

Distributed Education Talent Cultivation Model and Practice in Higher Vocational Colleges

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Abstract: Power The distributed running of higher vocational colleges is different from the running of a single campus, and the talent training mode is affected by space, time and other factors, which is the core part to be discussed. This paper draws lessons from the experience and summary of multi-campus running in foreign countries, analyzes the typical management modes of colleges and universities in different countries, and puts forward experience suggestions for the training mode and practice of distributed running talents in higher vocational colleges in China. To sum up the connotation and formation attribution of multi-campus management in China's higher education institutions (vocational colleges), that is, we need to strengthen the awareness of talent cultivation and innovation, clarify the functional positioning of each campus, realize the cross-integration of disciplines, and further deepen the cooperation mechanism of production, teaching and research in each campus.

Keywords: Distributed Education, Talent Cultivation, Higher Vocational Colleges.

1. Introduction

The model of school management should be an important concept of talent training model in terms of extension or connotation. The word "pattern" refers to the standard style of things. Specifically, it is the gradual formation of a number of elements under the influence of certain conditions, as well as the formation of internal laws and typical characteristics in the process of development. The more complex a thing is, the more complex its constituent elements and the pattern of its existence. For this reason, the mode of running a higher education institution refers to an operational model with certain typical characteristics, including the objectives, funding sources, modes of operation, educational structure, management system and operation mechanism, which is formed under certain socio-historical conditions and certain philosophy of running a higher education institution. At present, there is no common definition of "schooling model" in educational theory. Some scholars have defined the mode of schooling as a structural system that has normative significance for educational activities and can promote the optimal configuration of the elements in educational activities. Therefore, in the practice of running higher education in China, there are such expressions as VET group running mode, industry-university-research integrated running mode, apprenticeship running mode, Sino-foreign cooperation running mode, order-based joint school-enterprise running mode, etc. These expressions are closer to the "talent training model" in terms of the practical process of teaching and its theoretical origin. Firstly, it has a holistic organisational system structure, which includes its design and the deployment of resources for different educational elements in its implementation. The mode of schooling includes management system, training and academic system, etc. It is in fact the mode of running education, which is a collective term for the composition and operation of the education system, with various connotations and broad extensions.

The analysis of the connotation of these modes shows that the multi-campus mode is a mode of operation in the history

of higher education, and this mode or the way of cultivating talents is also applicable to higher vocational institutions. However, it is based on the in-depth study of the individual differences in the universal system that we can analyse the overall structure of the multi-campus system and the behaviour of talent cultivation in a more fair-minded and precise perspective, with the objectives of forging diversified talents, passing on technical skills and promoting employment and entrepreneurship.

2. A Summary of The History, Models and Experiences of Multi-campus Schooling Abroad

(1) History of multi-campus schooling abroad

Multi-campus education abroad has been in existence since the 12th century and has mushroomed since the Second World War. Due to differences in national circumstances, geography, economic development and cultural background, the way in which multi-campus schools are run varies greatly from country to country. Some are based on the need for more space for educational development in the course of school development, while others are designed to meet the needs of structural adjustments in higher education. All in all, multi-campus education has a long history in foreign countries, and the various factors and conditions involved in its formation have complemented each other and worked together to mature and improve its development to date.

Multi-campus universities in the United States emerged before the Second World War, only then in relatively small numbers, and their development was at a nascent stage. It was after the Second World War that the modern multi-campus university system of American higher education really took shape and developed. In particular, the enactment of the Veterans Power Act by the US Congress in 1944 and the launch of the first Soviet satellite in 1957 provided a major stimulus to the willingness of US citizens to pursue higher education. In 1960, the California Master Plan for Higher Education gave birth to the first multi-campus university system, the California Higher Education System (CHES).

Over the next 20 years, the multi-campus university system has mushroomed and become a bright spot in the huge American higher education system. For example, the University of California and the University of Houston.

The multi-campus operation in the UK was formed in the context of the rapid development brought about by the Industrial Revolution in the 19th century in terms of economic development and social progress. The University of London, founded in 1836, is very British in character. The University of London was originally formed by the merger of University College London and King's College (with University College London having a high degree of autonomy). The merger became two colleges of one university. With the rapid growth of higher education in the UK in the 1960s, it expanded dramatically, merging a number of schools to form a consortium (consortium) of 53 colleges and institutes, including Imperial College of Science and Technology, Wythenshore Agricultural College, London School of Economics and Political Science, Birkbeck College and the School of Oriental and African Studies. The majority of the University's campuses are located in the same city and are managed on a 'college' basis, regardless of the distance between them. "This means that the colleges operate independently of each other and are primarily responsible for teaching and learning, with the awarding of degrees being the responsibility of the Council. In this way, the University of London became the first multi-campus university in the UK, providing a typical example of the multi-campus approach to higher education in the UK.

At the beginning of the 12th century, the University of Paris, the oldest university in Europe and the oldest in the world along with the University of Bologna in Italy, enjoyed a high international reputation. The University of Paris is known as "the most active place for the spread of the spirit of France". It is not only the mother of European universities, but its centuries-old history has made it the glory of the French nation. The University of Paris was formerly known as the Sorbonne, an ecclesiastical institution attached to Notre-Dame de Paris, and was officially named a "university" by King Louis VII in 1180, reflecting the important role played by the Church in education. "When the French Revolution broke out in 1789, Napoleon renamed it the "Imperial University". The result was that the French government abolished the restriction of having only one university district and grouped together those with similar geographic locations, teaching philosophies and course content into 13 external sub-campus, each of which was independent and unaffiliated, and the number was only a serial number and did not represent the respective These 13 universities are independent and unaffiliated, the number is only a serial number and does not represent the quality and ranking of each university, thus forming a typical example of multi-campus education in France.

