

Exploration and Practice of Training Model for Pet Care and Management Professionals Based on Job Ability Requirements in Pet Medical Industry

Lu Dong*, Yangyang Ma, Yan Yang

Beijing Landscape Architecture School, Beijing 102445, China

*Corresponding author: Lu Dong, akira_518@163.com

Copyright: © 2024 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: With the vigorous development of pet economy, pet medical industry as an important part of the pet industry chain, the demand for talents is changing from “quantity” to “quality.” The professional construction of pet care and management in secondary vocational schools needs to grasp the opportunities of the era, adjust the talent training mode, optimize the curriculum system, innovate curriculum activities, and ensure the high-quality training of talents. This paper starts from the post ability demand of pet medical industry, analyzes the vocational post ability demand of secondary vocational school students, expounds the training strategy of pet professional talents in secondary vocational school, aiming to explore how to improve students’ professional quality and comprehensive ability through teaching practice and reform to meet the industry’s demand for high-quality talents.

Keywords: Post ability demand; Pet specialty; Talent training

Online publication: November 22, 2024

1. Introduction

The report of the “20th National Congress of the Communist Party of China” proposed to “coordinate the collaborative innovation of vocational education, higher education and continuing education, promote the integration of vocational education, integration of industry and education, integration of science and education, and optimize the type positioning of vocational education,” which put forward new requirements for the high-quality development of vocational education. In the process of pet professional education in secondary vocational schools, it is necessary to closely contact the needs of industry enterprises, take the needs of vocational positions as guidance, and improve the accuracy of teaching. In the process of development in recent years, the development of the pet medical industry has become more formal, which has higher requirements for talents engaged in the industry. Practitioners not only need to have good vocational skills but

also should have excellent professional literacy and good learning ability ^[1]. In this regard, pet majors need to combine the needs of job ability, carry out education and teaching activities in various ways, and cultivate students' comprehensive vocational ability to continuously improve.

2. Secondary vocational school pet care and management professional personnel training direction analysis

In the process of educating the pet care and management major of secondary vocational school, students can choose various and personalized directions for their future career development, including pet grooming, pet medical treatment, and pet training. Among them, engaging in pet health care has a high threshold of entry, and requires practitioners to master the basic knowledge structure and necessary abilities after a long period of systematic study. At the same time, engaging in pet health care industry has a good career promotion path ^[2]. According to the “2023–2024 China Pet Industry White Paper” data show that the urban pet consumption market in 2023 totaled 279.3 billion yuan, of which pet health care accounted for 28.5% ^[3]. With the expansion of the market size, the demand for talent in the pet medical industry is also accelerating, which also makes the pet medical direction have good career prospects ^[4]. Therefore, the pet care and management specialty set up by secondary vocational schools have more advantages in the choice of talent training direction, taking pet medical treatment as the direction.

3. Pet medical industry on the vocational ability and quality of secondary vocational school students demand analysis

After graduation, students majoring in pet care and management can directly qualify for the job of pet doctor assistant in the animal hospital. Based on this, it is necessary to clarify the post-ability requirements of this profession and guide the formulation of professional personnel training programs and the development of education and teaching. Through enterprise research, the requirements of vocational post ability are sorted out as follows: First, professional skills related to pet medical treatment should be mastered, such as vaccine injection, laboratory work, and other professional knowledge and skills, skilled operators are more competitive ^[5]. Second, the operator should have the necessary professional quality of the pet industry. Due to the internal aspects of the pet medical industry, practitioners are required not only to diagnose and treat pet diseases, but also to communicate well with pet owners, and reflect professional qualities such as animal welfare awareness, empathy, etiquette and communication skills of practitioners in the whole diagnosis and treatment process. Third, they are required to have a good learning attitude and learning ability. Due to the rapid update of knowledge and technology in the pet medical industry, pet industry practitioners need to have a lifelong learning attitude and good learning ability, to keep up with the development of the industry and their career can have better development.

