

Paths to Integrating the 1+X Certificate System of Elderly Care into the Training of Higher Vocational Nursing Talents

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Abstract: In order to nurture more application-oriented talents for elderly care, this paper integrates the training of higher vocational nursing talents with the 1+X certificate system for elderly care through theoretical analysis. The paper first elaborates the application significance of the 1+X certificate system in the training of higher vocational nursing talents, and then proposes the ways to integrate the 1+X certificate system into the training of higher vocational nursing talents.

Keywords: Elderly care; 1+X certificate system; Vocational nursing

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1 Introduction

Beginning in 2019, the pilot system of “academic certificate + several vocational skill level certificates” was launched in vocational colleges and applied undergraduate colleges, that is, the pilot work of the 1+X certificate system. Kang Dan^[1] put forward that under the 1+X certificate system, it is necessary to set loose-leaf textbook design content, design the textbook structure from the perspective of professional skills, and integrate the loose-leaf textbook concept into the compilation of textbooks. The establishment of the 1+X certificate system has opened a gap for the integration of the 1+X certificate system into talent training; Xiao Jihong et al^[2] proposed that the building of a vocational skills training model under the 1+X certificate system requires an internal school operation mechanism, a “dual mentor” training team, talent training model

and practical training system to cultivate talents under the 1+X certificate system model and provide outstanding nursing professionals for the society; Zhang Xiaonian^[3] pointed out that in the teaching of elderly care under the 1+X certificate system, the teaching reform needs to be carried out from various aspects, which provided development ideas for the talent training paths of this paper; Zou Wenkai et al^[4] proposed to distinguish the difference between the 1+X certificate system and the traditional system. The subjects of implementation of the traditional national vocational qualification certificate system and the 1+X certificate system are different. To integrate the 1+X certificate system into higher vocational nursing and cultivate excellent application-oriented social talents, we need to determine the four major certificate series, divide the three levels, define the certificate orientation, and innovate training methods, which can strengthen the skills of vocational elders care professionals and cultivate more practical talents for the society.

2 Requirements and Significance of Vocational Skill Level “1+X” Certificate System

2.1 “1+X” Vocational Skill Level Certification System Requirements

To implement the “1+X” vocational skill level certification system, vocational schools should be effectively included in the vocational skill level qualification training, and at the same time, the role of academic qualifications should be further brought into play. Focusing on the “integration of academic background”, organically connect the vocational skill level standards and vocational education

standards, organically integrate the vocational skill level certificate education content and professional curriculum education content, implement vocational skill education and vocational education as a whole entity, and conduct skill assessments. Prepare for professional course exams. By integrating the new skills, new processes, new norms and new requirements reflected in the vocational skill level certificate into the talent training process in a timely manner, the school can actively adapt to the new trends in skills development and the new needs of the job market, which will help to continuously deepen and improve the reforms of higher nursing professional vocational education. Figure 1. Shows the content of the "1+X" system.

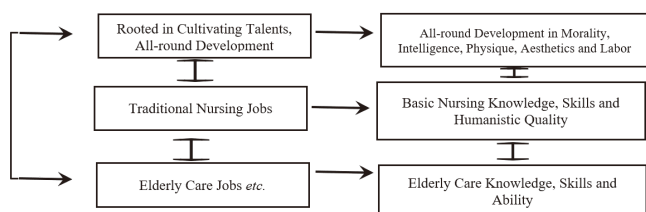


Fig. 1: "1+X" System Content

2.2 Significance of "1+X" Professional Skill Level Certification System

The "1+X" professional skill level certification system provides students with more employment opportunities, broadens the employment direction, urges higher vocational schools to pay equal attention to academic education and vocational training, clarifies the direction of school operations, and deepens the reforms of the talent training and assessment model to better serve economic and social development. Meanwhile, it stimulates the inner motivation of students to learn, fully mobilizes the enthusiasm of social forces to participate in vocational education, promotes school-school cooperation, and promotes the integration of industry and education. Therefore, the implementation of the "1+X" professional skill level certification system in schools will better connect academic education with new trends in technological development and with key positions at the forefront of production services to meet the needs of the job market and fully satisfy the requirements of academic education, complementing with advanced features, adaptability and flexibility. Vocational skill level certification should be rooted in academic education, and supplement and extend

academic certificates^[2].

