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Research on the Practical Teaching System in Private Higher Vocational Colleges Based on Job Competency: A Comparative Perspective from Singapore

Jie Chen and Yi Hao

School of Economics and Management, Shanghai Aurora College, Shanghai, China

Abstract: Taking the Hotel Management and Digital Operations program at Shanghai Aurora College as a pilot case, this paper addresses the structural contradiction between talent cultivation in private higher vocational Economics and Management programs and industry demands. Grounded in Job Competency Theory and incorporating a comparative perspective on Singapore's vocational education, it conducts an in-depth analysis of the institutional core and practical essence of the system. It further proposes countermeasures, including strengthening legislative safeguards, restructuring the curriculum system, enhancing faculty development, and innovating evaluation mechanisms. The aim is to construct a localized "three-dimensional, three-stage, tripartite" collaborative practical teaching system, thereby providing a theoretical and practical paradigm for deepening practical teaching reform in private higher vocational colleges.

Keywords: Job Competency; Private Higher Vocational Colleges; Practical Teaching System; Singapore Model; School-enterprise Collaboration.

1. Introduction

Currently, China's industrial restructuring and the development of new-quality productive forces are placing higher demands on technical and skilled personnel. The 20th National Congress of the Communist Party of China and the Third Plenary Session of the 20th Central Committee explicitly called for "promoting the integration of vocational and general education, as well as industry-education integration," and accelerating the construction of a modern vocational education system. However, higher vocational colleges face a dual dilemma. First, with the acceleration of industrial iteration and the continuous emergence of "Four New" sectors (new technologies, new industries, new formats, and new models), teachers, confined to teaching and research, find it difficult to keep pace with cutting-edge developments, leading to a disconnect between teaching content and job competencies. Second, there is a tension between the public welfare nature of education and the profit-driven nature of enterprises. For private higher vocational colleges, this tension is becoming increasingly pronounced, resulting in a lack of deep-seated motivation for school-enterprise cooperation, weak willingness of enterprises to station mentors on campus or invest in training facilities, and a tendency for industry-education integration to become a mere formality. As the main providers of training for composite technical and skilled talent, higher vocational institutions urgently need to resolve the problems of talent supply-demand mismatch and superficial cooperation.

Singapore's vocational education system, characterized by its "industry-led, competency-based" approach, has established itself as a global benchmark. Drawing on a comparative education perspective, this study delves into the institutional core of the Singaporean model. By integrating local empirical data, it aims to construct a school-enterprise collaborative talent cultivation paradigm tailored to higher vocational colleges, thereby providing theoretical and practical references for resolving the current impasse in industry-education integration and promoting the high-quality development of vocational education.

2. Literature Review and Theoretical Framework

2.1. Origins of Job Competency Theory

The McClelland (1973) proposed that competency is a "deep-seated characteristic that distinguishes high from low performance," encompassing elements such as knowledge, skills, and motivation [1]. Boyatzis (1982) argued that competency is a personal latent trait capable of influencing high-performance work outcomes [2]. Spencer (1993) further developed the "Iceberg Model," dividing competency into two dimensions: the surface level (skills, knowledge) and the deep level (values, traits) [3].

Domestic scholars have also conducted research on job competency. Zhu Beibei (2020) posits that the ability to perform a specific role effectively constitutes competency. Competency is assessed by evaluating whether an employee possesses the capabilities required to fulfill the role based on job demands[4]. Yuan Changping (2020) states that a competency model refers to a structure that combines the requirements for high performance in a specific role, including motivation, skills, traits, abilities, and a set of behavioral characteristics required for a specific job or level that distinguish high performers from average performers[5].

In summary, this paper examines job competency in the context of vocational education, based on enterprises' requirements for future employees (students), namely explicit competencies (knowledge and skills) and implicit competencies (professional qualities). The theoretical knowledge and practical skills acquired by students represent the visible portion of the iceberg (from the enterprise's perspective), while professional qualities constitute the hidden portion beneath the surface. Consequently, the discussion is structured across two dimensions and three levels: the knowledge level (surface dimension), the skills

level (surface dimension), and the qualities level (deep dimension).

2.2. Development of Practical Teaching System in Higher Vocational Education

The practical teaching system is a key feature that distinguishes vocational education from general education. Yu Yawen et al. (2019) proposed that a comprehensive practical teaching system should include a quality standards system, a resource support system, a teaching management system, and an evaluation and monitoring system [6].