4. The training strategy of pet professionals based on the requirements of post-ability

After graduation, most of the students of pet majors in secondary vocational schools take the position of pet doctor assistant, and the requirements of the pet medical industry for practitioners are based on this. In the

training of pet professionals in secondary vocational schools, it is necessary to take the demand for post-ability as guidance and carry out a series of talent training activities.

4.1. Optimization of the professional curriculum system enables students to master the necessary professional knowledge

The construction of pet professional courses in secondary vocational schools mainly adopts the way of “cohesion + backward push”^[6]. “Cohesion” refers to the establishment of reasonable professional courses according to job needs and employment orientation. For example, the course “Animal Pharmacology” is designed for students to master basic pharmaceutical knowledge, understand the types and incompatibilities of common drugs used in pet hospitals, etc. Through the course, students can acquire the basic knowledge requirements of working in pharmacy in pet hospitals to link up follow-up practical courses and internship employment^[7]. “Backward push” refers to the construction of professional courses combined with the three-dimensional training goal, and then the teaching order of each course is clarified. For example, the position of pet doctor assistant requires students to have the ability to work in the laboratory, and students need to master the knowledge of animal biochemistry, so it is necessary to open a course in Animal Biochemistry. As chemical knowledge is known as the pre-knowledge of this course, it is necessary to strengthen the teaching of related modules of the public basic course of Chemistry. According to the needs of post-ability, “Chemistry” and “Biology” are compulsory courses in the curriculum system of pet majors, and attention should be paid to the arrangement of teaching sequence. In addition, it should be combined with the changes in the needs of talent ability for the development of the industry and the needs of students’ career development, and constantly optimize the professional course system in teaching practice, so that students can master the necessary professional knowledge and strengthen their comprehensive skills.

4.2. Deepening school-enterprise cooperation to help students improve their professional skills

Deepening school-enterprise cooperation is an important way to improve the quality of vocational school education and students’ professional skills. As the core course of the pet major, “Pet Clinical Diagnosis and Treatment Technology” not only carries the heavy responsibility of teaching the core knowledge and skills of pet disease diagnosis and treatment but also the starting point of students’ future careers. To ensure the timeliness and practicability of the teaching content, the course employs a team composed of senior doctors from pet hospitals to teach the course and integrates the latest technology and concepts of the industry into the class to ensure that the learning process of students is closer to the actual work content, to effectively avoid the disconnect between schools and enterprises.

Enterprise internship is an important part of vocational education. Through the practice of students’ enterprises, students can analyze and solve practical problems in the real working environment, and further improve students’ practical ability and professional accomplishment. At the same time, the internship also provides students with an in-depth understanding of industry positions and the opportunity to adapt to the social environment, so that they have a comprehensive growth in skills and psychology, and objectively open a “green channel” for students to find employment in the future.

4.3. Set up special courses to improve students’ professional quality

According to the job requirements of the pet industry, practitioners not only need to master solid professional

skills but also need to have a high sense of responsibility, good communication skills, and other professional qualities. Despite the difficulty of directly quantifying the cultivation of professional literacy, it plays a vital role in students' careers ^[8]. The teaching of characteristic professional courses can convey the quality of concept cultivation to students, thus shaping students' good behavior habits and improving the effect of education. For example, by carrying out the course "Animal Welfare" to cultivate students' animal welfare awareness and professional quality of caring for animals. Animal caring is a necessary professional quality in the pet industry, so in the course of teaching, students should not only realize the need to love animals but also know how to love animals. For example, in the diagnosis and treatment of pet cats, because cats are sensitive to external stimuli, the proximity of personnel, diagnosis, and treatment operations will lead to cat stress, so the low-pressure operation module of the course, from the hospital lighting tone decoration, cat and dog zoning, cat bag height placement, as well as a variety of operating methods, to discuss ways to reduce the pressure of cats who come to see a doctor reflect the humanistic care for animals ^[9]. In addition, there is the course "Reception Service of Pet Hospital." The goal of this course is to cultivate students' reception serviceability and provide them with more employment opportunities. More importantly, the course integrates the cultivation of professional qualities such as manners, communication skills, and service spirit ^[10]. Through the study and training of the course, the students are gradually cultivated to become a pet industry practitioner with professional quality and can provide customers with quality service.

