

Research on the Focusing Problems of Talent Cultivation in the Undergraduate Section of '3+2' Higher Education Collaborative Nurturing

-- Taking Zhaoqing College's Economics and Management Major as an Example

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Abstract: The '3+2' high school and undergraduate collaborative education programme, as a model of collaboration between higher vocational and undergraduate colleges and universities in cultivating talents, has an important role to play in the development of higher vocational subsequent education. At present, in the two-year undergraduate training of undergraduate colleges and universities participating in the cooperation, the main focus of the problem is that the curriculum is not in place for 'specialised' docking, the students' class time is too concentrated, and the ability to solve the students' 'anxiety' problems needs to be improved. Therefore, improving the collaboration mechanism between higher education institutions, dynamically adjusting and perfecting the curriculum, promoting small class size and online/offline integrated teaching, and making efforts to solve the pressure of coursework and psychological pressure of employment faced by students are the directions of improvement that undergraduate institutions should consider in the future to promote '3+2' collaborative education.

Keywords: Vocational Technology; Post-secondary Education; '3+2' Collaborative Education; Curriculum; Student Management.

1. Introduction

Since 2010, many provinces and municipalities across the country have been carrying out various forms of collaborative training pilots between higher vocational and technical colleges (e.g., this article refers to the speciality level without special instructions) and undergraduate schools. Among them, '3+2' high (higher vocational colleges) and this (undergraduate colleges and universities) collaborative training is a more extensive model. That is to say, after completing three years of specialist education and entering the undergraduate stage through the transfer examination to continue studying for two years, after completing the undergraduate stage and passing the graduation thesis defence, the undergraduate graduation certificate and degree certificate will be awarded. The '3+2' training is different from the general post-secondary education (post-secondary), post-secondary student source is not fixed, as long as the college graduate, in line with the admission requirements of the school can be enrolled, some schools provide for the new recruitment of professional cannot be restricted by the original speciality of the college. '3 + 2' collaborative cultivation, student source (school) fixed, the name of the specialty is the same or similar, is a number of higher vocational colleges and universities and undergraduate colleges and universities through the signing of the agreement on co-operation and training, in accordance with the agreement to carry out collaborative personnel training mode. The model is characterised by focusing on the articulation of specialisation and the coherent integration of five years of education.

With the in-depth promotion of the '3+2' collaborative cultivation model of higher vocational colleges and universities in China, it is important to study the problems in

the '3+2' collaborative cultivation model of higher vocational colleges and universities and further improve the mechanism of collaborative cultivation in order to promote the 'continuing education' of students in higher vocational colleges and universities. "It is of great significance to promote the systematisation and completeness of vocational teaching in Chinese colleges and universities.

Although the '3+2' talent cultivation model has made certain achievements after more than 10 years of operation, there are a series of problems that need to be explored in its operation. At present, scholars' discussions are mainly focused on the perspective of higher vocational colleges and universities, for example, Zhang Ying (2023) takes the tourism management major of vocational and technical colleges as an example, analyses the institutional mechanism problems existing in the professional high school talent training mode, and explores the feasible direction of the development of the '3+2' mode of talent cultivation [1]; Zhu Ping (2014) takes the computer science and technology major of vocational and technical colleges as an example, and discusses the feasible direction of the '3+2' mode of talent cultivation. 2014) takes computer science and technology in vocational and technical colleges as an example, and discusses the construction of talent cultivation quality assessment system from the aspects of talent cultivation objectives, process, and effectiveness [2]; Liu Huijuan (2016) takes vocational and technical colleges as a perspective, and discusses '3+2' segmented talent cultivation course articulation issues from the perspective of accounting profession. The modularisation and systematic construction of the curriculum and the teaching mode and the construction of teachers [3]; Yan Juan (2019) discusses the mode of collaborative education between universities and enterprises in higher vocational colleges and universities from the

