

# *Research on Evaluation and Management of Agricultural Professional Managers' Training Quality Based on Modern Apprenticeship System*

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**Abstract:** By strengthening the cultivation of agricultural talents, we can inject new vitality into the construction of new professional farmers, and effectively help solve the problems of agriculture, rural areas and farmers under the rural revitalization strategy. At present, cultivating agricultural professional managers is the key measure to solve the shortage of agricultural talents. With the increasing investment in vocational education, the diversified evaluation requirements of modern apprenticeship system are getting higher and higher. The construction of diversified evaluation system is based on the main body of both schools and enterprises, and a tripartite linkage evaluation mechanism between home and school is established. On the basis of analyzing the basic principles of diversified assessment, a diversified assessment model with students and apprentices and teachers and masters as two main lines was constructed, which made a beneficial exploration for the quality evaluation management of regional modern agricultural professional managers.

## **1. Introduction**

Implementing the rural revitalization strategy is an important decision made by the 19th National Congress of the Communist Party of China. To revitalize the countryside, it needs talent support. Implement the project of cultivating new professional farmers. Support new professional farmers to participate in middle and higher agricultural vocational education through flexible educational system. Support local colleges and vocational colleges to make comprehensive use of education and training resources, set up specialties flexibly, innovate talent training mode, train specialized talents for rural revitalization, and support the training of a group of agricultural professional managers [1]. Building a perfect training system for agricultural professional managers, building a collaborative education platform, establishing a reasonable and appropriate evaluation mechanism and improving the service guarantee system, which promotes the training of agricultural professional managers to embark on a fast and sound development lane and alleviate the contradiction of rural talent shortage in the implementation of rural revitalization strategy [2].

Modern apprenticeship system focuses on the all-round and sustainable development of human beings, and provides a new policy direction for the reform of talent training mode in vocational education. As far as agricultural construction is concerned, cultivating high-quality agricultural

professional managers suitable for the development of rural agriculture should not only cater to the policy but also meet the development requirements. Therefore, it is necessary to introduce modern apprenticeship system in the process of training agricultural professional managers, reform the traditional talent training mode, and innovate in curriculum system, teaching mode, skills training and talent training quality evaluation.

## **2. Cultivation Characteristics of Agricultural Professional Managers under the Framework of Modern Apprenticeship**

### **2.1 Training Object's Academic Upgrading Needs**

At present, the cultivation of agricultural professional managers in various regions is mainly based on short-term theoretical training, and most of the specific forms are short-term training classes, seminars, etc. Because there is no guarantee to improve academic qualifications, agricultural managers lack enthusiasm and initiative in learning. At the same time, it is difficult to scientifically evaluate students' learning effect and post-work performance, and it is even more difficult to consolidate learning achievements and evaluate training quality.

The modern apprenticeship system can improve the apprenticeship degree and ability through full-time cultivation, and greatly improve the learning enthusiasm of agricultural professional managers [3]. Therefore, agricultural professional managers with strong learning ability and high growth plasticity can be selected to carry out apprenticeship training, and the advantages of industries and enterprises can be used to carry out school-enterprise joint cultivation; Using school-enterprise practice places to study alternately, students are guided to apply what they have learned to their agricultural management subjects, so as to grow into apprentices of agricultural professional managers with rich management experience and strong learning ability.

### **2.2 Particularity of Training Objects**

Agricultural professional manager is a new type of professional farmer, which refers to the agricultural skilled personnel who can operate and control the resources and capital needed for agricultural production and management, and obtain commissions or dividends while seeking the maximum economic benefits for farmers' cooperatives, agricultural enterprises or owners. Through the analysis of the academic situation of agricultural professional managers, we can find that there are two special training objects: special students, all of whom belong to adults in terms of age, and are operating and managing agricultural-related industries, with uneven learning foundation. Students come from different industries and have different needs for learning, showing individualized characteristics.

Therefore, the talent training program cannot be too single and standardized, and it is difficult to unify and fix the study time and place. Based on the above characteristics, it is necessary to design a targeted and personalized talent training program and make rational use of Internet information means, so as to truly realize the training purpose of agricultural professional managers under the framework of modern apprenticeship [4].

