

Research on School-Enterprise Cooperation Cultivation Mode of Medical Cosmetology Technology Specialty in the Context of Industry-Teaching Integration



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Abstract: Medical cosmetology technology is a highly practical specialty with high requirements for students' comprehensive ability. With the orientation of improving students' job competence and the core of improving students' practical ability, in-depth cooperation with enterprises is an important way to cultivate talents in medical cosmetology technology. By analyzing the importance of school-enterprise cooperation in the cultivation of medical cosmetology technology talents and proposing the implementation path of school-enterprise cooperation, we provide suggestions and references for comprehensive talent cultivation.

Keywords: school-enterprise cooperation; industry-teaching integration; medical cosmetology technology specialty

Medical cosmetology technology is an emerging specialty, cultivating applied cosmetology technicians with good medical aesthetics and basic theoretical knowledge and skills of medical cosmetology technology, who are engaged in medical cosmetology technology operation, cosmetology consulting, and marketing, and it is a specialty with strong practicability. After graduation, students of this specialty are mainly engaged in medical cosmetology technology, medical cosmetology consulting, cosmetic tattooing, cosmetology management, and other positions, which have high requirements for students' operation skills, interpersonal communication ability, management ability, and other comprehensive qualities. At present, most schools cultivate students with uneven professional ability, there are many problems such as students' hands-on ability is not strong, lack of service consciousness, etc., which makes it difficult to meet the needs of the industry.

At present, most institutions to optimize the quality of talent training depth to carry out the integration of industry and education with industry and enterprises (Qin et al., 2021). Industry-teaching integration will be a close combination of industry and teaching, is the emerging mode of deep

cooperation between industry and education teaching, is an important way to reform the education and teaching methods (Li & Li, 2020). School-enterprise cooperation is the establishment of a cooperative relationship between schools and enterprises, joint personnel training, is an important practical means of industry-teaching integration. However, in terms of the current situation of school-enterprise collaborative education work, there are still a series of problems such as the degree of school-enterprise cooperation is not in-depth, and colleges and universities are enthusiastic but enterprises are cold (Wang et al., 2024). In this paper, we take improving the quality of talents as the fundamental, serving the society and enterprises as the purpose, exploring the long-term mechanism of school-enterprise cooperation in medical cosmetology technology specialties under the background of industry-teaching fusion and the new methods and ways of cooperation.

1. Problems in the Education of Medical Cosmetology Technology Majors

1.1 Talent cultivation program can not fully meet the actual needs of the industry.

Schools have insufficient research on market demand and industry development when making training programs. The training system and

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curriculum of medical cosmetology technology majors are lagging behind the market demand. For example, the curriculum emphasizes theory over practice and lacks courses related to the service and management of the medical beauty industry. This will inevitably cause a disconnect between education and job requirements, and students are difficult to meet the needs of the medical beauty industry in terms of operation skills, service consciousness, and interpersonal communication.

1.2 Outdated teaching content, detached from job requirements

Medical cosmetology industry is an emerging industry, industrial technology upgrading rapidly, book knowledge update speed can not keep up with the pace of technological progress, resulting in the lack of suitable teaching materials for medical cosmetology technology majors (Wang et al., 2021). The current teaching materials used by students lack integration with the development of the industry, and cannot respond to the current new trends and progress in the industry. Practical links are also set with the current medical aesthetic industry is not close, the existing experimental equipment and experimental space can not be aligned with industry development, classroom teaching can not match the actual job requirements.

1.3 Shortage of Double - qualified Teachers, teachers' practical ability needs to be improved.

At present, all kinds of colleges and universities have begun to pay attention to the construction of Double - qualified faculty, but there are not many teachers who come from the front line of the clinic or enterprise, and some of them pay attention to the theoretical research in their work but do not take the initiative to participate in social practice. The school does not provide enough incentives for the construction of Double - qualified faculty, and the relevant policies for the introduction and training of Double - qualified faculty are not perfect. Although the part-time teachers have certain practical abilities, they are not trained in pedagogical theories, so it is difficult for them to be qualified for the teaching work in terms of theoretical level and teaching level.

1.4 Shallow level of school-enterprise cooperation and unsound long-term mechanism

At present, the main forms of cooperation between China's medical cosmetology technology majors and enterprises are "enterprise internship", "interspersed teaching", cosmetology skills training, and other teaching and practical activities, which

have achieved certain results, but the degree of enterprise participation is relatively shallow. The cultivation of students' service consciousness, practical operation ability, psychological quality, and other abilities is not carried out throughout the teaching process, and the effectiveness of school-enterprise cooperation is limited.