perspective of higher vocational and undergraduate articulation [4]; and Wang Zhiming (2022) discusses the management of students at the senior stage of the '3+2' higher vocational and undergraduate sectional cultivation [5]. Some scholars also explore the issue of 3+2 high-budget collaborative talent cultivation from the perspective of vocational undergraduate, for example, Chen Xiaorong et al. (2016) elaborated on the characteristics of vocational undergraduate education, and elaborated on the development ideas of vocational undergraduate in high-budget collaborative talent cultivation in terms of talent cultivation positioning and curriculum system [6]. In fact, both applied general undergraduate and vocational undergraduate schools attach importance to the improvement of students' application ability, only that vocational undergraduate colleges and universities focus more on the training of specific job abilities. At present, most of the vocational education at the undergraduate level in China is completed by relying on local applied general undergraduate colleges and universities, for example, in Guangdong, most of the undergraduate colleges and universities in the '3+2' collaborative education co-operation are applied general undergraduate colleges and universities such as Zhaoqing College, of course, there are also some high-level research universities (which are mainly piloting the There are also some high-level research universities (these universities mainly pilot special applied technology majors, such as e-commerce (vocational education teacher training) at South China Normal University) and vocational undergraduate colleges and universities that have just recently been upgraded to university. At present, there are not many articles discussing the problems and improvements of '3+2' talent cultivation from the perspective of applied undergraduate colleges and universities in the light of the reform of information technology teaching and employment, and this paper tries to make further attempts in this regard.

This paper takes economic management majors (international economics and trade, accounting, marketing, e-commerce, etc.) as an example, and refers to the operation of pilot majors in some domestic colleges and universities and the research results of scholars, to explore the current problems and feasible countermeasures of '3+2' collaborative talent cultivation.

2. Main Issues of Focus at The Undergraduate Level of the '3+2' Training Programme

According to the '3+2' talent cultivation programme, the prerequisites for senior vocational students to be eligible for two years of undergraduate study are that they can complete all the courses at the specialist level when they enrol in undergraduate study, graduate on time and pass the examination for transferring to another speciality at the beginning of the second semester of the third year. However, considering the collaborative cultivation, generally according to the cultivation agreement, the cultivation programme of specialist and undergraduate programmes should be negotiated by both schools (mainly through the person in charge of the specialties), and some courses of the cultivation programme, especially the articulated courses of the undergraduate stage, should be negotiated, i.e., with reference to national standards of teaching quality of undergraduate specialties, and discussing the promotion of the integration of

specialties and undergraduate courses, so as to ensure that the specialties and undergraduate courses are reasonably articulated to form a complete training system.

At present, judging from the specific situation of the piloted majors, there are still irrational design of undergraduate curriculum plans in the cooperating undergraduate institutions, as well as other focal problems that need to be solved, such as unscientific arrangement of the class time of the courses, and the urgent need to improve the students' academic assistance and career counselling, mental health services, and so on. All of the above aspects need to be continuously improved in the practice of undergraduate training.

2.1. Undergraduate Curriculum to be Adjusted and Improved

Higher education and undergraduate curriculum, should be dynamic and close convergence, that is, to pay close attention to the dynamics of industry changes, adjust the curriculum. We should pay attention to the pre and post-delayed correlation of the specialised courses; at the same time, we should pay attention to the undergraduate curriculum to reflect a certain degree of higher order (reflected in the breadth and depth of theoretical course content and the comprehensive training capacity of practical courses); and we should pay attention to the curriculum to take into account the arrangement of the classroom hours and the existing knowledge base of the graduates of the higher education institutions. That is to say, the curriculum should generally reflect complementarity, higher order and feasibility.

In the '3+2' synergistic talent training programme, based on the limitation of class time, general knowledge courses are generally no longer set up at the undergraduate level or are set up in small quantities. The various types of specialised courses designed should be complementary to the specialised courses and should also reflect the characteristics of higher order and feasibility.

