

Research on the Teaching Reform of "Fund Investment Practice" under the Integration of "Post Course and Competition Certificate"

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Abstract: In April 2021, the National Vocational Education Conference, Sun Chunlan clearly said that it must "strictly follow the establishment of moral education, improve the type of positioning, and accelerate the creation of a modern vocational education system. Adhere to the comprehensive education model of 'post-course competition certificate', improve the efficiency and quality of education, enhance the smoothness and flexibility of career development channels, deal with problems efficiently, and strengthen the attractiveness and recognition of vocational education for the audience". As the core course of wealth management in Wenzhou Vocational and Technical College, as one of the three major directions of future employment for wealth management students, and as one of the means for mass investors to unlock their wealth freedom, how to conduct the course of Securities Investment Funds well, enhance students' interest in learning, improve the practical skills of students in higher education institutions, and meet enterprises' demand for talents in fund management is an urgent issue to be dealt with at present. The article focuses on the overall design of the Securities Investment Fund course as a carrier, deeply analyzes the problems of the teaching of Securities Investment Fund, and proposes the integration of the "post-course, race and certificate" education mechanism, so as to break the traditional teaching mode, reduce the negative impact caused by it, and reconstruct the curriculum system from multiple perspectives, such as the integration of the course and certificate and job requirements. The curriculum system is reconstructed from various perspectives, such as the integration of courses and certificates and job requirements, in order to improve the vocational ability of wealth students in a comprehensive manner.

Keywords: Higher education; Post-course evidence; Securities investment funds.

1. Introduction

1.1. Background of the Study

The main purpose of higher vocational education is to cultivate "highly skilled talents" for the society and to ensure that the talents cultivated can meet the requirements of the development of the society. The course content includes fund classification, fund trading, management operation, valuation, income expense and profit, information disclosure, etc. It is a professional course set up in accordance with the relevant talent training objectives, focusing on the direction of banks, securities, funds and other practitioners, from the current ability structure of banks, securities, funds and other companies for talent requirements, in addition to requiring practitioners to have certain professional qualities, they must also have a better In addition to a certain level of professionalism, practitioners must also have good fund marketing skills, skilled fund trading skills, etc. Therefore, the course "Securities Investment Funds" not only teaches the basic principles of theory, but also focuses on improving job competencies and skills training. This requires the integration of the "post-course and competition certificate" education mode.

In 1991, the State Council published the Decision on Vigorous Development of Vocational and Technical Education, which clearly pointed out the need to implement the "double certificate" system in a gradual and progressive manner. In 1991, the State Council issued a decision on vigorously developing vocational and technical education, in which it was clearly stated that a "double certificate" system should be implemented step by step, and that employers should consider job qualifications or technical certificates in

terms of salary and merit. Five years later, the Law of the People's Republic of China on Vocational Education clearly stipulates that vocational education should be integrated with national vocational levels or classification standards, and that vocational qualifications and training certificates should be implemented. The legal basis for the implementation of the "dual certificate" policy. A long time ago, many scholars were more vague in their analysis of the definition of dual certificates, and they generally believed that the exclusion of academic certificates, as long as they could be used by employers as relevant "certificates" for induction pay and merit-based recruitment, etc., could be regarded as an extension of dual certificates, which should also be recognised by the law and introduced into "The coexistence of such a variety of certificates is a "necessity in a period of rapid economic growth". It was not until 2002 that the former Ministry of Labour and Personnel's "Opinions on Further Promoting the Implementation of the Vocational Qualification Certificate System in Vocational Schools" explicitly proposed that the qualification certificates of relevant technical personnel should be linked to the academic certificates of vocational schools in a gradual and progressive manner. The policy level clearly defines "dual certificates" as academic certificates and vocational qualification certificates. In fact, there is a fundamental difference between a vocational qualification certificate, an "X" certificate and a certificate reflecting a student's learning process. Credentials. Since the 18th National Congress, the State Council has committed itself to implementing a series of major projects, launching a number of pilot reforms and supportive policies to promote the progress of vocational education in the current new development context, providing it with a broader scope for

development, especially since the publication and implementation of the National Implementation Plan for Vocational Education Reform and the publication of the Action Plan for Improving the Quality and Excellence of Vocational Education (2020-2023). In particular, the publication and implementation of the National Vocational Education Reform Implementation Plan and the Notice on the Issuance of the Action Plan for Improving the Quality and Excellence of Vocational Education (2020-2023), which constitute the socialist vocational education system with Chinese characteristics in the new era, have provided valuable references for higher education institutions in the area of "post-course competition certification", and brought more opportunities for development, laying a solid foundation for future development. The system has been developed over the past 30 years.

