

Comparative Study on the Impact of Talent Cultivation Policies on the Quality of Higher Vocational Education

Xichun He*

Jiangxi College of Applied Technology, Ganzhou 341000, China

*Corresponding author: Xichun He, hexichun198354@gmail.com

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Abstract: As economic and social development progresses, higher vocational education plays an increasingly crucial role in cultivating various talents, driving economic growth, and advancing societal progress. However, differences in talent cultivation policies across regions affect the quality of higher vocational education in diverse ways. By comparing the implementation and impact of talent cultivation policies in different regions, this study aims to provide significant references and lessons for enhancing the quality of higher vocational education.

Keywords: Talent cultivation policy; Higher vocational education; Impact on quality; Comparative analysis; Research framework

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1. Introduction

In the context of global economic integration, higher vocational education in different countries and regions faces a variety of challenges and opportunities for development. Talent cultivation policy, as a key factor affecting the quality of vocational education, plays a crucial role in enhancing educational quality. However, existing research rarely compares the differences and impacts of talent cultivation policies across regions, necessitating further exploration in this area. This study employs interdisciplinary theories to construct a comparative analysis framework, examining the policy-making background, objectives, and implementation paths across different countries and regions, as well as the evolutionary patterns of policies within the same region, evaluating the differences in policy implementation effects, and summarizing experiences for reforming the quality of vocational education, to provide references for related decision-making^[1].

2. The importance of talent cultivation policy in higher vocational education

2.1. Characteristics and developmental needs of higher vocational education

Higher vocational education, aimed at cultivating high-level skilled talents with specific professional skills and

practical abilities to meet the demands of social-economic development and industrial structural transformation, has the following characteristics.

2.1.1. Practicality and applicability

Emphasizes practical and applicable teaching content, closely related to actual job demands, focusing on applying knowledge to solve real-world problems.

2.1.2. Industry adaptability

Aligns closely with industry demands, making the cultivated talents highly competitive in the market.

2.1.3. Clear objectives

Focuses on developing specific vocational skills in students, enabling them to quickly adapt to job positions.

The developmental needs of higher vocational education are primarily reflected in.

2.1.4. Industrial upgrade demands

As industrial structures adjust and technology advances, the demand for high-quality skilled talents increases, making higher vocational education a primary avenue for cultivating such talents.

2.1.5. Employment pressure alleviation

Provides students with the practical skills and knowledge needed for employment, enhancing their job competitiveness and alleviating employment pressures.

2.1.6. Personal development needs

Offers not only job-required skills but also helps in enhancing students' professional qualities and adaptability to work environments, promoting personal and comprehensive skill development.

2.2. Definition and scope of talent cultivation policy

Talent cultivation policy refers to a series of policies, measures, and plans formulated by a nation or region to promote talent cultivation and educational development. These policies encompass objectives, directions, content, methods, and evaluation standards of talent cultivation, aimed at guiding and promoting the healthy development of higher vocational education, improving the quality of talent cultivation, and meeting societal talent demands. The main components of the talent cultivation policy are as follows.

2.2.1. Clear training objectives and directions

Identify key areas and specialties, guiding the direction of higher vocational education development to ensure alignment with socioeconomic development needs.

2.2.2. Establishment of educational regulations and policy documents

Develop regulations and policies to standardize the management and implementation of higher vocational education, ensuring educational quality and fairness ^[2].

2.2.3. Increased investment in higher vocational education

Enhance financial input and optimize resource allocation to improve educational and teaching conditions and promote comprehensive development.

2.2.4. Establishment of evaluation systems

Develop comprehensive evaluation systems, including assessments of teaching quality, student comprehensive qualities, and teacher team development, to promote the improvement of educational quality.

2.2.5. Promotion of deep integration of industry and education

Strengthen school-enterprise cooperation and promote the deep integration of industry, education, and research, enhancing the practical effectiveness and social impact of education.

2.2.6. Promotion of international exchanges and cooperation

Enhance exchanges and cooperation with international educational institutions, introduce advanced international educational concepts and technologies, and enhance the international competitiveness of higher vocational education.