However, under the constraints of their own resources, private higher vocational colleges currently face numerous challenges in practical teaching. First, practical teaching objectives are out of step with the actual needs of enterprises, emphasizing skills training while neglecting the cultivation of comprehensive competencies. Second, the content of practical teaching is updated slowly, making it difficult to keep pace with the development of new technologies and processes. Third, practical training equipment is outdated, enterprise participation is low, and "simulation" often takes precedence over "real-world" experience. Fourth, the practical teaching process lacks systematic design and quality control. Fifth, assessment is predominantly outcome-based, with a lack of process-oriented and formative evaluation.

Domestic scholars have also recognized that the practical teaching system constrains the high-level development of vocational education and have put forward reform proposals from various perspectives. Jia Guangmin (2016) proposed a platform for implementing a school-enterprise collaborative innovation practical teaching system, comprising primarily practical training, internship, and experimental platforms; teaching resource platforms; faculty development platforms; organizational teaching platforms; and role-based platforms [7]. Li Yanbing et al. proposed multiple measures, including redefining the positioning of practical training, strengthening resource support, integrating the teaching system, and reforming assessment mechanisms, to effectively enhance students' practical abilities and comprehensive qualities [8]. Guided by OBE-CDIO theory, Lu Yan et al. proposed establishing a practical teaching system characterized by "the integration of job roles, courses, competitions, and certifications, and collaboration among government, industry, schools, and enterprises" [9]. Ni Guodong et al. constructed a practical teaching system for the Engineering Management program based on the "Three-Pronged Education" philosophy, exploring aspects such as curriculum development, faculty team building, innovation and creativity education, virtual simulation platforms, and extracurricular activities [10].

In summary, identifying a practical teaching system suitable for private higher vocational colleges has become a key factor in their high-quality development.

2.3. Test of Grinding Fineness

Although existing research has addressed both job competency and the practical teaching system in higher vocational education, there has been insufficient focus on the specific context of private higher vocational institutions, resulting in a lack of targeted studies. Furthermore, most scholarly research has been conducted from an institutional perspective, lacking a systematic framework grounded in enterprise needs and job competency. Consequently, this paper takes Economics and Management programs in private higher vocational colleges as its research subject, with job competency at its core. By systematically comparing the Singaporean experience, it aims to construct and validate a practical teaching system that can be implemented, with a view to providing a reference for other institutions of a similar type.

3. Analysis of Key Elements of Singapore's Vocational Education Model

3.1. Innovation in Institutional Design

By examining the development of vocational education in Singapore, its successful experience can be summarized as the following key elements. The most distinctive feature of Singapore's vocational education is its comprehensive institutional support system.

First, the government has established a mandatory mechanism for enterprise participation through legislative means. Under the Skills Development Levy Act, all Singaporean enterprises employing staff (including part-time workers) are required to pay the Skills Development Levy (SDL) on a monthly basis. For employees earning less than S$800 per month, the SDL is fixed at S$2; for employees earning between S$800 and S$4,500 per month, the SDL is calculated as 0.25% of total monthly remuneration or S$2, whichever is higher; for employees earning over S$4,500 per month, the SDL is a fixed amount of S$11.25. This levy is earmarked exclusively for employee training, and non-compliant enterprises may face penalties such as fines or imprisonment.

Second, Singapore has established a unique "industry-led" governance structure. The Sectoral Skills Councils (SSCs), jointly formed by the Economic Development Board (EDB), the Workforce Development Agency (WDA), and the Ministry of Education (MOE), are responsible for setting skills standards across various sectors. This "industry-led, government-supported" model grants industry substantial influence over curriculum development and standard-setting.

3.2. Characteristics of Curriculum Design

Singapore's vocational education curriculum system is distinctly "competency-based." At its core lies the Workforce Skills Qualifications (WSQ) framework, which breaks down vocational competencies into quantifiable Competency Units. Each Competency Unit comprises 30–50 hours of practical training and is accompanied by detailed assessment criteria.

At the same time, the WSQ framework's dynamic adjustment mechanism ensures that curriculum content remains synchronized with technological developments in the industry.

3.3. Innovation in Teaching Delivery Models

At the teaching implementation level, vocational institutions in Singapore generally adopt the "Teaching Factory" model. Taking Nanyang Polytechnic as an example, its "Boundary-less Learning" system has the following characteristics:

Spatial Integration: Through the "Teaching Factory," enterprises are integrated into the institution's talent cultivation system, becoming co-equal partners alongside the school. Through comprehensive collaboration, on-campus training facilities are constructed to fully replicate real-world corporate environments [11].

