

The Connotation, Value Logic and Practice of High-quality Development of Vocational Education at Undergraduate Level in The Context of The New Vocational Education Law

Shiguan Liao, Zhaomin Zhang*

School of Management, Shenzhen Polytechnic University, Shenzhen 518055, China

* Corresponding author: zhzhmin@szpu.edu.cn)

Abstract

The development of undergraduate-level vocational education is an inevitable trend based on the historical evolution and current development status of vocational education, following the laws of educational development. In the context of the new era and the new Vocational Education Law, clarifying the connotation, positioning, and "two characteristics" of undergraduate-level vocational education and grasping its value and significance in development is an essential meaning for building a modern vocational education system. At present, problems such as academic drift, institutional lag, and low recognition still exist in the high-quality development of undergraduate-level vocational education. Based on this, this paper starts from establishing development paths for professional construction standards, talent cultivation standards, and curriculum teaching standards, focuses on enhancing the recognition of vocational undergraduate education, and establishes a multi-element quality evaluation mechanism to explore the practical approach for the high-quality development of undergraduate-level vocational education.

Keywords

New vocational education Law; Vocational undergraduate education; Connotation and value logic; Practical approach.

1. Introduction

With the continuous progress of China's economy and society, the vocational education system has been comprehensively constructed and deepened, injecting strong talent impetus into the country's development. This system not only significantly enhances the effectiveness of serving economic and social development, but also significantly increases its social influence and attractiveness, laying a solid foundation and creating many favorable conditions and high-quality work supports for moving towards a modern society. On April 20, 2022, after review and revision by the 34th session of the Standing Committee of the 13th National People's Congress, the "Vocational Education Law of the People's Republic of China" (referred to as the new Vocational Education Law) was passed and took effect on May 1 of the same year. There are significant differences between the new Vocational Education Law and the 1996 version. The 1996 version of the Vocational Education Law is divided into five chapters with a total of forty articles. Among them, Article 3 of the general provisions in Chapter I states that vocational education is an important part of the national education cause and an important way to promote economic and social development and labor employment. However, the new Vocational Education Law is expanded to eight chapters with a total of sixty-nine articles. Article 3 of the general provisions in Chapter I of the new law elaborates that vocational education is an educational type of equal importance to general education. It is an important part of the national education system and human resource development. It is an important way

to cultivate diversified talents, inherit technical skills, and promote employment and entrepreneurship. The new Vocational Education Law closely follows the strategic needs of vocational education in the new era serving the new development pattern. It clarifies the original intention of legislation and focuses on driving vocational education to enter a stage of high-quality development. It aims to strengthen the comprehensive quality and technical skills of workers, stimulate employment and entrepreneurship vitality, lay a solid foundation for building a powerful country in education, a powerful country in human resources and a skilled society, and accelerate the process of socialist modernization. At the same time, it encourages all sectors of society to work together to jointly build a grand blueprint for the high-quality development of vocational education.

Since the convening of the 18th National Party Congress, the Party and the government have always placed vocational education in an important strategic position, attaching great importance to and continuously deepening its reform and development process. Through a series of powerful measures, the vocational education system has been continuously optimized, significantly improving its fit and adaptability to the needs of economic and social development. In May 2014, the State Council issued the "Decision of the State Council on Accelerating the Development of Modern Vocational Education", which for the first time proposed in national documents: exploring the development of undergraduate-level vocational education, and emphasizing the need to: focus on holding undergraduate vocational education. In January 2019, the "Notice of the State Council on Issuing the 'Implementation Plan for Vocational Education Reform'" clearly stated that vocational education and general education are two different types but of equal importance, and emphasized: promoting qualified ordinary undergraduate colleges to transform into application-oriented ones, encouraging qualified ordinary colleges and universities to offer application technology-oriented majors or courses, and carrying out pilot projects of undergraduate-level vocational education. In 2020, the Ministry of Education and other nine departments issued the "Action Plan for Improving the Quality and Cultivating Excellence of Vocational Education (2020-2023)", clearly emphasizing: steadily developing high-level vocational education and taking the development of undergraduate-level vocational education as a key link in improving the modern vocational education system. Vocational undergraduate education has been raised to a new height. In January 2021, the Ministry of Education issued the "Management Methods for the Setting of Undergraduate-level Vocational Education Majors (Trial)", once again taking a substantial step forward in promoting vocational undergraduate education. In April 2021, General Secretary Xi Jinping made important instructions on vocational education work at the national vocational education conference, emphasizing that in the new journey of comprehensively building a socialist modern country, vocational education has broad prospects and great potential. In October 2021, the State Council issued the "Opinions on Promoting the High-quality Development of Modern Vocational Education", clearly stating that by 2025, the enrollment scale of vocational undergraduate education should not be less than 10% of the enrollment scale of higher vocational education. The development of vocational undergraduate education has a clear quantitative goal, and vocational undergraduate education in local practice is about to move towards comprehensive practice in a scientific and standardized way. Based on the background of the development of vocational undergraduate education, the Ministry of Education has deployed the establishment of colleges and universities during the "14th Five-Year Plan" period, opening up a policy opening for high-quality vocational colleges to be upgraded to undergraduate-level vocational schools.