Over the past 30 years, the development of comprehensive education in the field of "post-course and certificate" in higher education institutions has matured and yielded significant results, which has injected more vitality into the development and innovation of the curriculum in higher education institutions. A number of higher education institutions with a high level of experience are currently exploring the field of 'post-course competition', incorporating their own strengths and innovative development mechanisms. An analysis of the theoretical inquiry shows that the core of the comprehensive education of "post-course and certificate" is to combine the personal professional ability of students in higher education institutions with the spirit of craftsmanship, which is an effective channel to solve the current mechanism of China's over-emphasis on theory and under-emphasis on practice, as well as the lack of high-end excellent knowledge talents. The integration of courses and certificates has enhanced the status of the profession in the curriculum content by reflecting the characteristics of professional development and job requirements through the introduction of post-defined courses.

However, there are still many shortcomings in the development of many higher education institutions in the field of "post-course and certificate" comprehensive education, which are mainly reflected in the following points: Firstly, there is a lack of enthusiasm for "post-course and certificate" integration, and the research process is more passive, generally under the trend of a series of policies promulgated by the state. Secondly, there is a lack of investigation in the field of "introducing post into class" to dig deeper into the field of "post-course-competition-certification" integration, which leads to the easy formation of thinking misunderstandings in the process of practice and theory. Thirdly, in the practice of "post-curriculum and race certificate" integration, there is no diversified perspective of overall investigation to analyze, and many current investigations are only limited to the experience of the practical field of regulation, and the theoretical system is still to be perfected.

1.2. Purpose of the Study

The integration of "post-course, race and certificate" is known and recognised by the public in accordance with the implementation of vocational skills competitions and the 1+X certificate system, which involves four well-known systems in the teaching and industrial sectors, which are constantly integrated in the structural composition of the supply side of talent training and the demand side of the market, constituting

a new development context. The integration of these systems in the field of talent training in higher education institutions is a new development. The specific definition of "post" refers to the demand for job competence in the market, technological progress and industrial structure innovation will lead to certain adjustments in the demand for talent competence. The integration of school and enterprise resources as a carrier, the integration of school and enterprise training development teaching mode as a platform, the school and enterprise joint planning talent training mechanism, so that professional and industrial and teaching and production, etc. can be better integrated connection, which is also the industry to know the excellent talent training guidelines. The specific definition of 'curriculum' refers to a teaching system and school curriculum that is closely linked to the development of industry, with the development of professional clusters as the central grouping logic to optimise the methodology and content of the curriculum with the learner as the core, in the context of the current development of higher vocational clusters. From the original implementation of teaching and curriculum construction based on subject knowledge systems, there is a gradual transition to the implementation of teaching and modular curriculum design based on vocational workflows and project-based systems, and the building of a comprehensive resource pool of information, which is the main focus of education for the training of highly knowledgeable people. In terms of "competitions", this refers to the different levels of competition, such as world and national, from which the best talent is selected through the organisation of competitions. The "certificate" is the 1+X certificate, which is a certificate of vocational skills that is implemented within the institution and is a proof of the specific vocational and technical skills that the learner needs to have after completing the career and task development of the corresponding job and industry, which is an effective credential for the training of highly knowledgeable talents in the certificate sector.

The aim of this article is to explore the integration mode of "post-course competition certificate", to realize the teaching reform requirements in the course of "Fund Investment Practice", to increase the training of talents and to expand the number of outstanding talents in the team.

1.3. Research Programme

1.3.1 Literature research method: through the knowledge network and other literature databases, to obtain the application and system construction of the integration of the "post-course, race and certificate" education mechanism in the course.

1.3.2 Experimental research method: Take the course of "Fund Investment Practice" as an example, apply the integration mode of "post-course, competition and certificate" to the whole teaching process, such as classroom, practice, competition and examination, and analyze and summarize the way and degree of integration.

2. Problems

2.1. Course Content not Aligned with Business Practice

In the past, when setting the content of the course "Securities Investment Funds", the relevant departments focused on theoretical teaching, including fund investment principles, etc. And the course content lacked attention to the

current situation of industry development, practical skills teaching, and less combination of new industry products such as (FOF, REITS), new industry models (MOM), and new industry cases. As a result, the teaching content is only based on the textbook chapters, the teaching focus is only based on the teacher's perception, and the teaching practice is only combined with the examination exercises. Teachers are not clear about the employment requirements of enterprises, students do not understand the employment skills required, and the course content is not aligned with the reality of enterprises. In June 2022, the authors introduced Wenzhou private equity fund - Wenzhou Qiyuan Asset Management Co., Ltd, as our school's cooperation base for teachers undertaking fund courses to conduct corporate research, with a view to contacting the latest practices of fund companies and reflecting the most cutting-edge fund information into the teaching design.