## **3. Problems in the Evaluation of Modern Apprenticeship System**

### **3.1 The Evaluation Content is Not Comprehensive**

The core of modern apprenticeship system is that the master takes the apprentice, and the students have dual identities, and can acquire professional skills and professional qualities better

through the teaching of the master. However, sometimes, when enterprises evaluate students' internship results during apprenticeship, the assessment results are only evaluated by enterprise masters, which is subjective and arbitrary. The evaluation content is more focused on “dedication”, “hard work”, “cooperation” and other aspects, lacking stage comprehensive evaluation and perfect evaluation scheme, so it is difficult to comprehensively and objectively evaluate the internship quality of apprentices, and the evaluation result is often just a score, without spiritual or material rewards, and without forming a reasonable incentive mechanism.

### **3.2 The Assessment Indicators Are Relatively Simple**

At this stage, due to various considerations, the enterprise failed to fully realize the mode of “master taking apprentice” during apprenticeship, and the reform of teaching mode was not implemented in depth. It often appeared that the school was evaluated by the school alone and the enterprise was evaluated by the enterprise alone during the period of school. The evaluation of students and the evaluation of apprentices by enterprises are independent of each other, rather than mutual evaluation.

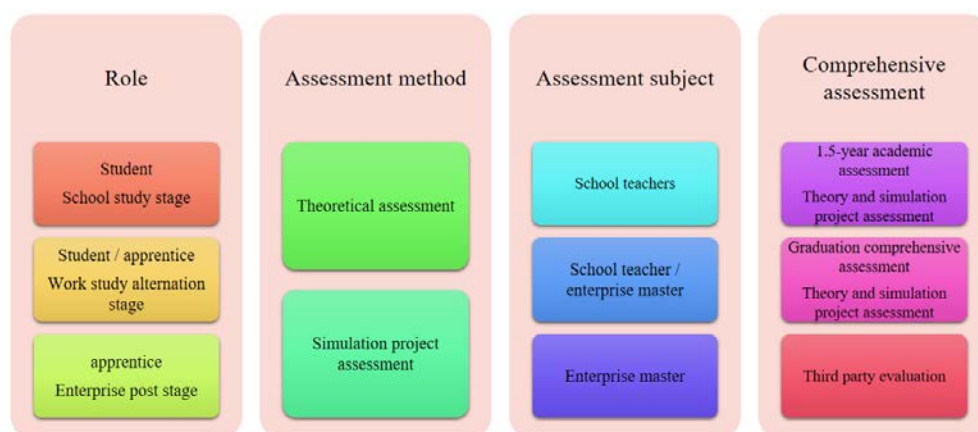
From the assessment management of apprenticeship system, the knowledge system of school assessment and practical tasks of enterprises can not be integrated with each other, the indicators of enterprise assessment are relatively simple, the assessment is relatively formal, and there is no specific requirement for practical assessment items. Most students complete the internship report and write internship diaries, which can be completed with the appraisal and seal of enterprises, but the plans, processes and achievements of practical learning cannot be evaluated.

## **4. Construction of Diversified Assessment Mode of Agricultural Professional Managers' Training Quality Evaluation Management**

Based on the analysis of the present situation and problems of the implementation of modern apprenticeship, combined with the basic principles of modern apprenticeship evaluation, a diversified assessment model based on modern apprenticeship is constructed.

### **4.1 Assessment of Students and Apprentices**

The learning methods of students or apprentices under the modern apprenticeship mode are mainly divided into school study, work-study alternation and enterprise internship. With different learning methods or learning stages, the subjects and methods of assessment also change [5]. In order to avoid the deviation of teaching content or guiding content from the knowledge and skills system set up by majors in the implementation of modern apprenticeship system, a 1.5-year comprehensive assessment of middle stage of study and graduation is set up to separate teaching from examination. The assessment mode for the recipients is shown in Figure 1.