However, the country has been in the process of research and exploration on the construction of a modern vocational education system led by undergraduate education, lacking clear legal basis. Until the official implementation of the new vocational education law, the important position of undergraduate vocational education is clearly defined at the legal level. Since then,

more and more policy measures and legal systems have provided solid policy guidance and legal protection for the high-quality development of undergraduate-level vocational education, and undergraduate vocational colleges have developed actively and steadily.

Undergraduate vocational education, as an important model combining higher education and vocational education, aims to cultivate high-quality vocational talents who can adapt to modern industries and social needs. As the country's attention to vocational education continues to rise, developing undergraduate-level vocational education has become an important orientation and inevitable trend in vocational education reform, and its significance and value cannot be ignored. However, in the context of the new era and the new vocational education law, how to develop undergraduate vocational education with high quality is an important challenge currently faced by vocational education reform and development, and also a new opportunity. Therefore, exploring the reform and development path of undergraduate vocational education is of great value and significance for promoting a skilled society and then serving national strategies.

2. The Connotation, Positioning and "Two Characteristics" of Undergraduate Vocational Education Under the New Vocational Education Law

The introduction of the new vocational education law not only endows new meanings to the connotation and positioning of undergraduate vocational education, but also clearly defines the unique "two characteristics" of undergraduate vocational education, namely its higher-level nature and vocational nature, and their value and significance in terms of level and type.

(1) Connotation

Article 2 of chapter I general provisions of the new vocational education law states: "Vocational education refers to education implemented to cultivate high-quality technical and skilled talents and enable educated people to possess the professional comprehensive qualities and action abilities such as professional ethics, scientific culture and professional knowledge, technical skills, etc. required for engaging in a certain occupation or realizing career development, including vocational school education and vocational training." From the perspective of promoting system connectivity, the new vocational education law focuses on establishing and improving a modern vocational education system that serves the lifelong learning of all people. In the vocational education system, vertical coherence is strengthened, and a seamless growth path for technical and skilled talents is constructed. As a key link, undergraduate vocational education not only fills the vacancy at the undergraduate level, but also can connect with high-level institutions upward and deepen cooperation with higher vocational colleges and secondary vocational schools downward. It becomes a bridge and link connecting the education system, and its importance is self-evident. In addition, the horizontal integration strategy focuses on the integration of general education and vocational education, aiming to build an interoperable platform between undergraduate vocational education and general undergraduate education, form an educational system architecture of "parallel tracks", and promote the efficient integration and sharing of educational resources. In the journey of Chinese-style modernization, undergraduate vocational education takes the lead in industrial transformation and technological innovation, and paves a complete advanced path for the cultivation of technical and skilled talents from secondary vocational schools to higher vocational colleges and then through undergraduate vocational education, professional master's and even professional doctorates. Fully implement the Party's educational policy, be rooted in the core concept of cultivating people with morality, and deeply integrate ideological and political education and professional ethics education into the whole teaching process to promote the synchronous improvement of students' moral character and professional skills.

The promulgation of the new vocational education law has established a solid legal cornerstone for undergraduate vocational education, clarified its status, main body, school-running requirements and quality assurance direction, and provided all-round legal support and guidance. This not only constitutes the overall guidance for the high-quality development of undergraduate-level vocational education, but also provides an official channel and display platform for enhancing the social status and public attractiveness of undergraduate-level vocational education.

Strengthening undergraduate vocational education not only actively responds to the needs of industrial upgrading and high-quality economic development, but also meets the people's eager expectation for high-quality employment. At the same time, it drives the adjustment of higher education structure in a better direction, helps build a high-quality education system, and consolidates its core position in the modern vocational education system with Chinese characteristics. The implementation of the new vocational education law is promoting undergraduate vocational education to move from the potential period to the practical period, providing solid talent and skill support for the construction of a socialist modern country and the dream of national rejuvenation.

(2) Positioning

1.Characteristics and positioning of undergraduate vocational education in terms of type and level. The new vocational education law clearly stipulates the positioning of undergraduate vocational education in terms of type and level through legislation. In terms of type, it is vocational education, and in terms of level, it is at the undergraduate level. For the first time, the new vocational education law clearly defines in law the important positioning that vocational education and general education are "both education, different types, and equally important". Undergraduate vocational education and general undergraduate education are differences in type rather than levels, clarifying the basic characteristics and essential attributes of undergraduate-level vocational education with Chinese characteristics, elevating the status of vocational education to an unprecedented height and endowing vocational education in the new era with a grander historical mission. In addition, the new vocational education law mentions that "higher vocational school education is implemented by higher vocational schools and ordinary colleges and universities at the educational levels of junior college, undergraduate and above", further strengthening the position of undergraduate vocational education in the modern vocational education system and determining the main path for the expansion of undergraduate-level vocational education in the future.

2.Positioning in distinction from general undergraduate education and higher vocational colleges. Traditional academic undergraduate education focuses on imparting disciplinary theoretical knowledge. The core lies in academic cultivation, and the goal is to cultivate theoretical research talents with a solid disciplinary knowledge foundation. In contrast, undergraduate vocational education is occupation-oriented, focuses on cultivating vocational application skills, and mainly aims to cultivate technical and skilled talents. General undergraduate education focuses more on academic level cultivation, is discipline-oriented, and mainly aims to cultivate academic research talents. Undergraduate vocational education and higher vocational colleges both belong to occupation-oriented education and both focus on cultivating practical abilities. On this basis, undergraduate vocational education deepens the breadth and depth of professional theoretical knowledge, goes beyond the "sufficient" scope, and requires students to master complex processes and technologies and strengthen complex operational skills, showing significant development potential.