complementary, higher-order aspects, the current undergraduate curriculum design and speciality than does reflect a certain degree of complementarity (for example, the opening of the course as far as possible not to repeat, set up more professional theory courses), but higher-order (in a sense, higher-order is also a supplement to higher vocational education, but also a part of the complementary) highlights the lack of. For example, marketing, undergraduate courses are generally not the same as the specialist stage (for example, marketing and network marketing courses have been opened in the specialist, the undergraduate is not repeated). If part of the same name with the specialist course or similar professional foundation courses still needs to be opened, in the course content setting, the requirements than the specialist to reflect a certain degree of higher-order sex. However, at present, there is a lack of a regular regulatory mechanism in this regard, and it is somewhat difficult to implement the higher-order nature in practice. For example, the undergraduate marketing course 'E-commerce Data Analysis' is similar to the 'Data Analysis Fundamentals' course of the speciality, but in practice, the undergraduate teachers do not or seldom communicate with the person in charge of the speciality's corresponding course to negotiate and apply for a different undergraduate textbook than the speciality. However, in practice, undergraduate teachers do not or seldom communicate with the leaders of the corresponding courses in the speciality to discuss the application of undergraduate

teaching materials different from those of the speciality and to design the focus of the classes, which means that the advanced level of undergraduate courses cannot be fully guaranteed.

At present, the basic content of some undergraduate professional core courses is partially duplicated with the courses that have been taught in the speciality, and if this part of the content cannot be expanded well, it will naturally fail to stimulate the students' interest in learning; coupled with the fact that some undergraduate schools may not be able to match the on-campus experimental (practical training) facilities of the courses with those in the original exemplary vocational colleges and universities of the students, there is a psychological gap between the students, and the students are disappointed or even bored with their studies. They will be disappointed and even bored.

In terms of feasibility, the contents, methods and assessment methods of some basic theory classes need to be changed. According to the requirements of the cultivation plan, higher vocational higher mathematics (or economic mathematics) and statistical analysis courses for economic management majors are not mandatory courses, especially mathematics courses, but they are the basic courses for undergraduates. For other undergraduate majors, there are also basic courses that are not offered in the higher vocational level, but must be offered in the undergraduate level. At present, most of the courses in the undergraduate section of '3+2' are offered in accordance with the standards of the existing undergraduate courses, but for the basic courses such as economic mathematics mentioned above, based on the overall arrangement of credits, the number of hours will be reduced, for example, economic mathematics will be reduced from two semesters to one semester, and the number of hours will be reduced from 96 hours to 48 hours. At present, how to make students understand the basic knowledge of the course systematically according to their actual situation (the existing knowledge base of higher vocational students) and how to complete the learning tasks in the shortened hours involves the feasibility of the course. This involves the feasibility of course offerings, that is, the reasonable design of course content, the necessary changes in the mode of instruction and the diversified reform of assessment methods and other comprehensive follow-up. At present, the work in this area is mostly in the process of exploration and requires continuous adjustment and optimisation.

2.2. The Curriculum is too 'Tight'.

The two-year curriculum of the '3+2' undergraduate section requires the completion of two years of undergraduate junior and senior courses as well as some of the core courses of freshman and sophomore year to make up for the shortfalls, together with the practical courses such as thesis design. The total number of credits required for the undergraduate section is about 70 credits. However, in the second semester of the fourth year (i.e. the fourth semester of the '3+2' undergraduate section), schools usually arrange students to go out for internships for the whole semester (some schools put it in the first semester of the fourth year), so there are only three semesters of the two years of study in school, which leads to a concentrated course schedule. As there are many courses in a week, especially when the same course is scheduled in a centralised manner, students will easily be 'tired of attending classes'.

Since the '3+2' collaborative training of talents has been

carried out in the relevant majors of domestic high school undergraduate schools, one of the problems that students have responded to is that there are too many classes in a week, especially the same course is too concentrated, and there is little free time for arrangement. The class time is too concentrated in the same course once even 4 classes or more, while the normal scheduling of 2-3 classes a time; or 1 week too many classes (individual internship training courses due to the special requirements of the venue time exception), the normal arrangement is 1 time a week (most courses), there are in-class experiments in the course can be arranged 2 times a week. Too much concentration of a course is likely to trigger a certain degree of student 'boredom'.

At present, under the stable situation of the overall credits of '3+2' undergraduate courses, how to scientifically arrange the class hours needs to be precisely planned and feasible ways of improvement need to be sought.

