

*Original Research Article*

# The Innovative Research on the Vocational Skill Appraisal of Higher Vocational Colleges under the New Situation

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**Abstract:** With the continuous expansion of student sources in higher vocational colleges, the number of graduates is increasing day by day, along with the increasing employment pressure. Besides, there are many shortcomings in the development of talent training and achievement recognition. In response to this problem, this article analyzes the necessity of vocational skill appraisal in higher vocational colleges under the new situation. On this basis, it refers to the shortcomings in the emergence stage, and then combines the author's work experience to explore reform strategies and implementation plans, aiming to provide reference for related workers.

**Keywords:** Higher Vocational Education; Vocational Skills Identification; Talent Training

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In the present era, as China enters a new stage of development, industrial upgrading and economic restructuring continue to accelerate, the demand for skilled personnel in all walks of life is becoming more and more urgent, and the important position and role of vocational education are becoming more and more prominent. Vocational skill appraisal evaluates the skill level of a major and a type of work from an authoritative point of view, and as a standard for comprehensively measuring the quality of a vocational school, teacher strength, student skill level and other important aspects, professional skill appraisal work undoubtedly played a key role.

## 1. Urgency of vocational skill appraisal in higher vocational colleges

According to the latest employment quality report, high-end, high-quality industries with promising development prospects still tend to select talents from "double-first-rate" schools. However, higher vocational colleges still have their unique advantages<sup>[1]</sup>. The positioning, talent training objectives, and talent training model of higher vocational education pay more attention to the students' practical skills and high-skilled majors in front-line positions such as production, construction, and management. Therefore, graduates from higher vocational colleges have an unparalleled competitive advantage, and they also have a unique and broad space for development. At present, graduates cultivated in higher vocational colleges are mainly blue-collar professionals in the front line of production management. Students apply the knowledge learned in school to serve enterprises and institutions, draw work experience from practical work, and invent creation is applied to work to better create new benefits for enterprises and institutions<sup>[2]</sup>. Now that the requirements of the market for talents in various industries continue to increase, graduates are required to have professional skills in addition to the professionalization of their professional knowledge, that is "dual certificates" are required. In the future, more enterprises and institutions in the society will have talents with professional vocational skills. With vocational skills as a support, various industries can develop steadily and benignly, which is also an important part of social human resource management. At present, it is imperative to better improve the vocational skills

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doi: 10.18282/l-e.v9i1.881

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identification of higher vocational colleges.

## **2. Analysis on the status quo and problem of vocational skills identification in higher vocational colleges**

### **2.1 Inadequate recognition, lack of effective investment and top-level planning**

With the policy tilt and the reform of the college entrance examination system, the number of students in vocational colleges has increased year by year. According to the “two-certification system” required by the Ministry of Education, the number of people participating in the vocational skill appraisal and the scale of appraisal have generally expanded. However, according to the investigation, it has been found that most vocational colleges did not pay enough attention to their work, basically reusing the resources of the school, setting up temporary institutions for appraisal and evaluation work. There is no dedicated and independent department, or full-time appraisers, who are conducted by academic staff and part-time appraisers. Some colleges do not even do general publicity, resulting in students misunderstanding vocational skills qualifications, and even the first-line professional teachers know very little about vocational skills appraisal. Students do not have the enthusiasm to participate, and teachers do not have the motivation to guide. Then some students will miss the vocational skills appraisal during school. Gradually a vicious circle will be formed, resulting in the school not seeing results. Investment in publicity, teachers, and evaluation equipment are insufficient, and there is no long-term strategic planning.

### **2.2 Little connection with the market, and outdated appraisal items, question bank, and evaluation methods**

In recent years, new application technologies have continuously emerged, the industry structure has also changed, and the market's demand specifications for vocational college graduates have also been dynamically adjusted. As the school lacks a dedicated faculty team to study and follow up the market demand, the identification project is of narrow service scope and few projects. In addition, in the development plan of the university, the budget for vocational skills identification is insufficient, and it is difficult for the vocational skills identification project to be expanded. The training content and training quality are not updated in a timely manner, while the topic library is updated frequently, and the company's job requirements are updated every year with market changes, which leads to serious disconnection between the content of vocational skills training and identification of colleges and universities and market demand. In addition, some teachers in vocational skills training lack practical enterprise and industry-related experience, do not understand new tools and equipment. When students encounter problems in the training process, they cannot practically solve them. Therefore, the purpose of vocational skills training cannot be achieved. Vocational skills training can not be organically connected with the needs of the enterprise, so that the qualification certificate of the students obtained has a low quality and cannot be recognized by the enterprise<sup>[3]</sup>.