(3) "Two characteristics"

1.Higher-level nature. At the level, undergraduate-level vocational education is a part of the higher education structure and has higher-level nature. Undergraduate-level vocational

education focuses on cultivating students' academic literacy and scientific quality, aiming to enable students to have a profound academic foundation and extensive knowledge, and be able to adapt to the complex and changeable social environment and vocational requirements. At the same time, undergraduate-level vocational education also emphasizes the cultivation of students' thinking ability, innovation ability and leadership ability in many aspects, aiming to cultivate high-quality vocational talents and has the unique characteristics and advantages of higher education.

2.Vocational nature. In terms of type, undergraduate-level vocational education is a part of the vocational education system and has vocational nature. Undergraduate-level vocational education focuses on cultivating students' vocational ability and vocational quality, aiming to enable students to have professional skills, vocational qualities and professional ethics related to occupations, be able to adapt to the development needs of modern industries and society, and has the characteristics and advantages of vocational education. Undergraduate-level vocational education takes the cultivation of students' vocational ability and vocational quality as one of the educational goals, pays attention to the practical training of vocational ability and the humanistic education of vocational quality, aiming to cultivate high-quality vocational talents with practical operation ability and professional ethics.

The combination of higher-level nature and vocational nature is mainly reflected in its unique teaching model. Undergraduate-level vocational education focuses on the innovation and reform of teaching models, actively advocates and practices the teaching concepts of "integration of industry and education" and "learning for application", adopts the teaching model of "combination of theory and practice", and takes students' practical teaching and in-depth cooperation of industry, education and research as the core content, so that students can master vocational abilities and skills in practice and strengthen the cultivation of vocational quality and professional ethics. The teaching model of undergraduate-level vocational education organically combines the advantages of higher education and vocational education, which is conducive to the improvement of students' vocational ability and comprehensive quality. In conclusion, the higher-level nature and vocational nature of undergraduate-level vocational education complement each other. It successfully combines the undergraduate education of higher education and the vocational ability cultivation of vocational education closely, paying attention to both students' academic literacy and scientific quality and emphasizing the cultivation of students' vocational ability and vocational quality. Higher-level nature highlights the educational level and academic value of undergraduate-level vocational education, while vocational nature reflects its training goals and social needs. The two jointly build the significant "two characteristics" of undergraduate-level vocational education.

3. Value Logic and Problem Analysis of The Development of Undergraduate-level Vocational Education

The development of undergraduate-level vocational education in the new era has important value and significance in terms of social demand for high-quality talents, promoting vocational education reform and innovation, promoting a skilled society, and serving national strategies. However, the development of undergraduate-level vocational education is still in the initial exploration stage, and the problems it faces are still prominent. This article elaborates in detail from three aspects: academic drift, institutional lag, and low recognition.

(1) The development value logic of undergraduate-level vocational education

The rise of undergraduate vocational education stems from the people's need for high-quality and high-standard education, as well as the need for the upgrading of the specifications and ability structures of technical and skilled talents due to the continuous improvement of industrial structure, quality and efficiency. To develop undergraduate vocational education, we

must be guided by Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era, strengthen the leadership of the Party, and ensure the correct direction of running schools. In response to the needs of national modernization construction, we are committed to high-quality development, deepening reform and innovation paths, integrating advanced international concepts, and building a high-level and high-level technical and skilled talent cultivation system. It is a strategic measure to cope with the accelerated industrial transformation and rapid economic growth. Undergraduate vocational education is an educational type that provides human capital and technical skill support for economic and social development. In essence, its development is not only an educational issue, but also an economic issue. Vigorously developing undergraduate vocational education and opening up the cultivation paths of secondary vocational education, higher vocational colleges, undergraduate vocational education, professional master's degree students, and professional doctoral degree students are the direction and trend of national higher education reform, the transformation of national industrial modernization, and an important measure to cultivate a large number of technical talents to adapt to Industry 4.0.

1. Cultivating high-quality talents to meet social needs. The report of the 20th national party congress clearly identifies craftsmen and highly skilled talents as important components of the strategy of strengthening the country through talent cultivation. Undergraduate-level vocational education is an important decision for strengthening the implementation of the national talent strategy. It is also an important measure to meet the needs of modern industries and social development and an effective way to promote industrial structure upgrading and innovation-driven development. The talent cultivation model of undergraduate-level vocational education is flexible and diverse, capable of cultivating both professional and comprehensive talents to meet the talent needs of different levels and fields. As an educational form emphasizing practical ability, professional quality, and comprehensive quality, undergraduate-level vocational education focuses on cultivating high-quality vocational talents in line with modern industrial and social needs. It implements the "deep cooperation of industry, academia, and research" model, closely integrating vocational education with industrial needs and providing talent support for industrial structure upgrading and innovation to meet the demand for high-quality talents in modern industries. The development of undergraduate-level vocational education not only helps increase the quantity and quality of vocational education talents but also improves the quantity and quality of talent supply, providing talent support for high-quality development and better meeting society's demand for high-quality talents.