The multi-campus in Japan was formed mainly during the period of revival and reform of higher education after the Second World War. According to the history of evolution, Japanese universities have similarities to Chinese universities in that they both started with the establishment of single-discipline colleges. Subsequently, mergers between institutions took place in order to integrate disciplines. As a result of these mergers, the number of subject-based colleges increased, resulting in Japanese multi-campus universities that are characterised by a 'fragmentation of disciplines' and

are located in close proximity to each other. The University of Tokyo, Japan's first national university, was established in 1877 and has three campuses, the majority of which are located in Hongo, Bunkyo-ku, Tokyo. The other campus is the Komaba Campus, which is the location of the Faculty of Education and Health Sciences and some of its logistical facilities, i.e. it is mainly characterised by the teaching of basic courses and undertakes basic teaching for junior and middle school undergraduates, and once students have entered their senior years, they are transferred to the main office of the Hongo Campus and enter directly into research practice in various research institutes; the Roppongi Campus is a production and application-oriented technical research institute, with a more unique schooling machinery and research system, with major projects and The Roppongi campus has a unique academic and research structure, with major projects and research projects forming the corresponding research groups, and the training of postgraduate students alongside research. The three campuses of the University of Tokyo are clearly positioned, have distinctive functions, and are highly complementary to each other, which can be useful for the orderly use of other branch campuses.

In the 1980s and 1990s, multi-campus universities were formed in Australia through the merger of institutions. Through institutional mergers, the government gradually merged 16 universities with 60 colleges into 36 universities. The Australian Catholic University, founded in 1850, was formed as a multi-campus university through the gradual merger of colleges, with eight different campuses in Brisbane, Sydney, Canberra, Ballarat and Melbourne. Griffith University is also a multi-campus university, a federal government funded institution of higher learning, also formed through the gradual merger of colleges, with six campuses, including Nathan, Mount Gravatt, Gold Coast, Laugan, Queensland School of Art and Queensland School of Music.

Compared to other European countries, German universities are relatively recent, but have a long history of multi-campus operation. As early as 1868, the renowned Technical University of Munich was founded, consisting of three campuses - the main campus in the city centre, the Garching campus and the Weihenstephan campus - which were laid out according to the requirements of the development of the disciplines. The main campus is home to architecture, civil engineering and surveying, business economics, earth sciences, electrical and information engineering and medicine (clinical teaching centre); the Garching campus has chemistry, mathematics and computer science, mechanics and physics; the Weihenstephan campus has nutrition, land planning and environmental science, agriculture and horticulture, biological sciences, forestry, landscape design and landscape planning, nutrition and food engineering, Engineering, etc.

An analysis of the history of multi-campus universities abroad shows that, despite the different social and scientific and cultural backgrounds of each country, the formation and historical conditions of multi-campus universities in all countries have common features, namely that they were generally created to meet the growing national demand for higher education and to respond to the development of disciplines and new technological revolutions. It can be said that while providing the foundations for the sustainable and rapid development of higher education worldwide, they also

provide high-quality education, research and public services for the social, economic and cultural transformation and innovation of their host countries. It is also worth noting that the multi-campus approach has greatly contributed to the diversification and interdisciplinary integration of universities.

(2) Typical management models of foreign multi-campus universities

Due to the differences in political, economic, cultural, management philosophy and style factors in different countries, the choice of a multi-campus university operation model varies from country to country. For example, the California State University system in the USA, the centralised management model of the University of Tokyo in Japan and the modular management model of Kyung Hee University in South Korea, etc. Even in the same country, the choice of a multi-campus operation model may vary from one university to another, for example, the University of California in the USA adopts a divisional management model, while Cornell University in the USA adopts a college model. It goes without saying that, regardless of the type chosen, different countries will want to adopt an appropriate multi-campus model to achieve efficient and standardised educational management, harmonise the power structure of the university and ultimately achieve sustainable development in terms of quality, efficiency and scale of higher education.

The multi-campus decentralised management model is more common in European and American university systems, also known as the federal decentralised model. This model is more suitable for giant university organisations with relatively long distances between campuses and large differences in disciplinary functions, and is a multi-campus model that has been developed to address the need for expansion and diversification of campus organisation. It is based on the function of the school district to divide the campus, each campus according to its own function can set up one or more business units, because the university to implement unified management and administrative planning of each campus, each campus basically has the conditions of independent operation. Examples include the California State University system, the State University of New York system and the University of London system, whose management model is shown in the diagram below