### **2.3 Separation from teaching practice and low degree of agreement with teaching content**

With the advancement of the construction of model majors such as model schools and double first-class universities, all vocational colleges have made great efforts in talent training model and curriculum reform, which has already achieved considerable results. However, the research results have shown that most colleges and universities do not really grasp the vocational skill appraisal as a link between schools and enterprises and a practical teaching hub. It is rare to see schools that combine the content of vocational skills training with actual teaching content. As a result, vocational skill appraisal is completely separated from actual teaching, employment, and entrepreneurship. It is difficult for students to feel the role of vocational skill appraisal in daily learning and practical training, and their knowledge is also in a passive state.

## **3. Strategies and programs for the reform of vocational skill appraisal in higher vocational colleges under the new situation**

### **3.1 Strengthen publicity, raise awareness, improve systems, and implement operational strategies**

In view of the fact that professional teachers do not know enough about vocational skills identification, which leads to low student recognition, it is necessary to make full use of new media such as WeChat public account and mobile application to target different professional groups to promote the content, characteristics and levels of corresponding skill identification. In particular, it is necessary to inform the purpose of the vocational skill appraisal certificate and improve the teachers and students' understanding of the vocational skill appraisal. On this basis, the "dual certificate system" and the system of teacher responsibility for the vocational skill appraisal should be strictly implemented. In addition, top-level planning should be done, with adhering to the principle of "watering and fish farming", implementing operational strategies based on school teachers and equipment, and carrying out external skills training and identification services.

### **3.2 Integrate professional skill appraisal into the construction of on-campus and off-campus training bases**

The positioning of higher vocational colleges is to deliver high-quality technical skills to the society. The imperfect practice training system in the process of talent training will also affect the improvement of students' professional skills and double consciousness and seriously restrict the improvement of talent training quality. In order to effectively solve the problem, higher vocational colleges should actively explore the integration of vocational skill appraisal work into the construction of on-campus and off-campus training bases during the specific implementation process and strengthen the cooperation between schools and enterprises, and promote the integration of teaching and practice. During the course internship and top-post internship, attention should be paid to the cultivation of students' practical ability and the accumulation of work experience, thus realizing the seamless connection between students' professional qualities and the needs of enterprise positions, and effectively improving the quality of vocational skill appraisal.

### **3.3 Improve the teaching system and effectively connect the identification of vocational skills with teaching**

In addition to practical training and internship, vocational skill appraisal work must also be integrated into the curriculum teaching system, so that the effectiveness of channel vocational skill appraisal work can be fully exerted. For example, in the talent training program of each year, the importance of vocational skill certificates in the entire academic process should be highlighted, and corresponding instruction courses should be systematically given. In addition, it is necessary to set up corresponding skills courses in different semesters, and appropriately reform the diversified teaching methods, promote the cultivation and transformation of students' professional skills and professional qualities, and assist and promote the evaluation of students' professional skills.

### **3.4 Expand channels and constantly cultivate a team of professional skill appraisal teachers**

Higher vocational colleges continue to increase the training of teachers, with increasing of the proportion of "dual teachers". The professional skill appraisal team also needs corresponding supporting teachers. In order to effectively improve the effectiveness of vocational skill appraisal, it requires trainers and appraisers to not only have the theoretical level and ability, but also have enterprise practical experience, and the ability to track and learn the market and new technologies. In view of the current status of the work in higher vocational colleges, in order to build such a team of teachers, it is necessary to expand channels, adhere to the principle of "integration and gradual internalization", recruit front-line enterprise experts to form a mixed team, and at the same time deliver capable teachers to go to the front-line training of enterprises, thus gradually forming a stable team of high-level vocational skills appraisal teachers<sup>[4]</sup>.

## **4. Conclusion**

As one of the important means of talent training and achievement recognition in vocational colleges, vocational

skills training and appraisal should be attached with importance and carried out through cultivating excellent supporting teachers, deepening the integration of industry and education, and cooperating with schools and enterprises. Through in-depth integration with actual teaching content and teaching process, and application of information technology including mobile Internet and AR in optimizing training and identification methods, vocational skills identification can gradually become an important carrier of talent training standards.

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