2. Promoting reform and innovation in vocational education. Undergraduate-level vocational education is an important way to promote reform and innovation in vocational education, injecting new vitality and impetus. It not only focuses on cultivating students' vocational abilities and professional qualities but also pays attention to enhancing students' humanistic qualities. At the same time, it emphasizes practical teaching and cooperation among industry, academia, and research, promoting the integration and development of vocational education and industries. Undergraduate-level vocational education has strong practicality and professionalism. Its educational content and teaching methods are closely linked to actual work. Its curriculum setting and teaching content are closely aligned with industrial needs, better meeting the demands of enterprises and the market. In the process of vocational education reform, undergraduate-level vocational education can, through deep cooperation with enterprises and industries, promote the "integration of industry and education" in vocational education, realize deep integration of education and industry, improve the vocational quality and practical operation ability of talents, enable students to adapt to the development trend of industrial transformation and technological innovation, and achieve the organic combination of vocational education and general education, making positive contributions to improving the

quality and level of higher education, realizing educational equity, and promoting innovation and change in vocational education.

3. Boosting the construction of a skilled society and serving national strategies. The construction of a skilled society was first proposed at the national vocational education conference in 2021. The new vocational education law promulgated in 2022 takes building a skilled society as the main task of developing vocational education. The "opinions on promoting the high-quality development of modern vocational education" more clearly defines the goal of basically building a skilled society by 2035. Building a skilled society is an inevitable requirement for building a socialist modern country. It is an important strategy for China to respond to the scientific and technological revolution, industrial transformation, and population transformation. It is also a major measure for populous countries around the world to strengthen human capital construction and accumulate skill dividends. Currently, 70% of the new labor force in modern manufacturing, modern service industries, strategic emerging industries, and other fields comes from vocational education. The educational pattern for building a skilled society has basically taken shape. The "Outline of the 14th Five-Year Plan for National Economic and Social Development and Long-Term Goals for 2035" proposes major goals such as increasing total labor productivity, optimizing the economic structure, upgrading the industrial foundation, and modernizing the industrial chain, as well as major strategies such as building a strong manufacturing country and a strong quality country. Facing new strategies and missions, vocational education has broad prospects and great potential. Undergraduate-level vocational education truly becomes a "booster" for its development. In serving the national "double first-class" construction strategy, vocational undergraduate education can rely on the higher education system, focus on improving educational quality and building teaching staff, and create a number of disciplines, majors, and teaching staff with high academic levels and vocational skills, strongly supporting and promoting the national "double first-class" construction. In serving the national "Belt and Road Initiative" construction strategy, vocational undergraduate education can pay attention to international education and talent cultivation, actively expand international cooperation and exchanges, and cultivate high-quality vocational talents with international vision and international competitiveness, providing strong support and guarantee for the national "Belt and Road Initiative" construction. In serving the national innovation-driven development strategy, vocational undergraduate education can focus on improving educational quality and cultivating practical ability, cultivate high-quality vocational talents with innovative spirit and practical ability, promote technological innovation and industrial innovation, and strongly support and promote the implementation of the national innovation-driven development strategy.

4. Enhancing people's well-being. Developing undergraduate-level vocational education is an objective need to meet the people's aspiration for higher quality and fuller employment. As a crucial part of national education, vocational undergraduate education focuses on both quality and characteristics, aiming to meet the people's diversified and personalized educational needs for a better life. Through providing "adaptive education," it helps realize the vision of producing talents in large numbers and allowing everyone to display their talents. The report of the 20th National Party Congress emphasizes that "contemporary Chinese youth are in a great era. The stage for realizing their talents is extremely broad, and the stage for realizing their dreams is extremely bright." Developing undergraduate-level vocational education provides more choices for society, realizes the vertical connection from secondary vocational education and higher vocational college education to vocational undergraduate education, professional master's degree programs, and professional doctoral degree programs, establishes a complete vocational education channel for cultivating technical and skilled talents, meets the people's increasingly diverse educational needs, promotes educational equity, and further improves people's quality of life and sense of happiness. Vocational undergraduate education emphasizes

cultivating students' professional qualities and practical abilities, can provide students with better education and vocational skill cultivation, enable more people to obtain vocational technical skills through complete vocational education, improve students' vocational competitiveness and employment opportunities, provide more employment opportunities for the public, improve their comprehensive qualities and personal abilities, thereby enhancing their employment competitiveness and development potential and further realizing social equity.