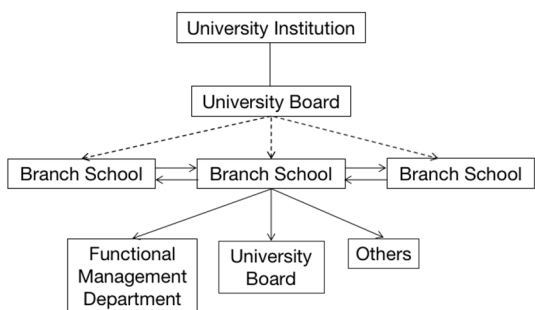


Figure 1. Decentralised management model

The above analysis reveals four main features of the decentralised multi-campus model: firstly, the establishment of a university board of trustees as the highest governing body, which exercises corporate powers on behalf of the university externally. The entire Board of Trustees is composed of 17

members, 15 of whom are approved by the State Assembly and appointed by the Governor, and two from the President of the University Student Union and the President of the Professors respectively. The Rector of the university system is the chief executive officer, the highest administrative authority, appointed and selected by the Board of Trustees through elections, and is responsible for the unified planning and management of the various branch campuses and is directly accountable to the Board of Trustees ; secondly, the University Board of Trustees is responsible for formulating the macro development plan of the university as a whole, and the development plan and policies must be formulated in line with the development requirements of the individual campuses and ensure that the policy and plan can be successfully implemented on each campus. In terms of its functions and powers, the main responsibility of the head campus system is to coordinate the interests of the head campus with those of the branch campuses, and between the branch campuses and the university and the government, without interfering in the specific affairs of the branch campuses, so that the autonomy of the branch campuses can be guaranteed accordingly; thirdly, each campus is completely independent in terms of finance, with the university as a whole making a one-off allocation to each campus and not interfering in the financial expenditure and use of each campus. Thirdly, each campus should be completely independent in terms of finance, with the University as a whole making a one-off grant to each campus and not interfering in the financial expenditure and use of each campus. This approach is not only conducive to securing more funds, but also avoids to a certain extent vicious competition between campuses and waste and attrition within the system. Fourthly, in order to improve efficiency and reduce duplication, and to ensure a balanced development of quality and efficiency in the university system, the strategy of "centralised decision-making and decentralised management" is applied, i.e. the university system provides services of common interest that cannot be performed independently by individual universities: legal support, database mining, etc., while the system only provides the necessary supervision of research or academic aspects. The system provides only the necessary supervision of research or academic work and actively encourages cooperation between the various campuses. This ensures the stability of the structure of the various faculties and the creation of a favourable teaching and academic environment, which ensures the development of the quality of teaching and research in each faculty.

The tiered management model has become the predominant form of public higher education in the United States today, most typically represented by the California Public Higher Education System. The current pattern of this system was developed under the 1960 California Master Plan for Higher Education. It retains the dominance of traditional education while upholding the respective 'missions' of the three types of public higher education institutions, which the OECD (Organisation for Economic Co-operation and Development) uses as a blueprint for providing mass access to post-secondary education. Kerr-Clark was a central figure in shaping the California Higher Education Master Plan, and indeed the higher education system worldwide, and Clark was acutely aware that "consensus-building is particularly important when the so-called 'triple helix system' of three types of public higher education is to maintain its distinctive function and role in the overall framework It is particularly

important that the University of California is used for doctoral training and to meet the political needs of a rapidly growing population; that for the state colleges, the ardent pursuit of elite academic research status is not the right choice, but instead insists on the implementation of a model of applied technical training ; and that the community colleges create a new landscape of open access, with the relative guarantee of access for every high school graduate or any individual who is eligible for admission. The 1960 California Higher Education Master Plan, created by Kerr-Clark and his contemporaries, made higher education accessible to tens of thousands of American families, creating one of the strongest public research university systems in the world.

Based on the California public higher education system, the tiered management model is shown in the following diagram.

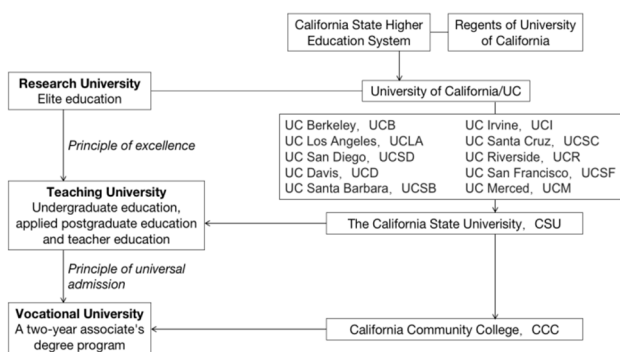


Figure 2. California Public Higher Education System, USA

The California public higher education system was shaped by its own political, economic and cultural factors. In terms of political factors, no university can be separated from its national ideology and its historical mission, which was reversed in 1957 in response to the pressures of the recession - to fund a massive expansion of public higher education in response to a large labour market. The transformation of the unemployed into the employable population through the continuing education of the working population in professional, vocational and basic arts and sciences courses both saved the economy and promoted education, using knowledge as a tool for solving problems. More noteworthy is the third level of the system, the Community College (CCC), based on the principle of universal access, which removes barriers to entry to higher public universities for every high school graduate or any eligible individual in large numbers, effectively responding to the power struggle for educational equality for young people of colour and the lower classes, and the new demand for equality of opportunity in education. Thus, while political factors provided the exogenous variables for the construction of California's public higher education system, economic factors provided the endogenous demand for its creation, and it was this endogenous demand that gave rise to the "generalization of rights" against authoritarianism and the shift from a public mission to one open to all qualified young people.