4.4. Make good use of the function of the training room to implement labor education with professional characteristics

Labor education is to give full play to the educational function of labor, and carry out educational activities for students to love labor and working people. The pet care and management major of secondary vocational school should give full play to the role of the professional training room in the cultivation of students' comprehensive professional quality and labor education according to the objectives of professional personnel training and the characteristics of course teaching, combined with the management characteristics of the professional training room.

4.4.1. Set up the job situation of the pet hospital, and clarify the labor method in the practical training teaching

Vocational education advocates environmental education, and creating a learning environment consistent with the working atmosphere of industry posts will be the most ideal state. Pet professional training rooms should be in line with the functional settings of pet hospital departments, such as the animal operating room, laboratory, disposal room, commodity department, etc. In the process of daily learning and labor in the training room, students have a clear understanding of the work and labor content, process and requirements ^[11]. Thus, it can master the corresponding labor skills, and do a good job for the students' internship and employment.

4.4.2. Develop a professional training room management system to ensure the orderly progress of teaching and labor

Pet professional training room based on the job requirements of enterprises, developed a practical training room management system, and posted or hung on the work site, at any time to spur and motivate students to abide by discipline and hard work. The system has standardized and procedural requirements for work requirements and work processes, which are easy to manage and operate ^[12]. In order to improve students'

professional skills and cultivate students' labor consciousness, professionally raised experimental dogs are managed by students throughout the whole process. The major has formulated the "Regulations on the Management of Experimental Dogs," which quantifies the specific work tasks and labor methods of dog management, such as the number and time of walking the dog, the cleaning requirements of the dog's living environment, etc. so that students have a clear system reference in the labor of raising and managing experimental dogs.

Through special labor education in the training room during the school period, students can have excellent working ability on the post, to help students in future internships and employment.

4.5. Carry out vocational enlightenment education according to the needs of positions

Vocational enlightenment education plays a crucial role in pet professional education in secondary vocational schools. It is not only related to the cultivation of students' professional quality, but also directly affects the planning and development of students' future careers ^[13].

- (1) Strengthen the cooperation with the pet hospital, invite the experts of the pet hospital to the university to carry out corporate culture promotion, share cutting-edge knowledge of the industry, development trends and enterprise employment standards, and help students broaden their horizons and clarify their career direction.
- (2) Invite outstanding graduates back to campus to share personal growth experience, career development path and industry experience, motivate students with real cases and enhance the motivation and confidence of professional learning. Through the interaction between graduates and students, the students' doubts about career planning and skill improvement are answered, and the experience inheritance and mutual learning between students are promoted.
- (3) Encourage students to actively carry out the examination and study of pet industry-related qualification certificates, guide them to carry out good career planning, and establish lofty ideals and beliefs ^[14]. In the daily management process of students, attention should be paid to guiding students to form a good sense of self-discipline and time management ability.

Through the above education and teaching activities, students can have a clear understanding of their future career planning, and at the same time, it can help students form a good learning attitude and habits, improve the initiative of students, and train students to grow into outstanding talents in the pet industry with employment competitiveness and social responsibility.

5. Conclusion

The vigorous development of the industry cannot be separated from the support of high-quality talents. By accurately docking the vocational post-ability needs of the pet medical industry, building a scientific and reasonable curriculum system, implementing the joint teaching of schools and enterprises, setting up characteristic courses to strengthen professional literacy, integrating labor education to cultivate labor ability, and strengthening vocational enlightenment education and other measures, to promote the improvement of professional teaching quality and effectively enhance the core competitiveness of students ^[15]. In the future, the study will continue to explore and practice, and constantly optimize the talent training program, to deliver more high-quality professionals who meet the job needs of the pet industry.

Disclosure statement

The authors declare no conflict of interest.