2.3. Student Management Services Need to be Improved Urgently

Student management services, both in terms of restraining certain behaviours of students, but more in terms of providing diversified services. To a certain extent, student management is also service. Three years of graduation of higher vocational students re-entry, equal to the second college, but the undergraduate stage of learning, employment situation is different from the same speciality; many students are also facing multiple choices, such as civil servants, institutions (speciality can also be examined but fewer units) and postgraduate study, etc., all of the above links will bring them a certain degree of psychological pressure. Schools should pay attention to students' psychological pressure problems in time, and provide assistance to help them solve their confusion.

Employment pressure. At the undergraduate stage, most students will face employment pressure. However, as '3+2' senior vocational graduates have already experienced three years of specialised study, they generally hold higher expectations for their employment prospects after two years, and when a series of uncertainties such as changes in the social environment may affect or lower their expectations for employment prospects, they will be confused and may thus lead to their psychological pressure. 'aggravated'. Therefore, as an undergraduate institution, on the one hand, we should focus on improving the quality of student training and enhancing employment competitiveness. On the other hand, it should also focus on guiding students to make good career planning, that is, to understand the students' possible future employment positions (or all kinds of examinations for employment or future employment, such as civil servants, institutions, postgraduate admissions and other exams), to do a good job of the employment market (or examination situation) analysis (especially near graduation 2 semesters), to provide employment (or examination) related to a series of counselling, and so on. This is a multi-departmental and comprehensive work, i.e., it requires the collaborative efforts of full-time teachers, student counsellors, class teachers, and staff of the Employment Office. At present, due to the influence of the domestic and international environment, the overall employment of economic and management majors is in the doldrums, and the relevant personnel directly engaged in student employment services need to know more about the national industrial policy, and do a better job of detailed employment publicity and guidance work.

Study pressure. Some students graduated from '3+2' higher vocational school of economics and management class will feel the difficulty in learning some undergraduate courses, especially some basic courses that require mathematical and scientific knowledge may fail the supplementary examination or repeat the study. Some students may also fail to complete the dissertation on time and fail to defend in time.

At present, most of the economic and management students graduated from higher vocational colleges are weak in the knowledge of mathematical and scientific fundamentals, writing and other aspects (in addition to the weak mathematical and scientific fundamentals, the weak writing ability is also a common problem among the students in higher vocational colleges, mainly because of the graduation of specialised students who do not generally do the requirements for thesis writing). Therefore, how to ease the need for mathematical and scientific knowledge of the basic course examination pressure, dissertation writing pressure, is both an important part of the teaching and learning, but also student management services staff (counsellors, etc.) focus on the content of the need for close collaboration between student management and academic management functions. However, at present, the mechanism of interdepartmental collaboration in some schools is not satisfactory, mainly due to the uncertainty of enrolment majors each year, and the construction of some ongoing mechanisms for training work needs to be improved.

3. Analysis of Feasible Countermeasures

After years of operation of '3+2' collaborative cultivation model of talents in domestic colleges and universities, many places have made it a unique model of 're-education' for higher vocational graduates, and it has become an 'experimental field' for demonstrative higher vocational colleges and universities to explore undergraduate education. 'Experimental field'. In Guangdong, the collaborative training classes of various higher vocational schools have become a popular direction (class) for students to apply for each year.

At present, most of the local ordinary undergraduate colleges and universities in China take the road of applied undergraduate (or transition to applied undergraduate); most of the domestic private undergraduate colleges and universities are independent of the second-level colleges run in cooperation with the former well-known universities, and basically take the road of ordinary applied undergraduate schooling. After upgrading to undergraduate education, some of the higher vocational colleges and universities follow the path of ordinary applied undergraduate education, while some of them are directly changed to universities engaged in vocational undergraduate education. For example, in Guangdong, there are three newly upgraded vocational undergraduate universities, namely, Guangdong Vocational University of Commerce and Industry, Guangzhou Vocational University of Science and Technology and Shenzhen Vocational and Technical University. In order to promote the development of higher vocational education, in promoting the '3+2' co-operation in the training of talents in various places, no strict distinction is made between vocational undergraduate programmes and applied undergraduate programmes at the undergraduate level. In fact, in promoting the development of vocational education, for example, the