2.3. Significance and value of talent cultivation policy in higher vocational education

The significance and value of talent cultivation policy in higher vocational education are profound and critical, which are manifested as listed below.

2.3.1. Guiding development directions

Aligns with national development needs: Directs higher vocational education towards alignment with national development strategies and industrial structural adjustments.

Improves educational quality and outcomes: The formulation and implementation of policies enhance educational quality and effectiveness, promoting comprehensive development in higher vocational education ^[3].

2.3.2. Promoting reform and innovation

Optimizes and upgrades educational and teaching methods: Policies drive reform and innovation in higher vocational education, enhancing the quality and efficiency of talent cultivation.

Innovates educational and teaching models: Policies promote the innovation of educational and teaching models, advancing the quality and effectiveness of education.

2.3.3. Facilitating industry-education-research linkages

Improves graduate employment rates and quality: Policies facilitate the alignment of higher vocational education with industry demands, enhancing graduate employment ability and providing more opportunities for professional development.

Drives social-economic development: The implementation of talent cultivation policies promotes social-economic development, industrial upgrading, and transformation, enhancing national competitiveness.

3. Theoretical framework for comparative analysis of the impact of talent cultivation policy on higher vocational education quality

3.1. Theoretical construction of the impact factors of talent cultivation policy

The impact factors of talent cultivation policy are multifaceted, involving aspects such as policy formulation, implementation, and supervision. In theoretical construction, it is essential to explore the relationships among these factors deeply and propose feasible suggestions and improvements based on actual conditions ^[4].

Firstly, the clarity and scientific basis of policy objectives are key factors. Policy objectives should be

targeted and feasible and align with the national or regional development strategies. For example, if a country's development strategy is to promote the information technology industry, the objective of talent cultivation policies might be to train more IT professionals. This requires that policy objectives align with actual demands; otherwise, the effectiveness of the policy implementation could be significantly compromised.

Secondly, the specificity and flexibility of policy content are also crucial. Policy content should be flexible enough to adapt to the changes and developments of the times.

Additionally, the methods and measures of policy implementation significantly impact the effectiveness of the policies. The implementation methods should be scientifically sound and capable of effectively actualizing the policy content.

Lastly, the scientific and objective nature of policy evaluation is also a crucial safeguard for ensuring the effectiveness and sustainability of policies.

3.2. Selection and interpretation of quality evaluation indicators for higher vocational education

Quality evaluation of higher vocational education is a complex yet crucial task that requires selecting a series of appropriate indicators to comprehensively assess various aspects of educational quality. Some common evaluation indicators and their interpretations are as follows.

3.2.1. Teaching quality evaluation indicators

Teaching quality evaluation indicators are one of the core indices for assessing the quality of higher vocational education. They include whether the teaching plan is scientifically reasonable, whether the teaching content is practical, whether the teaching methods are diverse and effective, and whether the teaching process can stimulate students' interest in learning. These indicators can be evaluated through course quality assessments, teacher evaluations, and student evaluations, thus comprehensively reflecting the teaching quality^[5].

3.2.2. Comprehensive quality evaluation indicators for students

Evaluating students' comprehensive qualities is an important means of assessing students' development and capability levels. This includes the students' professional knowledge, practical abilities, innovative capabilities, and teamwork skills. These indicators can be assessed through comprehensive student evaluation forms, self-evaluations by students, and mentor evaluations, thus providing a comprehensive understanding of students' overall qualities.

3.2.3. Teacher team building evaluation indicators

The evaluation of teacher team building is one of the important indicators for assessing the construction of faculty in higher vocational education. It includes teachers' educational levels, teaching experience, research capabilities, and teaching attitudes. These indicators can be evaluated through teacher assessments, teaching competitions, and outcomes evaluations, thus providing a comprehensive view of the faculty's construction.