The multi-campus centralised management model, also referred to by some scholars as the linear management model or the split-level management model, also focuses on the fact that the development of schools is limited by space and geographical conditions, and the only way to run a multi-campus school is to expand into new areas by taking land from surrounding areas. The primary characteristic of

centralised management is the concentration of school-level management (administrative) bodies, headed by the headmaster's office, on a core campus, with the administrative bodies and staff of each campus assigned by the head office (core campus) to perform management functions on behalf of the head office. This model breaks down the horizontal management system of the campuses, and is based on a single head office and a single set of management bodies. In contrast to the decentralised management model described above, the centralised management model gives the senior management body authority over the academic, teaching, financial and research bodies of each campus, which means that each campus has relatively little decision-making power or independence. Relatively speaking, this management model is more suitable for universities with relatively close proximity between campuses, small university size, similar hierarchical disciplines across branch campuses, and strong integration, such as the University of Tokyo, McGill University in Canada, and Hopkins University in the USA.

As an example, the centralised management model at the University of Tokyo in Japan is shown in the following diagram.

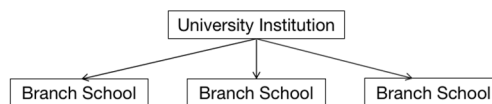


Figure 3. Centralised management model

One of the distinctive features of this centralised management model is that, after the university has been expanded, the main body of the university remains unchanged, regardless of the number of branch campuses, so that the policies specified by the main university can be better implemented and enforced in each branch. The centralised management model, with a clear division of labour and status among the branch campuses, allows the university to integrate resources, co-ordinate and organise the overall operation of the university in a more focused manner, promote cross-fertilisation and integration of disciplines, and promote the development of strengths and emerging disciplines. However, when it comes to the relocation of students after their senior year, this model requires a large number of departments to work together, and there is a lack of communication between students who move to the main campus and those who move to the original campus. In addition, although the campuses are relatively independent, the centralised management model makes it difficult to develop a healthy competition mechanism between the campuses, making it difficult to maintain a calm tone of "mutual cooperation and friendship" between the campuses and the overall operation of the campuses, and the willingness to strive for excellence in development is somewhat lacking.

The modular management model is also known as the "integrated management model" or the "college model". The modular model is a combination of the advantages of the decentralised and the centralised model. ; the college model is a multi-campus university that takes the disciplines as a starting point, with each campus designed according to the geographical location of the disciplinary cluster (professional cluster) and deployed by the university. . In short, the modular management model is based on the actual situation of each campus, through a reasonable campus and policy planning,

spatial layout, each sub-campus choose their own appropriate management model, the organic combination of centralised management model and decentralised management model, to compensate for the shortcomings in the operation of the above two models, so as to obtain the overall advantages of running the school.

Using Cornell University and Kyung Hee University in South Korea as examples, the modular management model is shown in the following diagram.

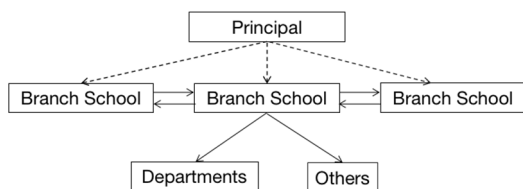


Figure 4. Modular management model

In a multi-campus university led by a modular management model, each branch campus reflects obvious disciplinary characteristics according to its own resource advantages, while each faculty is given greater autonomy from each other, facilitating the reform of the university's internal management system; in particular, the model is conducive to the restructuring of disciplines and the integration of resources, facilitating the complementarity of advantages between disciplines, which can create free space for the development of emerging disciplines and provide universities with The interdisciplinary research has laid a solid foundation for higher education, and it is easy to run professional characteristics. However, it should also be noted that, as different disciplines and majors belong to different campuses, it will be more difficult to deploy and share public teaching resources across disciplines, which may have a certain impact on the overall cohesion of the university; if the campuses are far away, it will inevitably lead to duplication of resources and a series of management costs such as transportation or communication and coordination costs, which will have an impact on management efficiency.

(3) Summary of experience

In summary, multi-campus universities have become a major mode of higher education provision in foreign countries, and have been standardised and matured over a long period of time, and are gradually becoming more efficient and exemplary. As can be seen from the successful cases of many countries, although the functional positioning and management mode of multi-campus universities have their own characteristics, they also have their similarities: for example, each university campus is independent of the other and has greater autonomy; in the process of formulating their own overall development plan, enrolment plan or teaching plan, they are all autonomous by the college or school emperor; in terms of financial input, the state allocates funds directly to the core campus (headquarters) through relevant policies and regulations. In terms of financial input, the state allocates funds directly to the core campus (headquarters) of the university through relevant policies and regulations, and then the main campus makes secondary distribution; whether it is the centralized multi-campus operation or the tiered operation, each university not only solves the problems of educational space and discipline characteristics, but also realizes the balance of educational equity and efficiency,

greatly reduces the disadvantages brought by the scattered campus space, and makes the management of multi-campus universities come out of the road of development suitable for the actual needs of the university. This has enabled the management of multi-campus universities to develop in a way that suits the actual needs of the universities, providing some worthwhile experiences for the management and talent training of multi-campus universities in China.