'1+X' certificate examination promoted by Guangdong not only applies to higher vocational colleges, but also covers applied undergraduate colleges. Applied undergraduate colleges and vocational undergraduate colleges are both piloting the '3+2' joint training programme, and there is no strict difference between the two types of undergraduate colleges and higher vocational colleges in terms of the objectives of the pilot '3+2' training programme. In fact, they are both focusing on the cultivation of talents after higher vocational education, and focusing on the cultivation of re-employment ability (technology) of higher vocational students.

Therefore, based on this, this paper does not strictly distinguish between applied undergraduate programmes and higher vocational undergraduate programmes. However, since the pilot institutions of '3+2' are mostly applied undergraduate schools, the focus of this paper is also to explore the development of talent cultivation mode from the perspective of applied undergraduate.

According to the problems faced by the pilot '3 + 2' talent training mode around the country, we believe that the future '3 + 2' talent training needs to improve the following aspects of the institutional arrangements.

3.1. Higher Education Institutions and Colleges Should Work Closely Together to Set Up and Dynamically Adjust the Curriculum System.

In practice, '3+2' collaborative cultivation of undergraduate education is positioned as the 'continuing education' of higher vocational education. In terms of cultivation objectives, higher vocational education is oriented to the production and service line, focusing on the cultivation of basic skills, and not deliberately pursuing the systematic and complete professional knowledge. Applied undergraduate schools carrying out '3+2' collaborative cultivation focus on broadening and enriching the professional basic theoretical knowledge of students graduating from higher vocational education, and focus on cultivating the ability of students to solve relatively complex practical problems and improve the level of related applied technology.

Based on the different focuses of the cultivation objectives mentioned above, in the curriculum design of the collaborative cultivation programme, higher vocational colleges and universities, on the basis of basic theoretical courses, focus on the initial courses that can cultivate the basic abilities and practical skills of professional work. The two-year undergraduate education of applied undergraduate colleges focuses on courses that strengthen professional theory education and expand practical application skills (comprehensive application skills) to better adapt to job requirements.

Focusing on the synergy between higher vocational colleges and undergraduate colleges, formulate and improve training programmes according to the needs of society, and promote the rational setting of various types of courses. At present, although higher vocational colleges and universities have their own mature curriculum training system, when enrolling '3+2' classes, they should also refer to the undergraduate colleges and universities' suggestions to moderately adjust the configuration of courses (which can increase the courses related to the transfer examination) and the arrangement of class time under the condition that the

basic requirements of the courses remain unchanged. The undergraduate curriculum should pay attention to the close connection with the speciality (complementary connection with the speciality courses) and pay attention to the design of higher-order, especially for the core theoretical and practical (experimental and practical training) courses of the speciality, the basic theoretical and practical courses can be designed from the aspects of theoretical breadth (content system) and practical depth (in-depth participation in the practice of the enterprises, carrying out the cooperation between the industry, academia and research, etc.), that is to say, to promote the higher-order construction of the courses. Theoretical breadth means that relative to specialist education, the content of undergraduate theoretical courses should cover more knowledge points, have a certain degree of difficulty, and moderately reflect the cutting-edge research results of the discipline; practical depth, reflecting the deep involvement of more enterprises in the development and modification of curriculum standards, and participation in the construction of the curriculum. Higher vocational and applied undergraduate both attach importance to practical training and experimental courses, as mentioned above, in general, relative to undergraduate colleges and universities, higher vocational training job start practical skills training and experimental courses will be more; and collaborative cultivation of applied undergraduate schools can be favoured to increase the number of practical training and experimental courses to enhance the professional application of comprehensive skills. To give full play to the role of industrial colleges built in cooperation (Zhaoqing College has an e-commerce industrial college with school-enterprise cooperation, etc.), through the platform of industrial colleges, the modular practical training and experimental courses can be built into the school-enterprise in-depth co-construction projects, and through the multi-participation of the enterprises (attending the classes for the students, providing the opportunities for training, internships or apprenticeships, etc.), the original conditions of experimental training of the school are not only upgraded but also the practical skills are closely combined with the practical skills of the enterprises. Due to the close combination of practical skills with enterprise positions, it will also stimulate students' learning motivation and enhance their interest in learning.

