

Analysis of Professional Quality Cultivation Strategies for Infant and Child Care Service Talents from the Perspective of Collaboration of Medical Care, Parenting, and Education, and Integration of Industry and Education

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Abstract: The collaboration of medical care, parenting, and education aims to integrate nursing, midwifery, infant and child care services, and management with speech and hearing rehabilitation technology, among other elements related to the infant care industry chain. This integration targets pediatrics talent training in nine infant care positions, including nursing, infant health care and management, and child rehabilitation, to ensure that the capabilities and quality of professional talents can meet the health care needs of infants and young children. This article briefly explains the background of the “collaboration of medical care, parenting, and education, and integration of industry and education.” It analyzes the necessity of cultivating infant and child care service talents based on the perspective of “collaboration of medical care, parenting, and education, and integration of industry and education.” Based on this perspective, we conducted an in-depth study of the cultivation of professional qualities of infant and child care service talents.

Keywords: Collaboration of medical care, parenting, and education; Integration of industry and education; Infant and child care service profession; Talent cultivation; Professional quality

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1. Introduction

From the perspective of integrating industry and education, higher vocational colleges’ infant care service major has proposed a talent cultivation model of “collaboration of medical care, parenting, and education.” This model mainly focuses on child care, strengthens the improvement of students’ infant care service skills, and guides students to establish correct service awareness and master scientific infant and child care methods. Integration of this model into teaching allows students to master the early infant education concept, and provides appropriate common sense education in infant and young child care services for students to guide infants and young children to form a preliminary understanding of the outside world. Incorporating medical treatment into the major allows

students to master basic knowledge on the prevention of common diseases in infants and young children and routine medical care skills for infants and young children, in order to better provide services to infants and young children ^[1]. Under the “collaboration of medical care, parenting, and education” training model, colleges and universities flexibly adjust course content and teaching content according to the employment needs of enterprises and industries, organize theoretical and practical integrated learning activities regularly for students, and allow students to obtain vocational skills qualification certificates, gradually consolidate students’ professional basic abilities, enable students to master infant care service methods, and improve students’ infant care service levels.

2. Background explanation of “collaboration of medical care, parenting, and education and integration of industry and education”

In October 2023, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the “Opinions on Deepening the Construction and Reform of the Modern Vocational Education System.” The document clearly stated the requirement to “accelerate the construction of a new high-quality development mechanism for government-administrative-school-enterprise collaboration to serve the development of the industry.” Local education departments, medical societies, medical and health investment holding groups, medical universities, and related vocational schools have participated in the construction of the integration of industry and education in medical and nursing care and jointly built a “community of industry and education integration in the medical and nursing care industry.” The community’s launching ceremony was held in a local higher vocational college. 157 colleges and universities and vocational schools from all regions across the country, and leading companies in the medical and nursing care industry and the infant and child care service industry attended the event, officially starting the development and construction of the integrated development of industry and education in the medical and nursing care industry.

In the context of policy guidance and community building, higher vocational colleges should thoroughly implement the requirements for the construction and reform of the modern vocational education system, consider cultivating people with moral integrity as the fundamental task of talent training, and utilize deepening integration of industry and education and innovative integration methods as means to initiate actions from the industry. The key tasks include the integration of teaching resources, the construction of a professional school model integrating industry and education, curriculum construction, and the establishment of a comprehensive education model that integrates post-course certificate competitions. Only in this way can the value of common people in integrating industry and education be enhanced, and the mutual empowerment of industries, enterprises, scientific research institutions, and universities be brought into play ^[2]. For the infant care service major in higher vocational colleges, centered on the construction of an industry-education integrated community and the talent training direction of this major, the three key words of “medical care,” “parenting,” and “education” are condensed from an industrial perspective and proposed. The implementation direction of the integration of industry and education of “collaboration of medical care, parenting, and education” serves as the guidance for cultivating professional qualities of talents to enhance the infant care service profession further.

3. The necessity of cultivating infant and child care service talents based on the perspective of “collaboration of medical care, parenting, and education, and integration of industry and education”

3.1. Increased requirements for childcare services

In June 2021, the Chinese government promulgated the “Decision of the Central Committee of the Communist

Party of China and the State Council on Optimizing Family Planning Policies to Promote Long-Term Balanced Development of the Population,” which proposed a “comprehensive three-child” family planning policy and supporting measures. These include “development of the childcare service industry” and “cultivation of talents in the educational service industry,” which are the main contents of the “comprehensive three-child” supporting measures. During the “14th Five-Year Plan” period, urban and rural families’ demand for infant and child care services continued to increase, and the infant and child care service industry was in an important initial stage of development. The implementation of the policy means that the infant and childcare service industry is about to enter a stage of standardized development. The professional qualification access system for employees has become increasingly comprehensive, highlighting the significance of building a talent team in infant and child care services as a major measure for improving livelihood.