3. Connotation and Formation Attribution of Multi-campus Management in Higher Vocational Colleges

Compared with foreign multi-campus universities, China's multi-campus universities were gradually formed under the promotion of the government in order to meet the needs of social development and deepen the reform of the higher education system, and their management functions, organizational structure, management mode and operation mechanism have more special characteristics; in addition, in the history of China's higher education development, there is no sufficient experience in managing multi-campus universities, nor is there any theoretical research on multi-campus university management. In addition, there is no sufficient experience in managing multi-campus universities in the history of China's higher education development, nor is there any theoretical research on multi-campus university management. Even though there is more mature experience in multi-campus management in the West, it is different from the background and development trajectory of multi-campus universities in China, and there is no complete and mature experience for China to learn from, but the law of higher education development has certain commonality. Therefore, it is important to discuss and study the management of multi-campus universities in China in comparison with the western multi-campus management model, in order to enrich the theory of multi-campus management in higher education institutions and guide the practice of multi-campus management in higher vocational education.

By combing through the relevant research literature, the formulation of multi-campus universities in China is largely consistent. According to Chen Yunchao and Shen Hong, a multi-campus university refers to a university with one independent legal personality and two or more geographically disconnected campuses to operate. Such disconnected campuses are referred to as campuses within the university; Yan Xiping and Zhang Anfu point out that a multi-campus university has the status of one independent legal person but has at least two campuses that are geographically disconnected; Shong Huarong builds on the concepts of the two aforementioned scholars and re-emphasises that there must be only one legal entity as the school running in a multi-campus school. According to the above-mentioned scholars' consistent understanding on the concept of multi-campus ontology, this study considers that a multi-campus university refers to, a university consisting of a main area with two or more disconnected campuses, with only one independent legal entity and a unified university name, and each branch campus has no independent personnel and financial rights to run the school. The National Programme for the Implementation of Vocational Education Reform clearly states that vocational education and general education are two different types of education with equal importance, therefore,

the exploration of the connotation of multiple campuses of general higher education institutions is important for enriching the theory of higher education. Therefore, it is of great practical significance to explore the connotation of multi-campus in general higher education institutions to enrich the theory of higher education and to guide the practice of multi-campus management in higher education.

(1) The motivation for the formation of multi-campus operation in China's higher education institutions

The multi-campus layout of our universities can be traced back to the 1950s. The change from single-subject institutions to multi-subject institutions led to a new wave of university founding in China, which laid the groundwork for the reform of university management system and layout adjustment afterwards; furthermore, as education in various places is constrained by many factors such as history and environment, the development of universities located in urban centres is confined to geographical location and space of places, and they must expand their school area through the land in the suburbs (districts) to achieve their comprehensive In addition, as people's demand for higher education becomes higher and higher, and the function of universities to serve the society becomes more and more obvious, many universities realize that a single discipline is not conducive to the enhancement of the comprehensive strength of the university, and in order to change the situation of their own single discipline, upgrading to a multi-disciplinary or comprehensive university becomes an inevitable choice for campus expansion. Fourthly, along with the diversification of the financing of universities and the global economic system, the mode of running schools is also becoming more and more diversified. In this background, private schools, private institutions, university-enterprise cooperation and Sino-foreign cooperation have emerged, and new forms of running schools have given rise to some new campuses to meet the needs of different forms of running schools.

(2) Two major motivations for the formation of multiple campuses by stepwise operation of higher education institutions

The expansion of higher education institutions provides a good opportunity for multi-campus formation and development. In 1999, the Ministry of Education issued the Action Plan for the Revitalisation of Education for the 21st Century, a document that proposed that by 2010, the gross enrolment rate in higher education would reach 15% of young people of the appropriate age. Since 1999, based on solving the economic and employment problems, general undergraduate colleges and universities and specialist colleges and universities began to expand their enrollment numbers; in 2019 and 2020, the government work reports of the two national conferences proposed to expand higher education by 1 million and 2 million respectively. At the same time, the Ministry of Education has issued a special plan for the implementation of the expansion of higher vocational education. After the expansion of higher vocational education, fresh high school graduates, ex-servicemen, laid-off workers, migrant workers and other people from different fields and different learning backgrounds are gathered in higher vocational colleges and universities, and the quality and structure of students have changed greatly. The return and manifestation of the diversified functions of governance will break the single-campus model of higher vocational education institutions and become a new norm for higher

vocational education institutions to expand their scale of operation and promote high-quality development through joint construction and management, merger and integration, joint operation, distributed operation and multiple campuses.

The assessment criteria for higher vocational schools are the most concentrated table direction formed by multiple campuses. Since 2000, the number of colleges and universities in China has expanded rapidly, from 442 (including colleges and universities) in 2000 to 1,321 in 2013, an increase of nearly three times; the number of students also increased from 1.008 million in 2000 to 9.736 million in 2013, an increase of nearly ten times. In response to the increasingly fierce competition in education and the need to adapt to the transformation and upgrading of local industrial and economic development, the state launched in 2006 the implementation of the "National Model Higher Vocational Colleges Construction Plan", "Action Plan for the Innovative Development of Higher Vocational Education" in 2015; "Construction Plan for High-level Higher Vocational Schools and Specialisations with Chinese Characteristics" in 2019, which respectively "The assessment index of school conditions makes clear requirements, which makes institutions with original area less than the standard per student inevitably have to expand their campus area, however, most of the original campuses are mostly established in city centres or urban areas, plus the decision time of campus expansion lags far behind the landing time of construction planning in city centre blocks, which makes universities have no space around their original sites, for this reason, more For this reason, more higher vocational institutions have to turn their perspectives to the peripheral areas of the city which are still to be developed, thus resulting in the distribution of multiple campuses, which not only meet the construction requirements of "first-class higher vocational institutions" or "double-high institutions" but also their own development needs, and on the basis of improving the old campuses, build new campuses in the suburbs of the city or In addition to improving the old campuses, the university will build new campuses in the suburbs of the city or county, thus forming an extended multi-campus distribution pattern.