Following the basic practice of the above curriculum, international and economic trade majors at the undergraduate level generally set up international trade, international finance, cross-cultural management, online shop operation and management, international freight forwarding practice, foreign trade order practice and other courses, to a certain extent, to complement and enhance the knowledge of international economy and trade theory and practice at the senior level. Other economic management majors, such as marketing professional set computer network foundation, python foundation and other theoretical courses, as well as marketing comprehensive practical training, B2C cross-border e-commerce platform operation training courses; e-commerce professional set e-commerce logistics management, network advertising and database use courses; accounting set auditing, advanced financial accounting, management accounting and accounting information system courses. These professional undergraduate courses are all designed to expand the insufficiency of theoretical knowledge in the courses of the higher vocational stage of each profession and deepen the professional practical operation

ability.

Innovative courses, especially basic theory courses, are designed and taught in a combination of content and assessment methods. Courses at the undergraduate level should be combined with the original foundation of senior graduates and the class time of the undergraduate level to determine the content of classes, the way of lectures (and post-course counselling) and the way of assessment. For courses such as economic mathematics and statistical analysis (applied statistics, econometrics, python foundation, etc.), we should consider the completeness of the basic knowledge of the courses, but we can take up too many class hours, so we can use the compendium textbook or the teacher's own teaching materials, and part of the class content and homework counselling can be completed online (see the section 'Moderately Reducing the Intensive Classes'), so that the students will be able to take the courses in a way that will reduce the number of classes and the time they have to attend. Part of the class content and homework can be completed online (see 'Moderately Reducing Intensive Classes' section below), so that students can successfully master basic economic mathematics and the use of statistical software and other knowledge.

In terms of specific assessment requirements, the basic theory courses (mainly referring to the examination category) can be further reformed by increasing the proportion of process evaluation (assessment) and reducing the score of the final examination. By increasing the proportion of diversified process assessment (attendance, regular tests, assignments or thesis reports, etc.), the passing rate of students' comprehensive course assessment can be increased. Diversified assessment also changes the bias of a single test (final exam) to some extent, and stimulates students' interest in participating in the course semester learning. The reform of process evaluation is currently being piloted in most undergraduate schools, and the basic theory courses of the '3+2' undergraduate programme (including the aforementioned economic mathematics and statistical analysis courses) can be prioritized as pilot courses, and their implementation will be continuously promoted through the improvement of the supporting system, so as to promote the fairness of the evaluation of the courses.

Establish a regular collaboration mechanism to promote the dynamic adjustment of the curriculum and quality courses. In order to rationally set up the curriculum, it is necessary to have timely communication between the teaching department of the high school and the person in charge of the programme, especially the person in charge of the programme should take the first responsibility of timely communication in normal times, and find out the problems in the curriculum or the need to amend the curriculum, in addition to consulting with the person in charge of the programme in the collaborating school for amendment, it is also necessary to report the proposed modification through the teaching department of the college (department) to the teaching departments of the schools on both sides in time in order to dynamically adjust the cultivation programme. In order to adjust the cultivation programme dynamically. The person in charge of undergraduate programmes shall communicate directly with the person in charge of the relevant programmes (especially those with similar titles) of the other party through the person in charge of the programme or himself/herself to determine the appropriate teaching materials and the content system of the proposed lessons. Collaborating institutions should

improve the institutionalised measures of collaboration and consultation between the heads of majors and course leaders of both sides to ensure that the collaborative professional courses can be dynamically adjusted.

In addition, a curriculum review system should be established between the collaborating schools to effectively review the curriculum-related teaching materials (content of classes), experimental equipment, practical training conditions, etc., and pay attention to the supervision of the teaching process of teachers to ensure the quality of the courses offered by undergraduates.