(2) Analysis of the development issues of undergraduate-level vocational education

1. Academic drift. The academic drift of undergraduate-level vocational education is manifested in the gradual transformation of vocational undergraduate colleges towards the development direction of ordinary undergraduate colleges, which is undoubtedly a great waste of higher education resources. In China's current education system, vocational undergraduate colleges mainly come from three sources: first, upgraded from higher vocational colleges; second, transformed from independent colleges; third, merged and transformed from higher vocational colleges and independent colleges. This phenomenon reflects that the school-running form of vocational undergraduate education in China has a kind of "singularity", which is not conducive to the healthy development of undergraduate-level vocational education and also reflects the problem of academic drift in vocational undergraduate education. Although the transformation of undergraduate colleges is clearly defined as an important way for the development of vocational undergraduate education, in practice, the proportion of vocational undergraduate school-running forms transformed from ordinary undergraduate colleges is relatively small. The main reason behind this is that general education is not willing to be "linked" with vocational education. In the current construction of the modern vocational education system, higher vocational colleges have an extremely strong willingness to be upgraded to vocational undergraduate colleges, and even a trend of "upgrading fever" has formed. The problems behind this phenomenon deserve our further attention and thinking. Judging from the experience and development of vocational education in China, in terms of student sources, some higher vocational colleges prefer to recruit graduates from ordinary high schools rather than secondary vocational school graduates in their enrollment plans. What's more, there is a bonus reward mechanism for ordinary high school students with high scores, but there is no reward mechanism for secondary vocational school graduates who are admitted with excellent results in the higher vocational college entrance examination. This phenomenon reflects that higher vocational colleges are eager to be upgraded to vocational undergraduate colleges, and may only hope to be upgraded to the undergraduate level with the title of vocational undergraduate, but they do not really attach importance to the vocational attribute emphasized by undergraduate-level vocational education. They blindly pursue upgrading and lose their own school-running characteristics as vocational education. The "non-participation" of ordinary undergraduate colleges and the "betrayal" of higher vocational colleges directly lead to the possibility of academic drift in vocational undergraduate education. Fundamentally, first, in the early stage of development, undergraduate-level vocational education did not clarify its school-running positioning and development goals, did not clarify the "two characteristics" of vocational undergraduate education. In terms of type, it did not highlight the vocational attribute of vocational undergraduate; in terms of level, it did not take the advanced nature as an important characteristic of developing vocational undergraduate. Second, the lack of a comprehensive and systematic quality evaluation mechanism makes vocational undergraduate colleges unable to realize that they have deviated from the development track of vocational undergraduate.

2. Institutional lag. The vocational undergraduate education system, on the one hand, guides the long term and lays the foundation; on the other hand, it provides solid institutional support and operational guidelines for practice. Given that it is in dynamic development and

understanding and cognition are continuously deepened, it needs to be continuously optimized and improved. China has relatively little experience in developing undergraduate-level vocational education. The current institutional development shows obvious "supplementary" characteristics. That is, as society's understanding of undergraduate-level vocational education gradually deepens and practice continues to deepen, institutional supply is gradually increased and institutional content is improved in the process of steady progress. It is moving forward in development rather than being achieved in one step. At present, although China has issued institutional documents such as "Standards for the Establishment of Undergraduate-level Vocational Schools (Trial)" and "Management Methods for the Setting of Undergraduate-level Vocational Education Majors (Trial)", mainly involving the setting conditions of vocational undergraduate schools and majors, professional catalogs and guidance opinions on degree settings, etc., there are still no clear measures for the key issues of promoting the implementation of vocational undergraduate education policies. In terms of education and teaching quality standards, evaluation system standards, and professional construction standards, the existing systems still cannot fully meet the needs, and the coverage is not comprehensive enough. They mainly play a guiding role and are exploratory, and the specific implementation standards still need to be clarified. The lack of these codes of conduct and fundamental guidelines limits the development of undergraduate-level vocational education and makes it difficult to provide a comprehensive, systematic and practical action guide for vocational undergraduate education. Among them, in the intermediate link of talent cultivation, relevant systems and standards are still lacking, leading to many challenges in the implementation process of undergraduate-level vocational education. Specifically, when formulating talent cultivation plans, schools often show two strategic tendencies: first, making shallow expansions based on the existing vocational college education curriculum system; second, directly adopting the ordinary undergraduate education curriculum system without fully considering its adaptability. To solve these problems, designing process-oriented systems and standards has become an important area that needs to be improved urgently.

3. Low Recognition. Due to the long-term lack and lag of institutions, society has limitations in understanding the essence of vocational undergraduate education. Some people will misunderstand that vocational undergraduate education is a lower-level education compared to ordinary undergraduate education. They think that vocational undergraduate education is mainly for students below the admission score line of ordinary undergraduate education, leading to people's doubts about the quality and value of vocational undergraduate education. The employment prospects of vocational undergraduates are underestimated and the development space is limited. These misunderstandings and limitations will lead to biases in people's choices of schools and majors, and they cannot fully recognize the value and potential of vocational undergraduate education. The deviation in society's understanding of vocational undergraduate education has become the primary challenge on the road to high-quality development of undergraduate-level vocational education. Correcting people's understanding deviations about the essence of vocational undergraduate education is urgently needed.

4. Exploration of High-quality Development Paths for Undergraduate-level Vocational Education

Based on the problems faced by the development of undergraduate-level vocational education, actively exploring its high-quality development path is an important task for the stable development of undergraduate-level vocational education in a certain period in the future. Starting from the professional construction standards, talent cultivation standards, and curriculum teaching standards of undergraduate-level vocational education, this paper aims to focus on enhancing the recognition of vocational undergraduate education and establishing a

diversified quality evaluation mechanism, in order to identify feasible directions for the high-quality development of undergraduate-level vocational education.