Project-Driven Approach: The project-based learning

method is adopted to enhance the engagement of both teachers and students and to cultivate students' core competencies ^[12]^. A blended learning model combining online and offline elements is employed to foster students' abilities for independent and lifelong learning [12].

Interdisciplinary Approach: In addition to project-based learning, the college emphasizes the cultivation of students' interdisciplinary competencies. It has established an Accumulated Experience Sharing (AES) system to ensure the effective implementation of project-based teaching [13].

Distinctive Features of Faculty Development: When recruiting teachers, Nanyang Polytechnic adheres to a "dual-qualified" orientation, emphasizing teachers' enterprise work experience and requiring them to "first serve as engineers before becoming lecturers." In personnel management, it prioritizes a "market value" orientation, focusing on the professional development of in-service teachers and advocating the concept of "no shelf life." In teacher assessment, it consistently adheres to a "performance" orientation, paying attention not only to teachers' work performance but also to their work commitment and effectiveness [14].

Establishment of the Quality Assurance System: The quality assurance system for Singapore's higher vocational education (polytechnics) constitutes a comprehensive framework of internal and external coordination. Internal assurance is led by the institutions themselves, with a management hierarchy comprising the Board of Governors, the Principal, Heads of Department, and academic and supervisory committees. It focuses on market-oriented programs, modularized curricula, small-class teaching, and the development of "dual-qualified" teachers, achieving continuous improvement through evaluation methods such as student feedback, peer review, and employer surveys. External assurance involves the joint participation of the government (Ministry of Education, Ministry of Trade and Industry, Institute of Technical Education), third-party professional bodies (Accreditation Board, Agency for Productivity and Innovation), and industry enterprises. It provides comprehensive support in areas such as policies and regulations, funding and equipment, curriculum development, and teacher remuneration (aligned with civil service standards), utilizing tools such as PQAF assessment, KPI evaluation, ISO certification, and quality award accreditation to implement monitoring. This system is characterized by its diverse range of stakeholders, well-established mechanisms, and a fully closed-loop process [15].

In light of this, the essence of the Singapore model lies in institutional rigidity ensuring enterprise participation, curriculum flexibility matching industrial changes, teaching authenticity enhancing competencies, faculty rigor ensuring quality, and evaluation diversity driving improvement. These five elements mutually reinforce one another, forming a complete vocational education ecosystem that provides a systematic implementation pathway for China's practical teaching reform.

4. Localized Adaptation of the Singaporean Teaching Model

Singapore's vocational education emphasizes a "multi-stakeholder collaborative governance" model, involving government-led departments (Ministry of Education, Ministry of Manpower), industry collaborative bodies (SkillsFuture Singapore, Industry Skills Councils), educational institutions (polytechnics, Institute of Technical Education), enterprise participation mechanisms (Singapore National Employers Federation, leading industry enterprises, etc.), and quality assurance bodies (Singapore Council for Academic Qualifications, Singapore Institute of Teachers), to jointly achieve high-quality vocational education. This model bears a close resemblance to China's vocational education development model (the "government-industry-school-enterprise" model) and is highly representative.

Building upon Job Competency Theory and drawing on the successful experience of Singapore's vocational education system, this study, considering principles of applicability, progressivity, and innovation, proposes to construct a "three-dimensional, three-stage, tripartite" collaborative framework for job competency development, as illustrated in Figure 1. This framework systematically integrates competency dimensions, cultivation pathways, and collaborative mechanisms to form a comprehensive talent cultivation system.