3.2. Multi-pronged Approach to Moderately Reduce the Problem of Centralised Classes

Promote the rationalisation of class time arrangement for offline courses. For the problem of too close class time arrangement, on the one hand, the college (department) offering the course should consult with the Academic Affairs Office, so that the same course should not arrange too many class hours on one day, and the theory and practice courses can be arranged to have classes on alternate days. On the other hand, small classes (less than 50 students) should be arranged as far as possible. The classrooms of small classes are dispersed, so as to reduce the problem of arranging class hours for large classes (generally referring to the same course having 4 or more classes in a row on one day) - i.e., in the management of teaching and learning, a large class is generally two or more classes of a major or two or more classes of different majors of the same course, due to the differences in the classes or majors, and generally for the purpose of. Due to the different classes or majors, the classes are often arranged in succession in order to reduce the conflict of students' study time. Small class sizes can also improve teaching effectiveness. Due to the high demand for classrooms, the school's teaching management department needs to coordinate and solve the problem of classrooms for small classes.

Vigorously promote the pilot of combining online and offline teaching. Some teaching content can instruct students to focus on online learning before class, the class mainly analyses and explains the core issues or carries out group discussions, and the homework (including homework help) can be completed online. To a certain extent, the combination of online and offline can reduce the number of offline classes (the specific number needs to be co-ordinated by the Registrar's Office), leaving students with more discretionary time. However, at present, the combination of online and offline teaching cannot be fully promoted, on the one hand, because this kind of course requires a good operational foundation (meeting high requirements) for easy access to online resources, familiarisation with the platform, and orderly connection between online and offline before it can be considered for promotion. At present, most undergraduate colleges and universities are only piloting individual courses. Another aspect is that problems such as the assessment of the learning effect on the line still cannot be effectively solved. Because it is difficult to effectively control whether students have continued to study for the required period of time, whether they have been studying online during the study period, what is their learning status, and whether the assignments submitted online after the class are completed by themselves, it is necessary to continue to improve the monitoring mechanism and so on. At present, the pilot project of promoting the combination of online and offline teaching

for students should be promoted in concert with the construction of online and offline hybrid first-class courses carried out by undergraduate colleges and universities.

In addition to the above methods, according to the requirements of the training specifications of applied undergraduate education, the training programme can also be dynamically fine-tuned (adjusted before the beginning of each semester of students according to the changes in industry demand) while maintaining the stability of the overall number of credits. By adjusting part of the courses or appropriately reducing the hours of some courses (especially the hours of theoretical courses), the 'fatigue' of students who attend too many classes can be relieved.

3.3. Innovative Student Management Services For '3+2' Undergraduate Programmes

Collaborative undergraduate institutions should, on the one hand, incorporate students of '3+2' classes into their regular management services, and on the other hand, focus on providing targeted management services. Regardless of the continuation of the enrolment programme, as long as there are students who have graduated from higher vocational schools, they should formulate and constantly revise relevant targeted management service measures to promote the healthy growth of students.

Provide more guidance on issues related to employment and examinations for graduate schools, civil servants, and positions in public institutions. '3 + 2' undergraduate students, most of the other students in the same session have been employed, but for them, how the future employment situation is there is a certain degree of uncertainty, from the daily management of the students into the school, compared with the school's original undergraduates of the speciality, there is a more pronounced "employment anxiety" tendency. Therefore, the need for '3 + 2' undergraduate students graduated in the future may be employed positions, the previous application situation, targeted to strengthen career planning guidance or job search counselling. At the same time, students should be guided to have a scientific understanding of different occupations and be guided to seek diversified 'suitable' positions according to their actual situation. For students who want to take the civil service, public institutions and postgraduate entrance examinations, we should also provide them with the necessary professional guidance, and at the same time guide them to participate in a normal mind, without being overly 'entangled' in a particular position or entrance examination. To a certain extent, the above guidance can alleviate the anxiety of students. In the '3+2' class of Zhaoqing College, 'Career and Development Planning' and 'Career Guidance' are offered in the two-year undergraduate study programme, 'Innovation and Entrepreneurship Education' and other public courses, equipped with teachers with solid professional knowledge and rich industry experience; at the same time, the university also provides special study rooms for students who want to study for graduate school, civil service exams, and vocational institutions, and offers various types of professional support lectures, so as to solve the problems that students may have in their future employment (or exams based on employment) in many ways. The students will be able to solve the problems of future employment (or employment-based exams) in many ways.