4. General Reflections on The Talent Model of Distributed Higher Vocational Institutions

The new era of higher vocational institutions on the path of campus construction planning to choose whether to adopt a concentrated single-campus centralized schooling or decentralized multi-campus distributed schooling, such as the choice of decentralized multi-campus schooling, what must be considered is whether multi-campus distributed schooling is adapted to the development of this school? What are the implications of a distributed school? The ultimate goal of multi-campus distributed schooling is to continue to implement the fundamental task of vocational education to educate people, to open up channels for the growth of technically skilled people, to consolidate the quality of training of highly skilled people, and to establish a learning and living environment that is more suitable for students to develop their careers.

There is no doubt that after the completion of multiple campuses, it means that the scale of expansion of the school should also reach its peak. At this time, we should first consider the functional positioning of the main campus and

the branch campuses themselves, the setting of professional levels, the mining of disciplinary advantages, the overall development direction, especially the optimization of the main campus, otherwise, it is difficult to achieve the original intention of $1+1>2$ in the operation of multiple campuses. The famous American anthropologist Benedict proposed in his masterpiece "Cultural Patterns" that "modern science has shown in many fields that the whole is not a combination of all its parts, but a new entity resulting from the unique combination and interconnection of parts. Gunpowder is not the sum of sulphur, saltpeter and charcoal. One cannot show the nature of gunpowder even if one recognizes all the forms each of these three substances takes in nature ". The higher education institutions formed by the combination of multiple campuses must overcome the drawbacks of organic integration of schooling ideology, campus culture, human resources, disciplinary interaction and educational wholeness brought about by this distributed schooling pattern. In this case, the author believes that concentrating on building a main campus is the goal option to achieve the "Pareto optimum" of distributed schooling. In other words, the main campus should be used as the leader of the multi-campus construction (the main body), and the integration and crossover of disciplines should be implemented in this campus, so as to create a good interaction between disciplines and the quantity and quantity of each, and thus drive the substantive integration of the multi-campus and the perfection of the disciplinary structure. At the same time, we will focus on building a strong culture on the main campus, showing the glorious history, good learning, campus culture and values and behaviours inherited from the history of a higher education institution, so that the "diversity" of the culture of multiple campuses will eventually converge into a unified style on the main campus. The unique university spirit formed will then be communicated, filtered, integrated and absorbed with the culture of each campus to form the quality components of each campus, thus gradually standardising, institutionalising and rationalising it. Secondly, the quality assurance system for vocational education should be improved to form a development pattern of positive interaction between industry and education and complementary disciplinary advantages among the campuses. Each campus should make use of its own disciplinary advantages to achieve crossover, integration and penetration of multiple and interdisciplinary disciplines, build scientific and reasonable discipline clusters, promote continuous development among disciplines, increase the overall strength of discipline construction and promote the high-quality development of modern vocational education.

(1) Innovating an educational talent development system in line with career development

Talent training mode is a fundamental issue in the field of higher vocational education, and where there is talent training, there is talent training mode. But not all talent cultivation models can highlight the self-consistency between the external school environment and the internal school structure? The exploration of talent training models should become an important engine to promote the high-quality development of modern vocational education. The author believes that in the process of high-quality development of higher education today, while the overall planning and construction of campuses must be done well and the geographical location and number of campuses must be carefully chosen, it is more important to prudently design and integrate the disciplines of each campus, integrate the design of the vocational education

personnel training system, promote the setting of vocational education majors, training objectives, curriculum systems and training programmes at all levels, and improve the overall quality of teaching and learning for the long-term development of schools development and prosperity.