(1) Professional construction standards

1.The professional construction of undergraduate-level vocational education should adhere to the new development concept, be led by demand, serve the overall development situation, actively integrate into the trend of scientific and technological revolution and industrial transformation, accurately layout majors, and promote the advanced industrial foundation and the modernization process of industrial chains. Professional construction should have a clear positioning and development direction. Based on the overall development direction of the school and guided by the principles of "serving the modern economic system, facing industrial needs, and following the laws of vocational education", professional construction is the main basis for vocational undergraduate education institutions to organize enrollment, carry out teaching, and guide employment. Professional construction should highlight the characteristics of vocational education, focus on cultivating high-level technical and skilled talents, and through systematic design, realize vertical smoothness and effective integration among secondary vocational education, higher vocational education, and undergraduate vocational education, and promote the integrated development of general education and vocational education.

2.The professional construction of undergraduate-level vocational education needs to be combined with the actual industry. Let enterprises participate in professional construction, deeply understand industrial development trends and needs, establish cooperation mechanisms with enterprises, jointly study market demands, industry development trends, and technological innovations with enterprises, and formulate corresponding professional directions and curriculum settings according to actual needs to ensure that the content and skills students learn can match industry development. Closely docking with industrial development is the basic attribute of undergraduate-level vocational education. Adapting to the layout of regional leading industries and the needs of industry development, ensuring timely adjustment of current professional settings, in order to vigorously develop emerging industries needed for industries such as advanced manufacturing. Strengthening docking and communication with the industry can establish close contacts and cooperation with the industry by holding industrial advisory committees and holding industry-university-research exchange meetings regularly, timely understand the needs and changes of industrial development, adjust and optimize professional settings, improve educational quality and practical ability, and provide more support and guarantee for students' employment and personal development, realizing a good mutual promotion and coordinated development effect.

3.The professional construction standards of undergraduate-level vocational education need to pay attention to the matching degree between disciplines and industries and enterprises. Focus on the construction of technical disciplines, strengthen the teaching of professional theoretical courses, establish an industry-university-research cooperation mechanism with enterprises, closely connect industries and markets, pay attention to the combination of technology, theory, and practice, and ensure the practicability and adaptability of majors. At the same time, in professional construction, it is necessary to encourage the development of students' innovative thinking and practical ability, and provide them with more opportunities and platforms to cultivate high-quality talents with practicability and innovation.

(2) Talent cultivation standards

1.Integrating morality and skills is the fundamental characteristic of the talent cultivation standards of the modern vocational education system with Chinese characteristics. It is also a direct manifestation of vocational education implementing the fundamental task of cultivating morality and cultivating people and perfecting the education work mechanism of typed

education. In line with the talent needs of the current education chain, industrial chain, and innovation chain, strengthening the talent cultivation work of "integrating morality and skills" in vocational education means fully incorporating ideological and political literacy requirements into the whole process of cultivating technical and skilled talents, which is manifested as attaching equal importance to moral cultivation and ability improvement, and integrating ideal and belief education with behavior cultivation. The training program should be jointly constructed by schools and enterprises, follow the growth trajectory of technical and skilled talents, strengthen the cultivation of high-level knowledge and skills, and ensure that graduates can be competent in transforming scientific and technological achievements and experimental results, providing mid-to-high-end product production and services, and have the ability to solve complex problems and perform complex operations.

2. Clarify the connotation of talent cultivation types and levels. To prevent the expansion of academic drift, it is particularly important to clarify the talent cultivation positioning of vocational undergraduate education. Taking courses, teaching, and evaluation as carriers, answer the question of "what kind of talents to cultivate". Adhere to the positioning of cultivating high-level technical and skilled talents, and highlight its professionalism in type and advanced nature in level. On the basis of clarifying the positioning of undergraduate-level vocational education, determine the talent cultivation standards. The talent cultivation of vocational undergraduate education is a key element that distinguishes it from higher vocational college education and ordinary undergraduate education. Due to differences in levels in the former and differences in types in the latter, there are differences in talent cultivation goals. The talent cultivation standards of undergraduate-level vocational education cannot simply be a prolonged replica of higher vocational college education, nor can it be directly made into a duplicate version of ordinary undergraduate education. In practice, it must be distinguished. Otherwise, the talent cultivation of vocational undergraduate education cannot provide substantive guidance. The most essential difference is reflected in: First, vocational undergraduate education needs to have stronger cross-border learning ability and technological innovation application ability than higher vocational college education, and be more competent for more complex and comprehensive vocational work. Second, vocational undergraduate education has a longer training period than higher vocational college education. It needs to be different from ordinary undergraduate education mainly focused on academic research or technology development. The talent cultivation model of vocational undergraduate education is based on vocational post ability, oriented towards employment, centered on the high-level fit between national strategies and industrial development, adheres to the integration of industry and education, and aims at vocational competency. On the basis of realizing high-skilled cultivation, further improve the skill application ability of talents.