Focus on the daily management of students. The personnel of student management institutions at all levels of schools and

colleges (departments) should visit dormitories, classrooms and conduct seminars frequently. Listen to the difficulties in students' study and life, especially the problems they face in their study. By communicating and coordinating with subject teachers, they can help these students to solve the problems of listening to lectures, assignments, and obtaining learning resources in their studies in a timely manner.

For some basic theoretical courses, such as economic mathematics, applied statistics, etc., taking into account the weak foundation of some students, the college where the students are located should form an early warning guidance system for coursework, and the counsellors, class teachers, full-time teachers, and students should establish regular contact to supervise and follow up the tracking and counselling of the students who have difficulties in their studies, and at the same time, guide the students to overcome the fear of difficulties, strengthen the usual practice, submit the usual assignments in time and improve the process of the students. At the same time, students are guided to overcome their difficulties, strengthen their regular practice, submit their regular assignments in time, improve their performance in the process of assessment, and strive to pass these classes as soon as possible or get better grades in the comprehensive assessment, so as to alleviate their academic anxiety to a certain extent. For thesis work, student counsellors and thesis supervisors should establish a 'dual supervision and monitoring system', and set up tracking accounts for the academic year thesis and graduation thesis, especially for the different aspects of thesis writing, so as to strengthen supervision and guidance (based on the overall arrangement of the curriculum, students of undergraduate schools in the '3+2' undergraduate section are generally required to submit thesis papers in a timely manner, so as to reduce their academic anxiety to some extent. (Based on the overall arrangement of the curriculum, students in the '3+2' undergraduate section of general undergraduate schools do not have a separate class in the thesis writing section, so it is necessary to strengthen the guidance and promote the 'learning by doing'), so as to ensure that the students can complete the thesis writing as far as possible and participate in the defence on time.

In addition to the above two aspects, the university should also focus on mental health guidance. That is, in addition to academic and employment guidance, the school also pays attention to the mental health of students. Through different ways to cultivate students' positive attitude towards life, guide them to stay away from undesirable information sources, do not listen to all kinds of unconfirmed news, so as to reduce the negative impact of social information and other adverse information on them, as well as the resulting agitation. Individuals with certain psychological problems are given counselling through the school's special counselling stations, etc., to help them return to a healthy state as soon as possible.

4. Conclusion

'3+2' high and basic collaborative education, as a kind of cultivation method of 'continuing education' for students of higher vocational colleges and universities, not only meets the requirements of some students' academic qualifications, but

also further expands the employability of this part of the students, which builds up and improves the education system of 'higher vocational education - undergraduate education - postgraduate education' for vocational education in China. It builds and improves the education system of 'higher vocational education - undergraduate - postgraduate education', which is a good attempt to further develop China's higher vocational technical education. Of course, the current '3+2' collaborative education is mostly an attempt of local cooperation, and the pilot practices vary from place to place, but all of them are facing the problems of the articulation of specialised courses and the education and management of undergraduates. Therefore, it is especially important to establish a dynamic collaboration mechanism between the cooperating institutions to solve the problem of rational setting and dynamic adjustment of undergraduate curriculum system, and at the same time, we should scientifically and reasonably arrange the undergraduate curriculum for two years, and improve the student management services for students from multiple perspectives and levels, so as to make the two-year undergraduate study really achieve the effect of further improving the quality and skills of the graduates, which will enhance the employability of higher vocational graduates.

At present, as the pairing of undergraduate institutions with higher vocational institutions to carry out collaborative education is mostly a phase (e.g. several sessions of students), i.e. there is generally no long-term arrangement, there is also the issue of the sustainability of the co-operation mechanism. In the future, there is a need to further explore and improve the construction of a regular collaborative system, etc., by the education authorities and the cooperating colleges and universities.

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