1.5 Incomplete long-term mechanism of school-enterprise cooperation

With the increasing concern and attention of the state on school-enterprise cooperation, the state has introduced relevant policies on school-enterprise cooperation, but the lack of school-enterprise cooperation specific incentives and implementation rules, the establishment of school-enterprise cooperation relationship is mostly negotiated by the school-enterprise parties, the spontaneous formation of the cooperation is also more liberalized, not enough to regulate the stability of the school-enterprise cooperation.

2. Advantages and Significance of School-enterprise Cooperation in Educating People in Medical Cosmetology Technology Specialty

2.1 School education and market needs are closely connected.

Schools understand the market demand through the opinions of enterprises, take the job competence as the guide, formulate the talent training plan, clarify the goal and direction of talent training, set up targeted talent training links and content, so that enterprises can deeply participate in the whole process of talent cultivation, strengthen the cultivation of students' practical ability, and improve the comprehensive quality and ability of students.

2.2 School-enterprise cooperation can realize a win-win situation between schools and enterprises.

Enterprises provide medical cosmetology equipment and practice sites for schools, and can also realize the integration of internship and employment, which reduces the capital investment of schools, solves the labor demand of enterprises, and increases the solidity of employed personnel, and enterprises can also rely on colleges and universities to carry out scientific research and transformation of achievements, and at the same time, it also improves the employment rate of graduates of medical cosmetology technology majors. At the same time, the employment rate of medical aesthetic technology

graduates will be increased. This will realize “win-win” and mutual benefit.

3. Talent Cultivation Strategy of School-enterprise Cooperation in Medical Cosmetology Technology Specialty

3.1 Establish a long-term mechanism for cooperation between schools and enterprises, and promote the deep integration of industry and education.

3.1.1 Improve the relevant system of school-enterprise cooperation

The sustainable development of school-enterprise cooperation depends on the support of relevant policies and regulations. At present, the cooperation-related regulations and policies need to be further improved, through the relevant system, the responsibilities and rights, and interests of schools and enterprises are divided, and the local government or the labor security department can set up a special school-enterprise cooperation management committee to guide, supervise and monitor the cooperation, give full play to the government's macroeconomic regulation and control role, and promote the cooperation between colleges and universities and enterprises in an orderly manner. At the same time, it should also improve the protection mechanism of cooperation. The development of effective labor safety measures, in the event of labor accidents during the student internship or personal safety, property safety damaged, how to define responsibility, also needs to develop relevant laws and regulations, so that the rights and interests of students have a law to follow.

3.1.2 Stimulate the cooperation power of both schools and enterprises

The different social attributes of enterprises and schools determine that the purpose of their cooperation is fundamentally different. Medical cosmetology enterprises in the process of cooperation is to develop enterprise “popularity”, for enterprises to attract talent, rely on the school research platform for product development, and so on. To make the cooperation long-lasting and stable, the school should increase its professional connotation, establish a high-level scientific research platform, attract enterprises to join it, actively assist enterprises to carry out the research and development of medical cosmetology technology and products and train scientific and managerial talents for enterprises. At the same time, a school-enterprise cooperation

management committee can be set up by the local government to give certain financial support to schools and enterprises, and to stimulate the power of cooperation between schools and enterprises.

3.2 Optimize the curriculum system, which is highly compatible with the demand of the industry

Schools and enterprises work together to formulate training programs for medical cosmetology technology and optimize the curriculum system based on the needs of the industry. For example, increase the practical hours of courses on beauty etiquette, skin care, massage, make-up, cosmetic tattooing, use of beauty equipment, etc., so that students can develop a set of “good basic skills” in school, and at the same time, set up additional courses on beauty marketing and management, so that students can understand the unique sales model of the medical beauty industry and have certain beauty sales skills. In the classroom teaching can also be introduced into the “intermediate and senior cosmetologist examination” examination content as the teaching content, to realize the “certificate and education integration”, so that the learning content and job requirements are highly compatible. At the same time, the assessment and evaluation system should be reformed to change the previous “written test scores + internship scores” assessment method, and incorporate the job standards and qualification assessment standards into the assessment system to realize the “theory and practice”.

Teaching should also be carried out throughout the vocational education and moral education for students, hiring industry experts for industry development, cutting-edge knowledge, and concern about hot spots to give lectures, so that students have a clearer understanding of the current situation of the development of the medical cosmetology industry, to help students carry out a good career planning, so that students are engaged in the industry, the position has a greater sense of identity.