2.2. Course Schedule not Conducive to Student Certification

At present, the two main types of certificates that wealth management students in higher education institutions can obtain are the Banking Practitioner, Securities Practitioner, Fund Practitioner and 1+X Occupational Skills Registration Certificate. As the current securities industry is constantly being updated, many of the regulations for the securities qualification examinations have also changed, so the range of options available to students is focused on the two parts of the fund and banking practitioner. However, due to the limited time available for fund classes, the classroom content does not meet the needs of the examinations. Currently, the school only offers examinations for the Banking and Securities Practitioners. Students can only prepare for the fund exams after school, and as a result, the number of passers for the fund qualification is much lower compared to other certificates.

2.3. Disconnect between Courses and Skills Competitions

How to further enhance students' skills in securities investment competition through the teaching of "Securities Investment Fund" on the premise of the pilot course "Theory and Practice of Securities Investment" is a problem that needs to be solved for the integration of "Securities Investment Fund" into the course and competition. It is an urgent problem to be solved. At the same time, how to combine the securities investment software with the fund investment course to realize the fund teaching of learning and practicing is also a major problem.

3. Reform Proposals

The project will effectively introduce the integration of "post-course competition certificate" in the "Fund Investment Practice" course, so as to realise the education goal of building the curriculum system with competence modules as units, transforming competition results into teaching resources and incorporating professional qualification certificates into the teaching plan.

3.1. Integration of classes and posts

In terms of the integration of courses and posts, i.e. the curriculum is coordinated with the business level requirements of the relevant company's fund positions, and

the professional course content is set up strictly in accordance with the current situation and development objectives of the positions. On the basis of extensive research and listening to suggestions from front-line experts from Shanghai Securities, Qiyuan Capital Management and other companies, fund sales positions, fund investment and research positions, fund operation positions, typical job tasks of the positions and the competency objectives of the relevant positions are established, the latest industry certification standards and excellent talent training mechanisms are integrated with each other, training mechanisms are constantly improved, and competency boards are set up so that they form units to build the curriculum system. Students will be trained with professional competence, professional knowledge, professional skills and professionalism (as shown in Table 1). At the same time, a high-level dual-teacher teaching team is constructed. Follow the principle of professionalism and relevance in creating a dual-teacher structured course teaching team, with the team comprising part-time industry teachers and full-time teachers, led by professional leaders, and highlighting the rigour of following certificates and job training. Reinforce efforts to improve the level of the teacher team. By advocating teachers to summarise their practical experience, professional teachers are promoted to be more adaptable to teaching practical courses and improve their teaching level. Sound and improved working mechanism to expand the range of competence levels of full-time teachers, including teaching practical course design, basic course delivery, etc.

Table.1 Post-based courses

Positions	Typical work tasks	Professional Competence
Fund sales positions	1. Design and implement fund sales plans and achieve sales targets. 2. Develop high net worth clients and provide investment advice to clients.	Marketing skills
Fund investment research positions	1. Asset allocation 2. Market research	Analytical skills
Fund Operations positions	1. Fund redemption, conversion, registration and other operations. 2. Fund data clearing and fund clearing statement production.	Operational skills

3.2. Integration of curriculum evidence

In terms of the integration of courses and certificates, that is, to achieve the coordination of vocational standards and

contents of professional courses, and to pay attention to and add vocational skills certificates and vocational qualifications when designing teaching plans. The Securities Investment Funds course has been closely integrated with the Practitioner Examination since its inception, and the syllabus of the course is designed with reference to the Practitioner Examination syllabus. In addition to the content of the course fully reflecting the examination points and teaching objectives, the best way is to use the actual exam questions to do classroom exercises and stage tests, and at the same time, to build an online teaching resource library for the examination, and to add a column for the examination direct to the course content. Adopting the form of combining the main and supplementary aspects, the main line of Fund Investment Practice is classroom teaching, the supplementary line is industry certification, innovative education and social practice are the carriers, combining the main and supplementary aspects and cultivating them together, integrating multiple aspects as a whole, including teaching content and teaching objectives, etc. With the help of regular course assessment and learning projects, students will have completed the fund-related vocational skills registration certificate study and examination and got the certificate at the same time.

3.3. Integration of classes and competitions

In terms of the integration of courses and competitions, i.e. skills competitions are integrated into the education process. The corresponding skills competition for "Fund Investment Practice" is the Zhejiang University Student Securities Investment Competition. It is proposed that the competition content and experience will be integrated into the course design through the collation of competition insights, competition specifications, theoretical knowledge and competition results, and the results of the competition will be transformed into teaching resources.

4. Conclusion

For the problems in the course of "Securities Investment Funds", the focus is to summarize the lessons learned, the "post-course competition certificate" integration of the education model, in the integration of the course certificate, job requirements and other dimensions, the "Securities Investment Funds" course to carry out teaching reform, with a view to cultivating professional talents to meet the

requirements of social development.

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