise cooperation. On the other hand, relevant laws and regulations are lacking and there are no clear implementation rules. Although the Ministry of Education and other departments have jointly issued regulations to promote school-enterprise cooperation in recent years, no specific solutions have been given for practical problems in the process of school-enterprise cooperation. For example, there are no documents to clarify the benefits such as taxes and financial subsidies for participating in school-enterprise cooperative enterprises.

#### **3.3 School-Enterprise Cooperation is Not High**

At present, the enthusiasm of school-enterprise cooperation is not high, mainly because many schools have low scientific research level, low student employment rate, and weak self-running ability, which cannot attract enterprises to actively cooperate. Mainly reflected in: First, school teaching is too biased towards theory, teaching and production are out of touch, students have lower practical ability. Second, the school's scientific research level is limited. When enterprises encounter large technical problems, it is difficult to solve problems for enterprises. Third, the starting point for cooperation between schools and enterprises is different. The interests of the two sides are not balanced and the advantages cannot be complemented.

#### **4. Construction of accurate education quality evaluation system for school-enterprise cooperation under the framework of apprenticeship**

Due to the current school-enterprise cooperation and precise education, there is a single form of school-enterprise cooperation, lack of perfect cooperation planning, and the enthusiasm of school-enterprise cooperation is not high. Therefore, it is necessary to construct a school-enterprise cooperation precision education quality evaluation system under the apprenticeship system for further testing. The quality of cooperation and the level of cooperation between schools and enterprises. The quality evaluation system of school-enterprise cooperation and precision education under the apprenticeship framework constructed in this paper mainly includes background evaluation, input evaluation, process evaluation and results evaluation.

##### **4.1 Background Evaluation**

The background evaluation mainly includes the following four points: First, national policies and regulations. The extent to which the state provides support for the phenomenon of school-enterprise cooperation and the soundness of relevant laws and regulations. Second, the need for cooperation between schools and businesses. Whether the enterprise can harvest the talents needed through school-enterprise cooperation, and whether the school can solve the shortage of teaching resources through school-enterprise cooperation. Third, regional economic development. If the regional economic development level is relatively high, it will be more conducive to the development of school-enterprise cooperation. Fourth, the talent needs of related professionals. The demand for talents in related disciplines is the direct driving force for the cooperation between schools and enterprises.

##### **4.2 Input Evaluation**

The input evaluation mainly includes the following four points: First, the state funding. National funding is the main source of school funding, playing a very important role in school-enterprise cooperation. Second, the comprehensive investment of the school itself. The comprehensive investment of the school itself mainly refers to the input of teaching equipment and teacher strength. Third, the input of related companies. The investment of related companies mainly involves the construction of practical training bases, and is equipped with relevant software and hardware facilities, together with the provision of relevant practical guidance teachers. Fourth, students learn to invest. Mainly refers to students themselves to study theoretical knowledge, and can actively participate in practice.

##### **4.3 Process Evaluation**

The process evaluation mainly includes the following four points: First, basic theory teaching. The school provides systematic theoretical teaching and is a prerequisite for students to practice effectively. Second, social practice teaching. Social practice teaching is an effective way for students to deepen their theoretical understanding. Third, the company is internship. Students can further improve their practical skills by internships with relevant companies. Fourth, the construction of disciplines. The school's construction of disciplines is the key to determining the future employment rate of students.

##### **4.4 Outcome Evaluation**

The evaluation of results mainly includes the following four points: First, the employment situation of students. The employment situation of students is the most intuitive educational achievement of the school, which can reflect the quality of school-enterprise cooperation to a certain extent. Second, student social evaluation. The student social evaluation mainly refers to the comprehensive evaluation of the students' various abilities. Third, corporate benefits. Enterprise benefits refer to the impact of the students' entry into the enterprise on the company's benefits. Fourth, school teacher training. School-enterprise cooperation is not only a training of students, but also a great test for teachers.

## 5. Conclusion

To sum up, under the apprenticeship framework, schools should actively respond to the requirements of national development strategies, carry out college education reform, and cultivate students' practical ability. In this process, it is necessary to construct a corresponding evaluation system to be able to know the progress of the educational reform. Through the research, this paper finds that at this stage, China needs to vigorously promote the cooperation between schools and enterprises to ensure the quality of education. In order to guarantee the quality of education, it is necessary to construct a quality evaluation system for school-enterprise cooperation under the framework of apprenticeship. In the evaluation process, fully consider the comprehensive evaluation of practice and professional knowledge, promote the modularization and simplification of teaching tasks, and promote the reform of the education system in colleges and universities.

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