3.3 Create a Double - qualified faculty to closely connect with the development of the industry

According to its own schooling orientation and schooling purpose, the school formulates the introduction and management mechanism of Double - qualified Teachers, increases the introduction of medical cosmetology professionals, and softly introduces industry experts in the form of “guest experts” and “external experts” to strengthen the teaching staff. The introduction of talents in the

medical aesthetics program should be strengthened. External teachers should be regularly trained and assessed in pedagogy, educational psychology, and other related theories. At the same time, it should also improve the qualification, title evaluation, appointment conditions, and management methods of Double - qualified Teachers, and actively improve the relevant policies for teachers to work part-time in hospitals and enterprises. Colleges and universities can organize teachers to go deep into plastic surgery and cosmetic hospitals, large-scale beauty institutions, cosmetic companies, and other industry front-line, to practice professional skills, learn advanced management experience in enterprises, and improve their practical ability. Teachers are encouraged to continuously improve their academic qualifications, titles, professional certificates, etc. Teachers are encouraged to rely on enterprise platforms to conduct scientific research and promote the transformation of scientific research results.

3.4 Jointly organizing competitions to promote learning through competitions

Vocational skills competitions can stimulate students' professional potential and exercise their comprehensive abilities. Vocational skills competitions can be jointly organized by schools and enterprises, such as "Skin Care Skills Competition", "Beauty Makeup Competition", "Beauty Consulting and Communication Skills Competition", "Acupuncture and Massage Competition", "Cosmetic tattooing Competition", etc. Both sides jointly formulate the competition standards, so that the content practiced by the students can be seamlessly connected with the job requirements. Through the joint competition, students can discover their problems and deficiencies in time, which is very important for the improvement of students' practical ability and vocational quality, while teachers can discover the weak or blind areas of teaching, improve their professionalism and practical teaching ability, thus promoting the goal of "promoting learning by competition" and "promoting teaching by competition". To promote the realization of the goal of "competition for learning" and "teaching competition" (Huang, 2021).

3.5 Cooperation to build a network information platform, integrated management of internship and employment

The network information platform constructed by colleges and enterprises is a cooperative platform integrating management, service, internship,

employment, and resource sharing. In the information platform, relevant policies of the state in vocational education, school-enterprise cooperation, and industry development can be released, and the latest information and news of the medical beauty industry, cutting-edge technology of medical beauty, and relevant information on title qualification examination and skill training can be displayed, which is favorable for both parties to understand the national policies and regulations in time, and is beneficial for the students to understand the development of the industry in real-time, and they can also complete the declaration of qualification examination and training through the platform.

Relying on the platform, we can also establish a database of university students and employers, realize accurate "matching" between students and enterprises, and promote the efficient development of internship and employment work. Students can make use of the platform for internship assessment, attendance, and sick leave declaration, which ensures information interoperability among schools, enterprises, and students, and enables the cultivation of talents to truly realize "school-enterprise co-education and school-enterprise co-management".

4. Construction of Talent Cultivation Mode of School-Enterprise Cooperation in the Context of Industry-Education Integration

4.1 "2+1" On-the-job internship training mode

The "2+1" internship mode refers to the fact that students complete part of their professional courses in school in the first two years, and then go to enterprises and hospitals in the last year to carry out practical activities such as production and service. Unlike ordinary internships, On-the-job internships require students to fully fulfill their job duties, which is a great test of their proficiency in knowledge and skills, and interpersonal communication skills. On-the-job internship enables students to be completely immersed in the atmosphere of the workplace, experience society, and understand the society, which is of great significance to the cultivation of students' practical ability and sense of work responsibility.

Attention should also be paid to safeguarding the legal rights and interests of students during the internship and ensuring their labor safety. Schools and internship institutions, students should sign an internship agreement to clarify their respective rights, obligations, and responsibilities, schools and

enterprises on the management of student internships to achieve timely docking, to ensure that the whole process of internship standardized management.

4.2 Order-based Cultivation

“Order-based cultivation” is the most common mode of cooperation with enterprises for cultivating talents in medical cosmetology technology. The so-called order-based training refers to the school as the training party and the enterprise and public institution as the employer for the social and market demand, jointly formulate a talent training program, sign a student employment order, and in the faculty, technology, school conditions and other aspects of cooperation, the students graduated directly to the enterprise employment of a talent training mode (Cheng & Liao, 2010). After enrollment of new students, according to their employment intentions, and beauty enterprises for two-way selection, into the enterprise title class, the enterprise can set up additional elective courses according to the need to carry out the “third classroom”, but also can be regularly arranged for personnel to the classroom to hold lectures or knowledge and skills training, after completing the professional courses, students automatically enter the title class. After completing the specialized courses, students will automatically enter the named enterprises to complete internships and employment.