*Fig.1 The Assessment Model of the Educated under the Modern Apprenticeship Model*

#### (1) School study stage

At the school learning stage, students focus on theoretical study. In order to consolidate theoretical knowledge and strengthen practical operation ability, the teaching process is often combined with cases or simulation projects. The main body of assessment in the school learning stage is the school teachers, and the assessment in this stage adopts the combination of theoretical assessment and skill operation assessment.

#### (2) Work-study alternation stage

At this stage, theoretical assessment and practical assessment are still combined, but the assessment subjects are school teachers and enterprise masters. School teachers are responsible for theoretical assessment, while enterprise masters are responsible for practical skills assessment, and the assessment standards need to be jointly formulated by schools and enterprises. The assessment results also serve as the basis for evaluation and awards.

#### (3) Stage type of enterprise internship

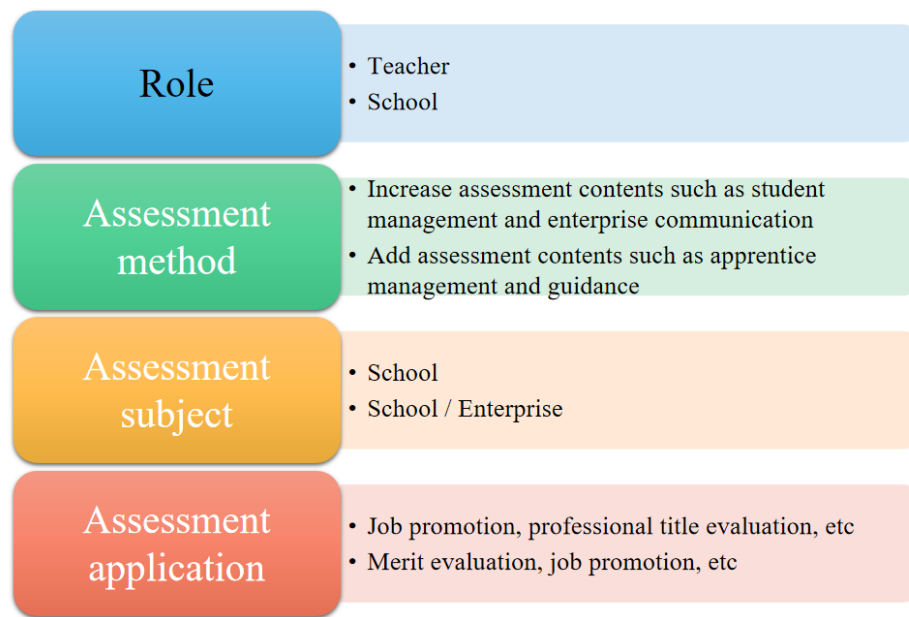
Since all the students' learning places are in enterprises, the enterprise master is the main object leading apprentices to learn, and has the best understanding of apprentices' learning status and learning achievements, so the assessment subject at this stage is the enterprise master [6]. The assessment methods have also changed, and the work attitude and performance of apprentices are taken as the main basis of assessment.

#### (4) Stage comprehensive assessment

In order to avoid students being treated as cheap labor and deviating from the original training objectives in the implementation of modern apprenticeship system, third-party examination is introduced or teaching and examination are separated. 1.5 years after enrollment, according to the talent training plan, students are organized to carry out comprehensive examination in the middle of their studies, and when students are approaching graduation, comprehensive examination for graduation is organized. Both academic intermediate assessment and graduation comprehensive assessment are provided with theoretical assessment and practical assessment.

## 4.2 Assessment of Teachers and Masters

Under the modern apprenticeship mode, the teachers are school teachers and enterprise masters. In order to ensure the teaching quality, the teachers must be evaluated. The evaluation mode of the teachers is shown in Figure 2.



*Fig.2 The Assessment Mode of Teaching Staff under the Modern Apprenticeship System*

#### (1)Teacher's assessment

In the modern apprenticeship education mode, higher requirements are put forward for instructors, who undertake not only teaching tasks, but also part of student management. On the one hand, it is necessary to manage students' post adaptation and learning attitude through modern communication tools or on-site visits; On the other hand, as the bridge of communication between enterprises and students, instructors need to strengthen communication with enterprise masters and keep abreast of students' learning and ideological trends.