3.2.4. Practical training facilities evaluation indicators

The evaluation of practical training facilities is a critical indicator for assessing the conditions and facilities of vocational training in higher education. It includes whether the training equipment is complete, whether the training venues are adequate, and whether the training environment is safe. These indicators can be assessed through inspections of the training facilities and evaluations of training effectiveness, thus providing a comprehensive view of the condition of training facilities.

3.2.5. Employment rate evaluation indicators

The employment rate is a significant indicator for evaluating the quality of higher vocational education. It includes graduates' employment rates, the quality of employment, and the degree of job match. These indicators can be evaluated through employment surveys and follow-up studies on graduates, thus providing a comprehensive view of graduates' employment outcomes.

3.3. Logical framework and research path design for comparative analysis

Comparative analysis is a crucial method for studying talent cultivation policies, which can involve both horizontal and vertical comparisons to deeply understand the differences and evolutionary patterns of policies across different regions and periods. Designing a reasonable comparative analysis framework and research path is essential for the successful conduct of the study ^[6].

3.3.1. Horizontal comparative analysis

Horizontal comparative analysis involves comparing talent cultivation policies across different regions. Analysis can be carried out in the following areas.

Formulation background: Analyze the background and motivations behind the policy formulation in different regions, including factors like economic development levels, educational resource allocation, and policy demands.

Policy objectives: Compare the objectives set by talent cultivation policies in different regions, such as whether they emphasize skill training or innovation capacity development.

Policy content: Compare the specific content of talent cultivation policies across different regions, such as course setups, arrangements for practical teaching, and student evaluation methods.

Policy implementation: Compare the methods and measures of policy implementation across different regions, such as government support policies and internal management mechanisms at schools.

Policy effects: Evaluate the effects of talent cultivation policies in different regions, such as graduate employment rates and societal recognition.

3.3.2. Vertical comparative analysis

Vertical comparative analysis involves comparing changes in talent cultivation policies within the same region over different periods. Analysis can be carried out in the following areas.

Formulation background: Analyze changes in the background of policy formulation in the same region across different periods, such as changes in economic development stages and social demands.

Policy objectives: Compare changes in the objectives of talent cultivation policies in the same region across different periods, such as adjustments in key training directions.

Policy content: Compare changes in the content of talent cultivation policies in the same region over different periods, such as adjustments in course settings and practical teaching arrangements.

Policy implementation: Compare changes in the methods and measures of policy implementation in the same region over different periods, such as increases in government investment and reforms in school management mechanisms.

Policy effects: Evaluate changes in the effects of talent cultivation policies in the same region over different periods, such as employment rates and student satisfaction.

3.3.3. Analysis strategy

Qualitative analysis: Conduct field research and interviews with relevant institutions to deeply understand

policy implementation and select typical cases to analyze successful practices and shortcomings.

Quantitative analysis: Use statistical methods to process data, calculating indicators such as employment rates and salary levels in different regions, to quantitatively assess policy effect differences and collect original data through surveys.

Comprehensive analysis: Combine qualitative and quantitative results to compare and analyze differences in policy implementation effects from multiple perspectives and compare typical cases from different regions to summarize experiences and lessons that can be learned.

4. Comparative analysis of talent cultivation policies on the quality of higher vocational education

4.1. Comparative analysis of talent cultivation policies in different regions

Talent cultivation policies vary significantly across regions in terms of their objectives, content, and implementation methods. Taking China and the United States as examples, there are clear differences in talent cultivation policies that reflect the developmental needs and educational philosophies of each country.

4.1.1. Talent cultivation policies in China

China's talent cultivation policies focus on training skill-based talents who meet societal demands. The government has increased investment in vocational education and established a series of support policies, such as training for vocational education teachers and the construction of internship bases.

4.1.2. Talent cultivation policies in the United States

The United States focuses on cultivating innovative talents. The U.S. government collaborates with businesses to provide more practical opportunities and innovative projects, encouraging students to learn and grow through practice. U.S. education emphasizes the cultivation of students' self-directed learning and teamwork skills, encouraging creativity and problem-solving abilities. The higher education system in the U.S. focuses on personalized student development, offering a variety of extracurricular activities and social practice opportunities to foster students' overall qualities and innovative consciousness.