The “order-based” talent cultivation model allows students to understand the corporate culture and corporate environment in advance, greatly shortening the “adaptation period” after students arrive at the workplace, and at the same time can be “customized” for the enterprise. At the same time, it can “customize” high-quality skilled personnel for enterprises, which reduces the capital investment in personnel training and improves the stability of personnel. Relative to the simple top internship, the order of students contact with enterprise management and maneuver skills earlier, into the enterprise internship role faster, internship employment stability is higher (Zhou, 2020).

4.3 “Working and Learning Alternation” Cultivation Mode

The alternating work-learn training model closely integrates schools with enterprises. Students in colleges and universities to learn professional theoretical knowledge, but also at the same time a practitioner of the enterprise, learning and working alternately, the enterprise is involved in the whole process of training, the theory of the school and the

social practice of the school is closely integrated, to achieve highly effective learning results.

In the specific implementation plan, each school can make the training plan of alternation of study and work according to its schooling characteristics and conditions. Medical cosmetology technology majors have part of the basic medical courses, in the first year, which can be in the school theory learning, sophomore to junior can gradually increase the proportion of learning in the enterprise, and even the classroom can be moved to the enterprise, hospitals, enterprises, hospitals, front-line personnel such as cosmetology technicians, beauty consultants, physicians and so on directly for the students, to achieve the learning and work of the zero-distance docking.

This mode of training helps students to complete the transformation of theoretical knowledge to production practice in advance, and improve students' professional skills and employment competitiveness (Ding et al., 2018).

4.4 Co-construction of practice teaching base mode

The construction of a practice teaching base is a very important foundation for the cultivation of the practical ability of medical cosmetology professionals. To meet the demand for talent cultivation, the school needs to establish a stable, sufficient, and high-quality off-campus internship base and build a good on-campus training room. The establishment of off-campus internship base can put the students into the real workplace, understand the workflow of the post, through the top internship, let the students from the technology to the mentality of the students can be refined, complete the role change from the students to the workplace people. When choosing off-campus training bases, the school should conduct a detailed and comprehensive investigation of the enterprises, try to choose enterprises and hospitals that have a good reputation in the industry and a sense of social responsibility, and the school and enterprises should sign a cooperation agreement to make clear the responsibilities and rights and interests of both sides.

In the process of cooperation, the enterprise will be introduced into the institution, and the school provides the place, and builds the on-campus beauty industry base, the students can have “early contact” with the medical beauty institutions or life beauty institutions during the school period, the students can learn the theory and practical skills through visits, apprenticeships, and part-time work on campus and

other forms of learning to adapt to the real workplace environment in advance to practice practical ability, and also can train the students to have a better understanding of the beauty industry and to be more familiar with the beauty industry. Students can learn theoretical and practical skills through visits and internships and on-campus part-time jobs, adapting to the real workplace environment in advance and practicing their practical skills, as well as cultivating their innovative spirit. Teachers can improve their teaching level in practice through the exercise in the practical training base, on the one hand, they have comprehensive theoretical knowledge, on the other hand, they also have rich practical experience, which can help to improve the quality of the medical cosmetology technology program.

4.5 Industry-university-research cooperation mode

Colleges and universities have a large number of high-tech talents, strong scientific research power, and high levels of scientific and technological achievements, but often lack of funds and the ability to transform scientific research achievements. If resources can be reasonably utilized, through the school-enterprise cooperation, the combination of industry-university-research mode, the school provides talents, the enterprise provides venues, equipment, and funds, and students can participate in the project research and development and production, giving full play to the respective advantages of the school and the enterprise, which can make the school's scientific research achievements efficiently transformed. As the enterprise solves the problem of backward research and development ability; for the school researchers, the efficient transformation of the results can effectively stimulate the enthusiasm of scientific research; for the students, they can get in touch with the industry's cutting-edge knowledge and technology, and cultivate the ability to innovate. At present, some schools have carried out school-enterprise scientific research cooperation between medical cosmetology technology majors and cosmetic companies, and have made certain achievements in the development of beauty care products and health care products.

Conclusion

In conclusion, the new mode of medical cosmetology technology personnel training should be based on the current development of the medical cosmetology industry, and realize the education mode that emphasizes both theory and practice. The deep integration of school and enterprise can improve the quality of education in medical cosmetology technology and has a very positive effect on promoting the cultivation of medical cosmetology technology professionals.

Conflict of Interest

The author declares that she has no conflicts of interest to this work.

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