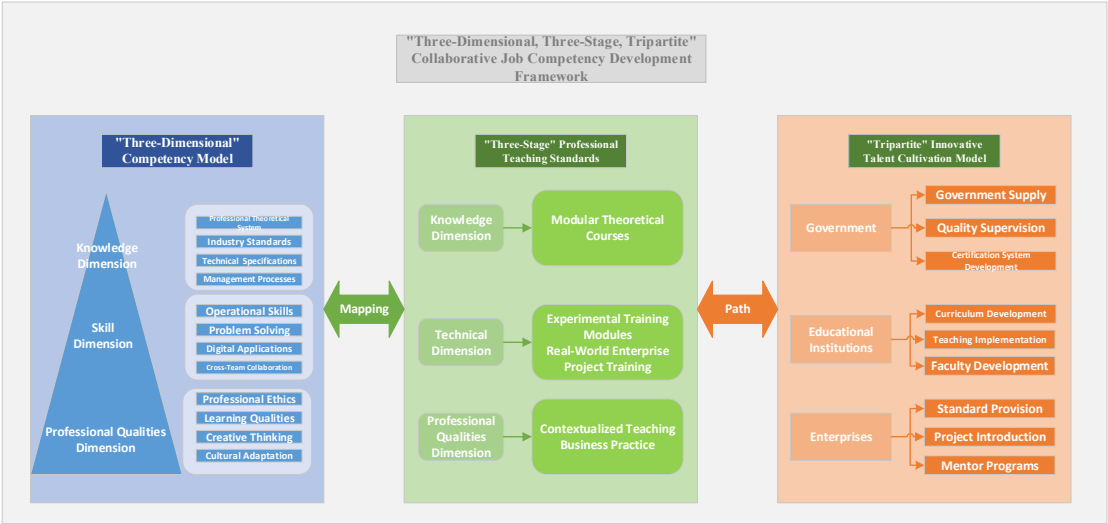


Figure 1. Collaborative Job Competency Development Framework

4.1. The "Three-Dimensional, Three-Stage, Tripartite" Collaborative Job Competency Development Framework

4.1.1. Connotation and Implementation of the "Three-Dimensional" Competency Model

The "three-dimensional" competency model comprises three dimensions: knowledge, skills, and professional qualities. The knowledge dimension focuses on the systematic construction of professional theoretical knowledge, achieved through a modular curriculum system that integrates professional theoretical frameworks, industry standards, technical specifications, and management processes. The skills dimension emphasizes practical operation and the ability to apply (and transfer) enterprise technologies, adopting a tiered practical training model that covers operational skills, problem-solving, digital workplace applications, and cross-team collaboration. The professional qualities dimension focuses on the cultivation of professional ethos and social competencies, fostering students' professional ethics, teamwork, and innovation and entrepreneurship competencies through contextualized teaching and immersion in corporate culture.

4.1.2. Systematic Design of the "Three-Stage" Professional Teaching Standards

The "three-stage" professional teaching standards adopt a progressive cultivation pathway. Knowledge dimension: Achieved through modularized theoretical courses, breaking down the professional curriculum into several relatively independent yet organically interconnected modules, with each module corresponding to specific knowledge units and competency requirements. Technical dimension: Achieved through combining experimental training modules with real-world enterprise project training to establish a progressive practical teaching system following the sequence of "foundational experiments → specialized training →comprehensive practice." Professional qualities dimension: Achieved through contextualized teaching and enterprise service practice, utilizing methods such as case-based teaching, role-playing, and on-site enterprise visits to enable students to cultivate professional competencies in real or simulated occupational environments.

4.1.3. Synergy Mechanism of the "Tripartite" Innovative Talent Cultivation Model

The "tripartite" innovative talent cultivation model achieves deep integration in talent cultivation through the collaboration of multiple stakeholders. Government: Responsible for policy provision and resource allocation, formulating incentive policies for industry-education integration, and establishing a vocational education quality certification system—such as incorporating enterprise participation in vocational education into corporate social responsibility evaluation indicators. Educational institutions: Undertake primary responsibilities including curriculum development, teaching implementation, and faculty development, and establish jointly-run professional construction committees with enterprises to jointly formulate talent cultivation plans. Enterprises: Provide resource support including industry standards, project introduction, mentor deployment, and practical training bases; enterprise technical personnel participate in course teaching, and real-world projects are incorporated into practical teaching modules.

4.2. Pilot Study on the "Three-Dimensional, Three-Stage, Tripartite" Collaborative Training Model for the Hotel Management Program

4.2.1. Background and Objectives of the Pilot

The hotel industry possesses distinct vocational skill characteristics, making it well-suited to reflect the effectiveness of the pilot. Since its establishment in 2019, the Hotel Management and Digital Operations program at Shanghai Aurora College has consistently upheld the principles of school-enterprise collaboration and industry-driven education, actively exploring the "2+1" practical teaching model. However, during its development, issues have been identified, including a disconnect between talent cultivation and actual enterprise needs, weaknesses in practical teaching components, and insufficient professional competencies among students.

Consequently, this study selected the Hotel Management program as the pilot, aiming to validate the effectiveness and feasibility of the "three-dimensional, three-stage, tripartite" collaborative training framework. Through the pilot, it is expected to enhance employer satisfaction, explore dynamic alignment between students' comprehensive competencies and enterprise talent needs, and form replicable and scalable experiences in areas such as innovative talent cultivation models, curriculum system restructuring, and faculty development.