3. Give full play to the role of multiple entities in talent cultivation, deepen industry-education integration, and strengthen school-enterprise cooperation. The signal released by the new vocational education law encourages many industries, enterprises, and even social organizations in addition to the government to participate in vocational education. Through various forms and modes of running schools, taking industry-education integration as the overall ideology, innovating operating mechanisms, and giving full play to the role of different school-running entities in talent cultivation. Mobilize more enterprise forces and multi-party social resources to participate in the construction of the talent cultivation team, make up for the deficiencies in school-running resources and industrial understanding, face the industrial field of the entire region, cooperate with regional leading backbone enterprises, industry associations, and high-tech enterprises, deepen "synchronizing with the industry and interacting with the region", meet the needs of rapid industrial development and people's livelihood and well-being, and focus on high-quality technical and skilled talents truly needed in social and economic development. If enterprises truly play a leading role, it will help change

the situation of "a thousand schools with one face" and make vocational education a reservoir for gathering technical and skilled talents from all walks of life. "Industry-education integration is the essential characteristic of vocational undergraduate education, and school-enterprise cooperation is the basic form of vocational undergraduate education. Vocational undergraduate education cannot be run well without the participation of industries and enterprises" has become a widespread consensus and the starting point for reforming the school-running model.

(3) Curriculum teaching standards for undergraduate-level vocational education

As the cornerstone of cultivating high-quality technical and skilled talents in undergraduate-level vocational education, the effectiveness of talent cultivation is closely reflected in curriculum teaching construction. Therefore, it is necessary to ensure that curriculum setting and teaching content are closely combined with industrial needs so that students can adapt to the development trend of industrial transformation and technological innovation and provide talent support for industrial structure upgrading and innovation. Vocational undergraduate schools should conduct curriculum innovation and development based on regional skill characteristics and talent cultivation priorities on the basis of national professional teaching standards. This process needs to rely on in-depth market research and professional academic analysis to ensure that curriculum construction is closely in line with the actual needs of undergraduate-level vocational education. It is worth noting that a distinctive feature of vocational education is that its knowledge and skill system needs to continuously evolve following the pace of industrial upgrading. Therefore, vocational undergraduate schools must be ready to update and adjust outdated courses at any time and correctly update the changes brought by industrial upgrading to the courses in a timely manner so that the courses can fully meet vocational needs and exert their maximum benefits.

The designed curriculum system needs to cover theoretical courses, practical courses, skill training, etc., forming an integrated teaching model of theory and practice. First of all, theoretical courses are the basis of the curriculum teaching system and aim to impart professional knowledge systems and basic theories to students. Theoretical courses should be set according to professional characteristics, industry development trends, and market demands to ensure the forward-looking and practical nature of curriculum content. Secondly, practical courses are an extension of theoretical courses and emphasize cultivating students' practical operation abilities and practical experience. Set up experimental courses, internship and training courses, project-driven courses, etc., to provide students with sufficient practical opportunities. At the same time, strengthen school-enterprise cooperation, jointly build training bases, introduce actual enterprise projects, and participate in skill competitions to stimulate students' learning enthusiasm and improve their practical abilities. In addition, skill training is an important part of the curriculum teaching system and aims to improve students' professional skill levels and help students master new technologies and new processes in the industry. Skill training should combine industry standards and enterprise needs to design training content and methods with strong pertinence and high practicability. By simulating the actual working environment and organizing students to conduct practical training, students can meet industry requirements in terms of skill mastery. In this integrated teaching model of theory and practice, educators integrate various teaching methods such as case analysis, modular learning, new technologies, and new processes into curriculum teaching, so that students can better apply the knowledge they have learned to solve practical problems on the basis of mastering theory. Case analysis is a method to help students understand and master knowledge by analyzing specific examples. Teachers select real cases related to curriculum content according to the characteristics of each major and introduce typical cases in the industry to enable students to better understand and apply professional knowledge in theoretical learning. Guide students to conduct in-depth discussions and extract universal laws and methods from them. Case teaching can stimulate students' learning interests, improve their

thinking and judgment abilities, and cultivate their ability to independently solve problems. Modular learning refers to decomposing curriculum content into multiple relatively independent modules, and students can choose to learn according to their own interests and needs. This teaching method is conducive to improving students' autonomous learning ability, enabling them to flexibly arrange their learning progress and gradually form a complete knowledge system. The introduction of new technologies and new processes helps improve the timeliness and practicability of vocational undergraduate education courses. With the rapid development of science and technology, new technologies and new processes are constantly emerging in all walks of life. Integrating these new technologies and new processes into curriculum teaching can enable students to understand industry development trends in a timely manner, master the latest skills and knowledge, and prepare for future careers.

(4) Efforts to enhance the recognition of vocational undergraduate education

Accelerating the construction of a high-quality vocational education system requires strengthening its social value recognition to make up for development shortcomings. The vigorous development of undergraduate-level vocational education not only needs legal, institutional, and policy support but also requires extensive social recognition of its value, emotional resonance, and an improvement in psychological expectations. In addition, enhancing the recognition of vocational undergraduate education is an important task in the current field of vocational education. Improving the public attractiveness of vocational undergraduate education helps eliminate social misunderstandings and prejudices against vocational undergraduate education and promotes the healthy development of vocational undergraduate education.

1.Improve the vocational undergraduate education system. The construction of the vocational undergraduate education system should seek breakthroughs based on realistic challenges to continuously promote institutional construction. Under the premise of the initial formation of the relevant institutional framework, the primary task of high-quality development of undergraduate-level vocational education is to establish a comprehensive, systematic, and practical vocational undergraduate education system around the entire process of talent cultivation. Following the systematic thinking of "pilot school experience - professional guidance opinions - establishment of formal institutions", it can truly meet realistic needs and institutional supply and strive to provide a more complete and stable institutional environment for the high-quality development of vocational undergraduate education.