#### (2)Master's assessment

The enterprise master must be the business backbone of the enterprise, which not only teaches students technology, but also has work experience, corporate culture, professional ethics and so on. Both schools and enterprises jointly formulate management measures for enterprise masters, so as to make mentoring work a part of master's work tasks. For the assessment of masters, on the basis of the original work performance assessment, the performance assessment of apprentices is added according to the master management method [7]. The master of an enterprise is not only an employee of the enterprise, but also a part-time teacher of the school. Therefore, the assessment of the master is completed jointly by the school and the enterprise.

## **5. Training Mode of Agricultural Professional Managers Based on Modern Apprenticeship System**

### **5.1 Accurately Locate the Training Position and Training Purpose**

From the concrete implementation of the modern apprenticeship system, it is inevitable that there will be diversified sources of students and uneven learning basis, regardless of whether the students are graduates from general high schools and secondary vocational schools, or migrant workers and retired military personnel after enrollment expansion in higher vocational colleges. At the same time, agriculture faces many industries, from animal husbandry, breeding and other industries to various chains of agricultural industry, all of which indicate that the training objects need to be accurately positioned. This requires both schools and enterprises to carry out professional ability

analysis activities in the early stage, analyze the professional ability of training positions in depth, and formulate training programs in a targeted manner, so as to ensure that the training purpose is directional [8].

## **5.2 Optimize the Evaluation Mode**

How effective the cultivation of agricultural professional managers is and whether they can achieve the expected goals need to be reflected by a certain evaluation and examination system. The evaluation system of training agricultural professional managers should take loving “agriculture, rural areas and farmers”, having good psychological quality and cultivation, having necessary agricultural professional skills and knowledge, and having certain organization and management ability as the basic qualities of the trainees, and formulate dynamic management mechanism and elimination and withdrawal mechanism. Set up an assessment and supervision institution, actively collect the feedback of agricultural professional managers, revise the follow-up training program, and continue to learn relevant knowledge regularly; According to different levels every few years to re-determine the assessment, timely eliminate false agricultural professional managers, protect the quality of agricultural professional managers training.

## **5.3 College and Industry Linkage, Carry out Collaborative Education Mechanism**

In the curriculum system, we should build a curriculum system suitable for apprenticeship, focus on the post setting and talent training needs of enterprises, customize and develop enterprise personalized courses and enterprise practical courses, and build a series of enterprise teaching standards; In terms of management mode, we should explore the modern apprenticeship talent training management mode, reform and construct the teaching management system that adapts to the operation of modern apprenticeship, choose the teaching organization mode according to the common and individual needs of students' development, and implement the flexible and effective teaching management mode with the joint participation of schools and banks; In the teaching staff, set up a teaching team that combines full-time and part-time to realize the cooperation and complementarity between the on-campus instructors and the industry instructors; In the evaluation mechanism, according to the assessment standards jointly formulated by the school and the bank, the evaluation of students runs through the school and the bank, which is fully reflected in all the learning and practice links in the implementation of the modern apprenticeship system.

## **6. Conclusions**

With the implementation of rural revitalization strategy, the training progress of agricultural professional managers, the backbone of talent force, will be further advanced. The cultivation of new professional farmers has been in full swing in major provinces and cities, which provides a huge talent base and reference for the cultivation of agricultural professional managers. The management mechanism of agricultural professional managers' training quality evaluation will change the focus of students' evaluation from knowledge evaluation to innovation and ability evaluation, pay attention to the evaluation of teaching process, and further strengthen the leading role of industry, enterprise evaluation and intermediary agency evaluation. Constructing an evaluation and management mechanism for the training quality of modern apprenticeship agricultural professional managers is conducive to promoting the continuous improvement of teaching quality and the continuous development of teaching quality construction. Accelerate the training of high-quality modern agricultural producers and operators, focus on promoting the development of modern agriculture, and provide strong talent resources guarantee and talent

support for the development of modern agriculture. Modern apprenticeship is a new mode of educating people through school-enterprise cooperation, which is of great value for training professional talents.

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