The “Government Work Report” released in March 2022 also mentioned “improving supporting measures for the three-child policy, developing high-quality infant and child care services, expanding the effective supply of childcare services, and meeting diversified and multi-level childcare service needs” and other requirements^[3]. In terms of specific measures, China’s education department has already mentioned vocational education requirements for “infant and child care services and management” in documents such as the “Opinions of the General Office of the Ministry of Education and Other Seven Departments on Education to Support the Development of Social Service Industries and Improve the Quality of Training for Urgently Needed Talents” and the “Catalogue of Vocational Education Majors.” It can be seen that under the guidance of policies, the talent training of infant and child care services is progressing towards high quality, comprehensiveness, and integration.

Whether it is the growing demand for infant care services or the introduction of relevant requirements for the infant care industry, society has heightened its expectations. Therefore, integrating industry and education, building a “collaboration of medical care, parenting, and education” model, and strengthening the professional quality cultivation of professional talents are necessary for constructing infant care services in higher vocational colleges.

3.2. Implementation of the “Healthy China Strategy”

The “Healthy China 2030” Planning Outline mentions “paying attention to the physical and mental development of infants and young children.” At the same time, the “Healthy China 2019–2030” action also clearly proposes “improving infant care services.” Preschool education has become the main content of the infant and child care service module in the Healthy China strategy, and it is also the basic direction for promoting the goal of Healthy China.

The infant care service major differs from preschool and early education majors. It is a newly established major in higher vocational colleges based on market development needs, national strategies, and public needs. It belongs to the category of “medicine and health” as a “health promotion” major^[4]. The talent cultivation in this major focuses on cultivating highly qualified and comprehensive skilled talents who can engage in infant and child care services and manage infant and child care. Cultivating professional talents in infant and child care services is an inevitable choice to satisfy people’s pursuit of a better life. Therefore, it is necessary to strengthen the integration of talent training with industrial development and market demand. Cultivating students’ medical, nursing, and teaching skills in this major is also a top priority.

3.3. Urgent requirement for highly qualified and comprehensive professional talents

The infant care service major was established in 2019. In 2021, the Ministry of Education added this major

to the vocational education catalog, and higher vocational colleges across the country have offered infant care service and management majors. As professional development began relatively late, unified professional and curriculum standards have yet to be established. Many higher vocational colleges still rely on relevant standards of preschool education majors as the basis for talent training and curriculum construction in this major. Although the service groups of preschool education majors and infant and child care service majors are relatively similar, infant and child care services are essentially different from early childhood education services and the market demands also differ ^[5]. As demands continue to refine, building a “collaboration of medical care, parenting, and education” model and implementing the integration of industry and education can provide clearer guidance for the construction of infant care service majors in higher vocational colleges. Colleges and universities can transform industry standards and employment requirements of childcare service institutions into curriculum content, education standards, vocational skill thresholds, etc. It can be seen that the “collaboration of medical care, parenting, and education, and the integration of industry and education” are necessary for talent cultivation in higher vocational colleges.

4. Strategies for cultivating the professional quality of infant and child care service talents based on the “collaboration of medical care, parenting, and education, and the integration of industry and education”

Based on the above necessity analysis, it can be determined that in the professional construction of infant care services in higher vocational colleges, the integration of industry and education is imperative; in terms of cultivating the professional quality of professional talents, the “collaboration of medical care, parenting, and education” model is essential. To better implement the concept of integration of industry and education and maximize the educational effect of the “collaboration of medical care, parenting, and education” model, this article analyzes three key aspects: job requirements, connection between vocational education and industry, and actual teaching and practice system, and puts forward suggestions for cultivating the professional quality of talents ^[6].

4.1. Integrating industry and education resources and enriching course content based on job requirements

From the perspective of industry-education integration, infant and child care service professionals are directly connected to relevant positions in infant and child care service institutions. Therefore, higher vocational colleges should integrate course teaching resources in a targeted manner based on specific job requirements. This involves incorporating infant and child care services into the curriculum, where the work requirements, links, content, and assessment indicators of childcare institution personnel are seamlessly integrated into the professional curriculum content of infant and child care services, establishing a comprehensive and diverse curriculum content system. Integrating course content according to job requirements should always focus on parenting, supplementing by teaching and medical care. Emphasis should be put on integrating infant and child upbringing and care. Simultaneously, infant and child intellectual development, assessment, obstetrics and gynecology care, as well as pediatric massage, and other “teaching” and “medical” contents should be systematically integrated into the curriculum ^[7]. According to the “collaboration of medical care, parenting, and education” model, professional courses with rich content can be established. For example, for the introduction to basic medicine course, biochemistry, physiology, pathology, and immunology can be included in the course content system; for daily health care courses for infants and young children, content such as the physiological basis of infants and young children, the rules of children’s physical development, and physical exercises for

infants and young children can be incorporated. Colleges can also introduce content related to job requirements based on students' development directions.