References

- [1] Kong X, Chen T, Wu L, 2023, Research Report on the Talent Needs of Pet Medical Technology Professionals Under the Background of “Double High.” *China Animal Health*, 25(10): 127–128.
- [2] Lu W, Lu J, Chen Y, et al., 2023, Practical Innovation of the Integrated Education System of “Learning, Training, Competition and Innovation”—Taking the Training of Talents in Modern Pet Technology Majors in Higher Vocational Colleges as an Example. *China Journal of Multimedia and Online Teaching (Mid-term)*, 2023(10): 81–84.
- [3] Feng N, Pan C, 2024, Little Cute Pets Give Birth to the “Big Economy”! Suligao Upgrades to Build a Nutritional and Health Defense Line for Pet Hair Beauty, *Sina Finance and Economics*, viewed on August 27, 2024, <https://finance.sina.com.cn/roll/2024-08-27/doc-incmachn5961360.shtml>.
- [4] Mu S, Zhu H, 2022, The Pet Industry Urgently Needs 368,000 Professional Talents. How to Cultivate “Pet Doctors”? *People’s Daily Online*, viewed on November 21, 2022], <http://yn.people.com.cn/n2/2022/1121/c372455-40202471.html>.
- [5] Jiang L, 2023, Exploration and Practice of the Talent Training Model of “School-College Collaboration, Four-Level Progress” for Pet Majors. *Contemporary Animal Husbandry*, 2023(6): 80–82.
- [6] Han R, Liu X, Kong C, et al., 2021, Exploration on the Talent Training Model for Pet Majors in Higher Vocational Colleges. *Today’s Animal Husbandry and Veterinary Medicine*, 37(12): 109–110.
- [7] Wu M, Li Y, Dai X, et al., 2020, Analysis of the Effect of the Theoretical Course of Veterinary Pharmacology Combined with Animal Hospital Practice on Improving Professional Knowledge. *Hubei Animal Husbandry and Veterinary Medicine*, 41(10): 44–45, 48.
- [8] Zhu J, Liu Y, 2020, Innovation and Practice of the Training Model for Pet Majors in Higher Vocational Colleges, Including Entrepreneurship Orientation, Integration of Courses and Certificates, and Combination of Education and Training. *Henan Agriculture*, 2020(21): 4–11.
- [9] Li J, Wei H, 2020, Construction and Research on the Talent Training Model of “Integrating Courses and Positions, Advancing Knowledge and Action” for Pet Maintenance and Training Majors in Higher Vocational Colleges. *Contemporary Animal Husbandry*, 2020(6): 39–41.
- [10] Gao Y, Dong L, Zong Z, et al., 2024, Practical Research on the Construction of “Pet Hospital Front Desk Services” Course Based on Vocational Ability Training. *China Science and Technology Journal Database Research*, 2024(1): 035–038.
- [11] Yang H, Huang C, Chen Y, et al., 2017, Construction of Resource Sharing Platform for Animal Medicine Professional Laboratories Based on the “School-City Integration” Model. *New Curriculum Research (Mid-)*, 2017(1): 22–24.
- [12] Zhu M, Liu G, Zhao B, et al., 2019, Practical Exploration of the Modern Apprentice Talent Training Model of “Three-Stage Progressive Six-Job Rotation Training” Based on Germany’s “Dual System” for Higher Vocational Pet Majors. *Heilongjiang Animal Husbandry and Veterinary Medicine*, 2019(18): 168–171.
- [13] Wang J, 2024, Curriculum Construction of Vocational Enlightenment Education in My Country in the New Era: Positioning, Logic, and Path. *Vocational and Technical Education*, 45(1): 19–26.
- [14] Ye Q, 2018, Exploration and Practice of Talent Training Model for Higher Vocational E-Commerce Majors Based

on Job Needs—Taking Ningxia Vocational and Technical College as an Example. *Business Culture*, 2018(25): 66–70.

- [15] Duan D, Gao S, 2018, Exploration and Practice of Job Demand-Oriented Talent Training Model for Electronic Information Engineering Majors—Taking the Electronic Information Engineering Major of Anyang Institute of Technology as an Example. *Computers and Telecommunications*, 2018(3): 13–15.

Publisher's note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.