3 The Paths of Integrating the "1+X" Certificate System into the Training of Vocational Elderly Care Talents

3.1 Restructuring Talent Development Program, Link Professional Teaching Standard with Professional Skills

The talent development program is the overall design and blueprint for talent development. In order to integrate the "Elderly Care 1+X" certification system into the training of elderly care talents, it is first necessary to restructure the talent training program and effectively link the professional teaching level with the professional skill level. It is necessary to systematically study the skill requirements, job scope and evaluation plan of the professional skill standards for elderly care, classify the profession positioning and training objectives of the elderly care profession, and optimize the curriculum and teaching content. Take the intermediate training certificate as an example, it takes 100-160 hours to complete the target vocational skill training^[5]. Therefore, when formulating the talent training program, the standard content is converted into one or two professional core courses, so that the elderly care curriculum system or the core curriculum content of some majors includes multiple education modules and vocational education training at the same time. Leave 1 and X to deeply integrate the talent training program.

3.2 Building the Teaching Team

Model schools, such as vocational colleges and applied graduate schools, are the main beneficiaries of the implementation of the "1+X" certification system, and teachers are the key to the ultimate realization of the nature of "1+X"^[6]. Take nursing work as an example. The first is to strengthen close cooperation with higher nursing professional certificate development and evaluation institutions, encourage qualified teachers to participate in certificate development, and actively introduce certification standards into the dual-mentor system as a way to train dual-qualified mentors. The second is to actively participate in teacher training conducted by certified development agencies, absorb advanced concepts, track development trends, and select teachers to learn advanced skills. Thirdly, further strengthen school-

enterprise collaboration, strengthen school-enterprise joint building, improve technical service capabilities and the ability to organize and coordinate school-enterprise collaboration, implement a dual-mentor two-way exchange system, and provide professional leadership for key teachers and young teachers. The key is to actively involve teachers in partner-level work practices and improve teacher training and teaching skills. The fourth is starting from the system, establish an income and position promotion mechanism for teachers to participate in certification training, and integrate the personal development of teachers with the “1+X” certification system. The fifth is to actively attract outstanding talents from the enterprises, especially the “1+X” department, to enter the education class to play an important role in the education team and introduce the core concepts and important skills of the enterprises into the school and the entire education team.

3.3 Explore and Promote Education Models

The “Twenty Articles of Vocational Education” proposed that vocational education should actively reform the mode of talent cultivation and training, and deepen the reform of the training mode of multi-skilled talent training. The integration of the senior nursing 1+X certification system into the training of higher vocational senior nursing staff fully reflects the new requirements of vocational education reform: “short-term integration, internal and external integration, education and training”. The pilot university will first promote the organic connection between nursing professional education and advanced nursing certificate training, including mixed education, flipped classrooms, online public courses, the combination of theory and practice, centralized education inside and outside the school, and practice in elderly care institutions. Institutions of higher learning should explore the use of education and training models. Integrating students’ professional learning and technical training organically improves students’ learning efficiency. Secondly, pilot universities can exchange academic certificates and professional skill certificates. For example, nursing rehabilitation students can perform advanced nursing skills after completing an academic background and obtaining a diploma through exemptions and strengthening certain subjects. Obtain the nursing professional grade certificate after taking the exams.

In addition, certain subjects can be exempted according to the level of the social guidance certificate that has obtained the technical level certification, and an academic background certificate can be obtained after completing the required courses and credits.

3.4 Strengthen School-school Cooperation, Integrate Industry and Education, Improve the Level of Social Services

With the deepening of China's population aging, the demand for elderly care workers is also increasing. Currently, most of the practitioners in nursing homes are middle-aged women recruited from the society with no medical experience. Therefore, specialized training and skilled nursing staff are needed to provide services for the elderly. Schools should seize the opportunity to strengthen collaboration with nursing homes. In addition, different schools should jointly cultivate talents, incorporate skill level standards into the talent training program, and transfer the knowledge of “elderly care” learned at school to nursing homes. The integration of theory and practice must truly realize the integration of industry and education. It shortens the time for students to adapt to employment, improves the level of social services, realizes the connection between industry and vocational education, and ensures the mutual connection between supply and demand.

4 Conclusions

In summary, integrating the “1+X” system into the training of nursing talents in higher vocational colleges from the school’s faculty, designated talent development programs, exploration and promotion of education models, school-enterprise cooperation, etc. can achieve twice the effects with half the effort.

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