In order to cultivate talents under the distributed operation mode of multi-campus, it is necessary to respect the external factors such as local culture, economy, environment, industry and talents, and to uphold the internal and actual situation of resource allocation, functional positioning and teaching strength of each campus. The modern mode of cultivating highly skilled talents, which is in line with the distributed operation of higher vocational schools, should get rid of the long-standing pile-up and patchwork of "educational elements", the lack of "educational concept" and the shackles of "teaching reform". The "teaching reform" is bewildering and on the sidelines. For example, we should vigorously promote the talent cultivation mode of county-run schools: county economy occupies an important position in China's socio-economic development, and high-quality development of county economy is an important means to fully realize rural revitalization during the period of China's 14th Five-Year Plan. 2021 March "14th Five-Year Plan "In March 2021, the Outline of the Fourteenth Five-Year Plan and Vision 2035 clearly proposed to "develop county economies and promote the integrated development of one, two, three industries in rural areas", and in March 2022, the Government Work Report proposed to "strengthen county economies". In March 2022, the Government's Work Report proposed to "strengthen the county economy" and in 2022, the No. 1 document of the Central Government emphasized "vigorously developing county industries for the people". It can be seen that the development of county economy needs a large number of enterprises and professional and skilled talents, and the implementation of the "double-zero" talent training model in higher education institutions can effectively serve the high-quality development of China's county economy and provide important support for the revitalization of the countryside; for example, we can try to carry out a classification training model to implement the teaching and training according to the material. For about 70% of the students, we will cultivate high-quality applied talents with strong innovation, entrepreneurship and practical ability with the orientation of high-quality employment; for about 20% of the students, we will cultivate high-quality composite talents with "multi-discipline" with the orientation of high-quality entrepreneurship; for about 10% of the students, we will implement elite education to cultivate academic For about 10% of the students, we provide elite education to cultivate academic and engineering elites. In order to cultivate students' innovation, entrepreneurship and practical skills, the university has implemented a four-semester system since 2014, adding short winter and summer semesters of two and four weeks respectively, and using the short semesters to focus on social practice, practical training, science and technology innovation and other short-semester practical activities. The first one, oriented towards high-quality employment, cultivates high-quality applied talents with strong innovation and entrepreneurial and practical skills; for about 20% of students, oriented towards high-quality entrepreneurship, cultivates high-quality composite talents with "multi-discipline"; for about 10% of students, implements elite-type education, cultivates academic and engineering elites, and cultivates students with innovative

entrepreneurial and practical skills. To cultivate students' innovative and entrepreneurial skills.

(2) Clarifying the functional positioning of multi-campus in the context of integration of industry and education

Multi-campus operation has a strong promotion effect on higher vocational institutions to expand development space, integrate schooling resources, deepen schooling quality and improve schooling efficiency. Under the background of industrial transformation and upgrading, the demand for talents in regional social and economic development has changed greatly, which has put forward higher and newer requirements for the cultivation of talents in higher vocational education. Therefore, based on the exploration of multi-campus talent training mode, the concept of integration of industry and education is further integrated into the functional setting and positioning of multi-campus in the new era of higher vocational education, which plays an irreplaceable role in reflecting the differentiation, specialisation and branding of majors in the region. The factors influencing the functional positioning of campuses are broadly divided into internal and external factors, as shown in the figure.

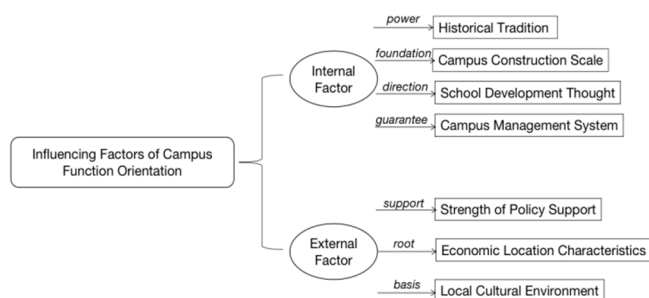


Figure 5. Factors influencing the functional positioning of the campus

In terms of external factors, while upholding the history and tradition of the university, the strong involvement of local industrial factors should be strengthened, and the local industrial factors should be refined to guide the layout of disciplines on each campus, as well as the overall development of the campus and the region in which it is located. The campus planning should be oriented towards the distribution of industries and the layout of related disciplines on the same campus, so as to create the advantages of disciplinary or professional clusters and to bring together relatively scattered disciplinary resources on one campus, thereby optimising the quality and efficiency of schooling. In terms of the functional positioning of the campuses, we insist on planning the campuses with "clustering characteristics", co-ordinating the resources of all parties with "deep integration", creating the ecology of the campuses with "joint co-ordination", and improving the quality and efficiency of the campuses with "interaction and win-win". "To deepen the exchange and cooperation between campuses by "opening up and sharing", so as to clarify the development ideas and functional positioning of each campus; from the internal factors, we should sort out the resources of each branch campus and deepen the integration of industrial In terms of internal factors, it is necessary to sort out the resources of each branch campus and deepen the integration of industrial factors. In the higher vocational institutions with the integration of industry and education as the core talent cultivation mode, the resources include not only the university's own discipline strength, teaching power, scientific research, internal

structure, but also the various equipment, instruments, production lines and related projects invested for the industrial side. The overall layout and design of the campus must be integrated with the university.

(3) Formulating scientific and reasonable discipline development plans to achieve cross-fertilization of disciplines

