Exploration and Practice of College-Bureau Cooperative Order-style Talent Training Model

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Abstract. The Order-style talent training model can effectively improve the quality of personnel training and enhance the practical ability of students. But at present, there are still some problems in the cooperation between the college and the bureau, such as the top-level design is not in place, the role positioning is not clear, the path of collaborative is not clear, and there are not enough dual teachers. Nanjing Forest Police College and the Customs Anti-Smuggling Bureau jointly launched an order-style of anti-smuggling training. The two sides discuss the scale of talent training, formulate a plan for talent training, manage the process of talent training, and jointly control the quality of talent training. Through various forms of cooperation, the two sides are deeply integrated, sharing resources and sharing responsibilities, giving full play to their respective effectiveness, and creating distinctive police talent training models.

Introduction

The order-style talent training model refers to an education method in which a company cooperates with a school to give full play to the advantages of multiple educational resources, jointly formulate a talent training plan, and participate in the talent training process and management. The company organizes student employment in accordance with the agreement. Its essence is to "tailorize" the training of talents in accordance with the needs of employers, which has become an effective way for college curriculum reform.

Nanjing Forest Police College and the customs anti-smuggling department have jointly developed an order-style anti-personnel talent training, and established a "four communists" education model of personnel training scale negotiation, in which the two sides discuss the scale of talent training, formulate a plan for talent training, manage the process of talent training, and jointly control the quality of talent training. Efforts were made to promote the regularization, professionalization and professionalization of the anti-smuggling police force.

The Concept of College-Bureau Cooperation

Public security education has the dual attributes of degree education and vocational education. Public security colleges, as an important position for cultivating public security professionals, are the source and foundation of the construction of public security teams. They play an important role in serving, guiding, and leading actual combat. For public security colleges, the employer is the local public security bureaus. Therefore, this order-style talent training model is more commonly referred to as "college-bureau cooperation". As a kind of talent training mode, the cooperation between the college and the bureau means that the public security colleges should strengthen the practical training of the police and enhance the education and teaching level of the theory close to the actual combat. Both sides of the college and the bureau give full play to their respective advantages and carry out multi-faceted, multi-level and multi-mode cooperation, so as to realize the talent training mode of combining education with actual combat, teaching with practice, and scientific research with application.

Nanjing Forest Police College, as the fifth Ministry of Public Security, has been committed to the exploration and innovation of personnel training mechanisms. The Customs Anti-Smuggling Police
Force is a specialized police force established in 1998, which is needed in the anti-smuggling struggle. In order to promote the regularization, professionalization and professionalization of the anti-smuggling police team, the college sets up a customs anti-smuggling specialty in 2019, and jointly conducts order-style anti-smuggling training with the customs anti-smuggling department, which will play an important role in improving the overall quality and professional ability of the anti-smuggling team.

**Problems in the College-Bureau Cooperation Order-style Talent Training Model**

After 2011, the theoretical and practical work of cooperating with the public security college and bureau has begun rapidly and achieved certain results, but there are still some obvious shortcomings, mainly reflected in the following aspects:

(A) The top design is not in place.

At present, the Ministry of Public Security only has a principled proposal for college-bureau cooperation, but it lacks detailed and specific regulations, nor has it establish a specialized agency for coordination, supervision, assessment and incentives. The current college-bureau cooperation is still a spontaneous and loose cooperation model between public security colleges and public security organs. The basis of cooperation is, with obvious spontaneity, mainly based on the friendship formed by geographical proximity and business contacts. There is no normalized, institutionalized and standardized cooperation mechanism between the two sides, which hinders the deep cooperation between the two sides.

(B) Role positioning is not clear.

Some public security academies and public security organs lack a deep understanding of the practical significance of college-bureau cooperation. They only stay at the level of "signing agreements and building internship bases", and the two sides lack a clear understanding of their respective roles. Public security organs have positioned their role only to provide internships for students. In many areas, such as researching and demonstrating talent training programs and goals, practical teaching process, and teaching assessment, public security organs’ participation is obviously insufficient. The role of public security colleges in positioning themselves only stays on the students’ practical teaching sites and case material collection scenes. Public security academies lack sufficient understanding of the status of public security work and technological innovation, which makes new problems encountered in the practice of public security not studied in time and new experiences not summarized in a timely manner. The scientific research of public security colleges deviates from the actual needs of public security and cannot provide theoretical support and guidance.

(C) The collaborative training path is not clear and the form is relatively single.

On the one hand, the cooperation between many colleges and bureaus is still at the level of "signing agreements and building platforms" to establish internship bases. The form is simpler. No deeper cooperation has been carried out in areas such as the formulation of talent training programs, the development of curriculum resources, classroom teaching, laboratory construction and utilization, and scientific research cooperation. On the other hand, even in the traditional areas of cooperation, the degree of integration is not high. There is a problem of flowing in "form" and ignoring "effect". These factors have resulted in the poor practicality and poor effectiveness of student internships.