4.1.3. Conclusion from comparative analysis

The comparative analysis shows that the main difference between China and the United States in talent cultivation policies lies in the focus on different types of talent. China emphasizes skill-based talent, focusing on practical teaching and professional ethics cultivation; whereas the U.S. emphasizes innovative talent, focusing on fostering students' self-learning and creative thinking. These differences reflect the distinct developmental stages and needs of each country, providing different paths and strategies for talent cultivation.

4.2. Qualitative and quantitative comparison of the implementation effects of talent cultivation policies

4.2.1. Qualitative comparison strategy

Field research: Organize professional teams for field visits to deeply understand the implementation of talent cultivation policies in different regions. Conduct discussions with relevant educational institutions, government departments, and businesses to collect detailed information about the policy implementation and its effects.

Case analysis: Select representative universities or regions for in-depth case studies. Analyze data such as student employment situations and graduates' overall qualities to identify issues and successful experiences in

policy implementation.

4.2.2. Quantitative comparison strategy

Statistical data analysis: Collect and compare educational statistical data from different regions, such as employment rates and graduates' salary levels. Use statistical methods to process the data and quantitatively assess the effects of policy implementation.

Surveys: Design surveys targeted at students, teachers, and other relevant groups to understand their evaluations of the effectiveness of talent cultivation policies and gather quantitative data support.

4.2.3. Comprehensive analysis strategy

Comprehensive comparison: Combine qualitative and quantitative data to analyze the implementation effects of talent cultivation policies in different regions. Identify strengths and weaknesses of policies in various areas to provide bases for policy improvement.

Case comparisons: Analyze and compare cases from different regions to identify successful experiences and lessons learned, providing references for policy-making in other regions.

4.3. Insights and recommendations from the analysis of talent cultivation policies on higher vocational education quality

4.3.1. Learning from successful experiences

Draw on successful policy experiences from different regions to provide references for others. For example, China's significant government investment and establishment of supportive policies can be adopted as models.

4.3.2. Setting policy objectives

The clarity and scientific nature of policy objectives directly affect the effectiveness of their implementation. Therefore, when formulating talent cultivation policies, it is essential to scientifically set policy objectives based on the local conditions and needs, ensuring the policies' target accuracy and effectiveness.

4.3.3. Implementation methods and measures

The methods and measures of policy implementation play a crucial role in the effectiveness of policies. Strengthen the monitoring and evaluation of the implementation process, promptly identify problems, and make adjustments.

4.4. Recommendations

4.4.1. Teacher training and team building

Enhance teacher training to improve teachers' teaching levels and professional ethics, promoting the quality of higher vocational education.

4.4.2. Practical teaching and employment orientation

Strengthen practical teaching to enhance students' practical skills and professional ethics, increasing their competitiveness in the job market.

4.4.3. Cooperation with businesses

Strengthen partnerships with businesses to establish more practice bases and internship opportunities, making education more market-oriented.

4.4.4. Curriculum and teaching content updates

Continually update curriculums and teaching content to keep pace with industry trends, ensuring that educational content matches market demands.

5. Conclusion

Through comparative analysis of the implementation of talent cultivation policies in different regions and their impact on the quality of higher vocational education, this study has drawn several conclusions. First, the differences in content and implementation methods of talent cultivation policies across regions directly affect the quality of higher vocational education. Second, the effectiveness of policy implementation is closely related to the scientific and flexible design of policies, so scientifically sound policy design is key to enhancing the quality of higher vocational education. Future research could further delve into comparative analyses of the implementation effects of talent cultivation policies in different regions and offer targeted policy recommendations to provide more beneficial references for enhancing the quality of higher vocational education.

Further studies could expand the scope of cases to include a deeper comparative analysis of successful experiences in different countries and regions, providing more insights for regional policy-making. Additionally, research could focus on specific issues such as educational reforms and faculty development in vocational education, offering more detailed suggestions for relevant policy formulation.

Disclosure statement

The author declares no conflict of interest.

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