According to the successful experience of world-class universities, a scientific and reasonable discipline development plan should generally meet the following conditions: broad basic disciplines, obvious advantages of applied disciplines, high level of humanities and social disciplines, clear and outstanding role of leading disciplines, interdisciplinary crossover and penetration between disciplines. If a higher vocational college is to draw up a discipline development plan according to this criterion, it should, first of all, investigate the current situation of the disciplines on each campus, find out the research direction of each discipline, the strengths and resources of each discipline, and identify the strengths and weaknesses of each discipline. In fact, according to the nature of the disciplines, all disciplines should be classified into three categories: basic, applied and technical disciplines, and according to the needs of social development and the trends and characteristics of scientific and industrial development, the leading disciplines of each category should be established. Once again, with the leading disciplines as the leaders, and according to the internal law of discipline development, each discipline cluster is considered comprehensively, so that the clusters and clusters support each other, rely on each other and promote each other, forming an organic whole, in which each discipline has its proper place and has its space for development, which relatively avoids the contradictions brought about by discipline adjustment, and is thus conducive to the coordinated development of each discipline and the realisation of talent training goals. In addition, in order to optimise the distribution of disciplines, when setting up disciplines on each campus of a multi-campus higher education institution, the criteria for optimising the distribution of disciplines on multiple campuses should be followed, namely, efficiency of resource utilisation, integration of disciplines, functional positioning of the campus, historical tradition and geographical location, etc. . The resources of higher education institutions are divided into tangible resources and intangible resources. Intangible resources refer to resources that cannot exist in physical form, such as the academic reputation of the university; tangible resources are resources that exist in physical form, including material resources, human resources and financial resources. As for the integration of disciplines, it is difficult for higher education institutions, but relatively speaking, it is very important to achieve the integration of disciplines for the sustainable development of the university as a whole; therefore, the most optimal setting of disciplines on each campus is established from several (set as n) campuses based on the above guidelines to best promote The hierarchy is shown below.

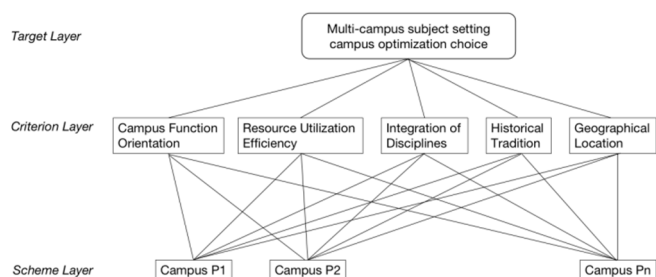


Figure 6. Hierarchical model of the optimal set-up of disciplines on each campus

(4) Exploring the innovation of multi-campus management model for higher education institutions

China's multi-campus universities basically belong to the pattern of multiple campuses on one main campus at present, with some campuses maintaining relative independence in terms of disciplines. However, with the gradual establishment and maturity of the senior undergraduate system, there will be a new and diversified trend in the development of campuses and higher education, and in the management of campuses and higher education. In particular, double universities and high-quality schools will again expand multi-campus to become more independent and form their own social reputation, thus forming a pattern of a senior undergraduate management system and various branch campuses, from this point of view, it is very necessary to There is a great need for exploration and innovation in the model.

Distribution by discipline highlights the characteristics of talent training: under the premise of one main campus, the management system of different campuses organized by discipline is implemented, i.e. the colleges organized by discipline are functionally positioned according to the relevance of the discipline and the degree of pull and contribution to the society, economy and education of the region to which they belong in the locality. This is conducive to clarifying the objectives and positioning of VET undergraduate education, increasing the integration and transformation of majors, and creating specialised and branded majors; it is also conducive to strengthening curriculum optimisation, establishing a sound curriculum system, better grasping advanced scientific management methods, improving efficiency, strengthening professional learning and exchanges, actively carrying out similar teaching and research activities, and promoting "specialist education The development of "specialised education".

Deepening school-enterprise cooperation to build industrial colleges: with the current rise of new industries and the iterative change of urban modernisation, higher education institutions should actively carry out bilateral and multilateral technical collaboration with local high-quality enterprises to build technical skills innovation platforms, specialised technology transfer agencies and university science and technology parks, technology business incubators and crowdsourcing spaces, so as to promote the training bases for vocational talents on both sides, and on this basis promote the joint construction of school-enterprise On the basis of this, we will promote the co-management of industrial colleges and enterprise colleges, extend the space for vocational schools, enrich the form of schooling and open up space for the training of talents.

Deepen the collaboration mechanism between industry, academia and research in each campus to provide good social services. The national implementation plan for vocational

education reform points out that "vocational colleges should, according to their own characteristics and talent training needs, take the initiative to cooperate with qualified enterprises in talent training, technological innovation, employment and entrepreneurship, social services and cultural inheritance". For the regional economic system in which the distributed multi-campus of higher education is located, the social service function of higher education institutions has gradually come out of the relatively independent ivory tower and is moving towards the heart of the economic and industrial system through the periphery of the university and economic battlefield, and is still developing deeply. Therefore, it is necessary to strengthen the combination of industry, academia and research between multiple schools, establish and improve the operation mechanism of collaboration between our university and scientific research institutions, enterprises and institutions, so as to share resources and complement each other's advantages, be able to obtain information with a sharper perspective, grasp the dynamics of science and technology and economic development with a more rapid pace, and make the favorable conditions and potentials such as exchange of information resources and development of information resources possessed by higher vocational multi-campus better serve The advantages and potential of multi-campus exchange and development of information resources between higher education institutions can better serve society.

5. Conclusion

The above-mentioned geographical division of school running and the integration of school running concepts have broken the traditional dichotomy of main and branch schools, centralised and decentralised, with more emphasis on the participation and cooperation of multiple governance bodies and the optimisation of power relations from top-down to multi-directional extension; the new situation of government, enterprises, industries, markets, social organisations and other forces working together to run schools and run the same governance is seen from the implementation path. As in the case of Wenzhou Vocational and Technical College, the reality of the "East, West, North, South and Central" classification of the distributed pattern of school running, to be precise, is the practical implementation of the autonomy of school running, but also to promote the autonomy of the school, is the level of school running, quality and strength of the comprehensive embodiment.

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