(D) The capabilities of the two parties are not equal, and the supply and demand are unbalanced.

In the cooperation practice of the college and bureau, although the public security organs are in a supplementary position, they have always played the role of suppliers, and the public security institutions have played less theoretical and technical support to the public security organs, resulting in an imbalance between the supply and demand of the two sides. It is not conducive to motivating the enthusiasm of the cooperation between public security organs and public security institutions. In the long run, it is difficult to guarantee the effectiveness of cooperation between the two sides.

(E) The school lacks high-quality teachers specialized in both theory and practice.
In order to improve the students' practical ability, a high-quality teaching staff is required. Teachers are required to have strong professional theoretical knowledge, rich practical experience, and a high level of teaching. The reality is that it is difficult to build a team of teachers that meet expectations in a short time. On the one hand, most of the teachers in public security colleges are graduates from colleges and universities. Although they have a high level of professional knowledge, they have insufficient practical experience and teaching experience. On the other hand, part-time instructors have rich practical experience and case materials, but some instructors have insufficient theoretical foundations, lack of teaching skills, and unable to ensure teaching time and energy. These are all important reasons that hinder the effectiveness of college-bureau cooperation education.

**Operational Practice of College-Bureau Cooperative Order-style Talent Training Model**

In order to strengthen the ability of customs anti-smuggling combat, Nanjing Forest Police College actively integrates high-quality education and training resources, focusing on building a knowledge system and training core capabilities, actively serving the needs of customs anti-smuggling, deeply integrating with the customs anti-smuggling department, and developing various forms of college-bureau cooperation to explore an order-based training model.

(A) The two sides jointly formulated a talent training plan. The core of the talent training program is to optimize the curriculum system to ensure scientific and systematic. In terms of curriculum development and establishment, our college has fully communicated with anti-smuggling departments in various places, scientifically defined professional courses, and added “Customs Law”, “Customs English”, “International Trade Theory and Practice”, “Customs Tax Theory and Practice”, and “Compulsory Smuggling Crime Investigation” and other required courses to fully reflect the characteristics of anti-smuggling work, while also adding “Financial Law”, “Intellectual Property Law”, “Drug Crime Investigation”, “Wild Animal Court Science”, “Plant Court Science” and other related courses.

(B) Both parties participate in the process of talent training and education. The two sides focus on improving the quality of personnel training, and organize teachers on campus and relevant personnel of the Customs Anti-smuggling Bureau to jointly formulate curriculum outlines, write curriculum materials and case collections, participate in curriculum construction, jointly guide students' graduation thesis writing, conduct teaching research and reform, and Co-participate in curriculum teaching, etc.

(C) The two sides jointly establish a talent training assessment system. Our college and the Customs Anti-smuggling Bureau jointly determine the assessment methods, content and standards for core courses, and build an evaluation system involving the anti-smuggling bureau, our college and students. Among them, our college evaluates students in accordance with the curriculum assessment standards. The Anti-Smuggling Bureau evaluates students in terms of ideology and politics, professional literacy, practical ability, and innovation ability. At the same time, it focuses on students’ self-evaluation in the assessment.

(D) The two sides jointly build a team of teachers. The teaching team consists of two parts: one is our school teachers, through business practice, case participation, theoretical research, project research, and other forms to improve the actual combat level and enhance the actual combat ability; the second is the anti-smuggling bureau instructors, through the resident instructors, part-time instructors, special lectures, thesis tutoring, internship guidance, scientific research cooperation and other forms, hiring experienced business backbones in the anti-smuggling bureau as teachers to enhance the effectiveness and pertinence of teaching content.

(E) Both sides work together to build a practical teaching system. It is the basis of constructing the practical teaching system to take the police actual combat as the guidance. Both sides of the University and the bureau make full use of the resources of the Customs Department, the enterprise and the experimental training environment, and constantly deepen the reform of practical teaching...
and improve the effect of practical teaching by taking various measures such as curriculum training, professional practice, community activities and scientific research activities.

(F) The two sides jointly build the research center. In 2019, our college established the research center of Customs anti-smuggling, which aims to comprehensively carry out the research of Customs anti-smuggling business and provide law enforcement, training and exchange services for customs anti-smuggling. Its main functions include: to carry out the research on frontier and hot issues of Customs anti-smuggling, to study the relevant legal systems of customs, to carry out business training services for customs anti-smuggling departments, and to carry out business training services for customs anti-smuggling, to provide electronic data evidence help, to provide consultation, inspection and identification services in endangered species. As a joint construction project of college-bureau cooperation, the research center is conducive to the deep development of college-bureau cooperation and the effective docking of theoretical research and practical issues.

Conclusion

The training of public security professionals is the eternal theme of public security colleges. There is no end to the innovation of public security education means and methods. It is not only the need of the characteristic development of public security colleges, but also the need of the transportation of excellent talents for the public security cause. This is the need of the sustainable development of public security education, as well as the need of the improvement of the professional ability of public security organs. Its future development space is expected.

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