2.Increase publicity efforts. From the perspective of vocational undergraduate schools, as a new thing in the undergraduate field, vocational undergraduate schools are still in the early stage of development. They should refine their own characteristics and effectively strengthen their own publicity efforts. This can be carried out from the following perspectives: formulate publicity strategies and formulate targeted publicity strategies. Through various media channels such as newspapers, television, and the Internet, widely publicize the advantages and characteristics of vocational undergraduate education to increase public understanding and recognition of vocational undergraduate education. Hold themed activities and regularly hold vocational undergraduate education themed activities such as vocational education week and skill competitions to showcase the teaching achievements and practical operation abilities of vocational undergraduate education and enhance the status and influence of vocational education in society. Strengthen the publicity of school-enterprise cooperation, publicize successful cases of cooperation between vocational undergraduate schools and enterprises, and show how vocational undergraduate education is close to reality, meets enterprise needs, and cultivates technical and skilled talents that meet social needs. Showcase employment results and fully display the employment results of vocational undergraduate graduates, including employment rate and employment quality, so that the public can see the employment

advantages of vocational undergraduate education and enhance confidence in vocational education.

3. Strengthen connotation construction and promote system connectivity. Earnestly establish vocational undergraduate education undertakings with Chinese characteristics. Based on strengthening the scientific and advanced nature of teaching materials and focusing on improving teaching methods, promote classroom revolution in vocational schools. By creating a number of demonstration colleges and cultivating a large number of outstanding graduates, enhance the sense of honor of vocational education students and vocational colleges and improve the social recognition of vocational education. For vertical connectivity, formulate scientific and reasonable enrollment policies so that vocational high school graduates have the opportunity to enter vocational undergraduate education through examinations or other assessment methods to meet students' upward needs. Set up targeted bridge courses to help students connect knowledge and skills and narrow the gap between different levels. For horizontal integration, establish an online platform for the interoperability of vocational undergraduate education courses and general undergraduate education courses. Vocational undergraduate schools actively establish cooperation with general undergraduate schools to achieve course selection, credit recognition, and resource sharing to meet students' diversified learning needs and society's diversified talent needs. The government should strengthen policy guidance and support, promote the sharing of various educational resources, and encourage exchanges and cooperation between different types and levels of educational institutions to promote vertical connectivity and the integration of general and vocational education.

(5) Establishing a diversified quality evaluation mechanism

Undergraduate-level vocational education should do a good job in institutional evaluation and professional evaluation. The significance lies in accelerating the high-quality development of vocational undergraduate education. As an effective way to test educational quality, the results of evaluation can directly reflect the development effectiveness of education. Establishing a quality evaluation system suitable for vocational undergraduate education. If only simply "transplanting" the evaluation standards of ordinary undergraduate education, it will be difficult to adhere to the talent cultivation characteristics of vocational undergraduate education. Taking the "Overall Plan for Deepening the Reform of Educational Evaluation in the New Era" and the "Evaluation Indicators and Basic Requirements for Undergraduate Teaching in Undergraduate-level Vocational Schools (Trial)" as the basis for establishing the evaluation mechanism of undergraduate-level vocational education, reasonably and scientifically formulate teaching quality standards according to the characteristics of school-running, school-running models, and teaching models of various vocational undergraduate schools. Establishing an efficient evaluation mechanism requires adopting diversified strategies to provide basic conditional guarantees for the establishment of a characteristic learning ecological environment for vocational undergraduates. The first consideration in constructing an evaluation system is the diversification of participants, including people from all walks of life, industry experts, enterprise representatives, staff from various departments within the school, and students. This diversified composition of participants can bring about the diversification of evaluation content. For evaluation participants with different roles, we need to set evaluation content that conforms to their characteristics. In this way, the diversity of evaluation participants and the diversity of evaluation content will give rise to the diversity of evaluation methods. According to different evaluation objects and evaluation contents, we need to choose corresponding evaluation methods. Secondly, the key to comprehensive evaluation lies in multi-dimensional evaluation. We need to conduct comprehensive evaluations from multiple angles, including the impact on students' development and growth, feedback and improvement on educational quality and educational effects, and other aspects. Such a comprehensive quality evaluation mechanism can better reflect the overall situation of

vocational undergraduate education. Finally, we should attach importance to and listen to the opinions and feedback of direct and indirect participants in the development process of vocational undergraduate education schools. Their feedback helps ensure the objectivity, scientific nature, and comprehensiveness of the evaluation mechanism. Only by deeply understanding and reflecting the needs and expectations of all parties can we truly provide high-quality and effective vocational undergraduate education.

5. Conclusion

In the context of the country's development entering a new era, the development of higher education entering the stage of popularization, and the development of vocational education entering a new stage of high-quality construction, China's vocational education is stepping into a new historical era. Undergraduate-level vocational education is moving towards high-quality development, creating a strong atmosphere of "the country values skills, society respects skills, and everyone practices skills". People's increasingly diversified and personalized educational needs are better met, and the beautiful vision of "everyone can become a talent and everyone can display their talents" is accelerating into reality.

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