4.2. Connecting vocational education and industry

Higher vocational colleges should connect the education model of “collaboration of medical care, parenting, and education” with the concept of integration of industry and education, and put forward clear vocational skill requirements based on the employment needs of industrial development. It is essential to consider the acquisition of essential skills qualification certificates for some industrial practitioners as it is a mandatory requirement for students to graduate, thus students are urged to obtain various vocational skill certificates. In the preparation process for the vocational skills certificate exam, teachers can appropriately adjust the content of “Vocational Skills Certificate Assessment Requirements” based on students' preparation needs and focus on the assessment points of the vocational skill certificates in classroom teaching to further deepen students' understanding of specific occupations. The mastery of essential skills helps students develop practical skills and relevant professional qualities ^[8]. Maternal and infant care, childcare, infant and child development guides, and childcare workers all require multiple certificates. Teachers in colleges and universities can propose a “1+N” vocational skills teaching system based on the certificate assessment needs of these positions. Students can participate in standardized vocational skills training to exercise their practical skills and successfully obtain the certificates, and simultaneously improve their comprehensive abilities in “medical care, parenting, and education” ^[9].

Additionally, schools and enterprises jointly organize vocational skills competitions, such as competitions for infant health care and first aid skills, to promote teaching and learning through competitions and enhance students' sense of professional identity. Schools and enterprises build a systematic U-G-S (universities-governments-schools) education system, integrating professional skills in childcare and early childhood education with curriculum teaching and joint certificate assessment and training to achieve linkage between on-campus and off-campus, internship, and practice. Combining training, professional teaching, and comprehensive training forms a professional quality cultivation mechanism that integrates job courses, certificates, and competitions.

4.3. Actual teaching and practice system

In infant care services, with the “collaboration of medical care, parenting, and education,” the principle of focusing on nursing and supplementing by teaching should be followed. At the same time, basic medical and health care knowledge is included in the curriculum to equip students with professional abilities in infant and child care and management, infant and child early education and guidance, and infant and child health care. Students in this major, whether pursuing careers in medicine, nursing, or teaching, need to immerse themselves in extensive practical experience to internalize theoretical knowledge, gradually acquire job skills and solidify their professional abilities. Therefore, in the process of cultivating students' professional qualities, teachers should combine theoretical knowledge with practical links and carry out integrated theoretical and practical activities with “nurturing as the main task and teaching as the supplement,” such as in “daily health care of infants and young children.” In teaching the course, a platform should be built based on the three-dimensional collaboration of industry, school, and enterprise, with the endogenous needs of the industry as the driving force. The theme of daily health care of infants and young children should be proposed as a clue to connect “infant and young child physical assessment” and “infant and young child physical exercise program design and implementation” and other links ^[10]. This allows students to apply the knowledge they have learned in practical

activities, verify professional assumptions, and further exercise their practical skills. It can also develop talents and professional qualities, and improve the quality of talent training in colleges and universities.

5. Conclusion

In summary, integrating industry and education provides more possibilities for constructing and developing infant care service majors in higher vocational colleges. From the perspective of industry-education integration, higher vocational colleges actively cooperate with relevant industries and industry enterprises and propose a talent training model of “collaboration of medical care, parenting, and education” to further expand the content of infant care service professional courses and enrich students’ learning system. This allows students to master more diverse professional abilities, and develop comprehensive professional qualities. In the future of professional quality training of infant and child care service professionals, we should always adhere to integrating industry and education as the trend. We should also develop educational resources in colleges, infant and child care service industries, and infant and child care service institutions from multiple angles. According to the integration of the three modules of medicine, nursing, and teaching, we design a bridging course for medicine, nursing, and teaching and organize a wealth of courses, teaching activities, and comprehensive practical activities so that students can complete the vocational skills qualification certificate assessment during the learning process, and prepare for the exam. In the process, we gradually strengthen the mastery of professional skills and gradually develop into highly qualified, comprehensive infant and child care service talents who meet the needs of society and industry.

Disclosure statement

The author declares no conflict of interest.

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