4.2.2. Specific Implementation Plan

(1) Three-Dimensional Competency Development System

Knowledge dimension: The curriculum system has been restructured to adopt a "platform + module" course structure. The professional platform courses include six core courses, such as Introduction to Hotel Management and Fundamentals of Tourism, ensuring students master foundational theoretical knowledge. The professional module courses are divided into four specialization modules based on departmental functions: Front Office Service Module, Room Management Module, Food and Beverage Operations Module, and Hotel Marketing Module. Each module is aligned with industry or enterprise standards and relevant certifications. Corresponding modules from the Huazhu "1+X" Modern Hotel Service Quality Management Vocational Grade Certification have been integrated into the Front Office Service Module, Food and Beverage Operations Module, and others. Additionally, several micro-certification programs have been developed, such as Tea Ceremony Specialist and Comprehensive Hotel Management Certification, allowing students to independently choose learning pathways based on their career development plans.

Skills dimension: A "three-tier progressive" skills training system has been established. The first tier comprises basic skills training, including fundamental tasks such as bed-making, table setting, and reception etiquette, which are completed in the basic training laboratory and require students to achieve an automatic operation level. The second tier comprises specialized skills training, such as front desk reception procedures, housekeeping service standards, and food and beverage service protocols, which are conducted in specialized training rooms and require students to achieve a proficient operation level. The third tier involves comprehensive skills application, where students undertake

complex work tasks such as large-scale banquet organization, VIP reception, and complaint handling through operating the on-campus training hotel and off-campus enterprise internships. Commonly used hotel software, such as the Opera PMS system and catering management systems, has been introduced to ensure that skills training keeps pace with technological developments in the industry.

Professional qualities dimension: A "Comprehensive Professional Qualities Enhancement Program" has been implemented. First, through the Hotel Experts Forum (lecture series), senior hotel executives are invited to discuss industry trends and professional requirements. Second, within relevant practical training modules, a dedicated module on service etiquette has been introduced, covering personal appearance, speech and demeanor, and cross-cultural communication. Furthermore, scenario-based simulation training is conducted using typical work situations, such as customer complaint handling, emergency incident response, and team collaboration. At the same time, a "Service Star" selection activity has been introduced to integrate corporate culture into daily teaching, fostering students' service awareness, professional identity, and work dedication.

(2) Three-Stage Professional Teaching Standards

Knowledge transfer stage: A blended teaching model comprising "theoretical instruction + case analysis + group discussion" is adopted. Each teaching module is supported by more than 10 real-world cases; for instance, the front office management module uses a guest reception case from Marriott Hotels, while the food and beverage management module employs a banquet service case from the InterContinental Group. A smart teaching resource repository has been developed. Leveraging the Chaoxing Learning Platform, a range of learning resources has been established, including micro-lectures, virtual simulations, instructional videos, and AI-powered learning tools, to support students' independent learning and repeated practice. An online learning platform has been established to record the entire learning process and recommend personalized learning pathways.

Technical training stage: Leveraging the school's resources, a "school-within-a-hotel" training base has been established, featuring complete training facilities for front office, housekeeping, food and beverage, and meetings and events, all built to star-rated hotel standards. The training base operates on a commercial model, providing authentic services to the public—such as running a café and offering conference reception services—enabling students to practice their skills in a real-world working environment. Deep cooperative relationships have been established with hotel groups including Marriott, InterContinental, and Dongjiao Group, facilitating at least one week of enterprise (orientation internship) each semester. Additionally, 4–6 real-world enterprise projects are introduced for practical training, such as large-scale banquet services and VIP client receptions. Skills training portfolios are established for students to facilitate personalized skill enhancement.

Professional qualities cultivation stage: A "dual-mentor system" is implemented, with each class assigned one professional teacher and one enterprise mentor. Twelve hotel department managers are appointed as practical mentors to deliver regular specialized lectures and provide skills guidance. A "Corporate Culture Week" is organized, during which students visit hotels of different brands to experience diverse corporate cultures. A "Service Quality Improvement Program" is implemented, utilizing service quality inspections and customer satisfaction surveys to cultivate students' quality awareness and service ethos. A personal development portfolio is established for each student, documenting their progress in communication skills, teamwork, service awareness, and other aspects.

(3) Tripartite Collaborative Education Mechanism

At the government level, agencies such as the Human Resources and Social Security Bureau have established on-campus examination centers for hotel vocational qualification certification, facilitating students' acquisition of professional certificates. The Culture and Tourism Bureau and its subordinate agencies support the school in establishing cooperative relationships with local hotel enterprises, creating platforms for student internships and employment. A joint conference system involving government, schools, industry, and enterprises has been established, with meetings held quarterly to coordinate and resolve issues arising from cooperation.

At the institutional level, a Professional Construction Advisory Committee comprising professional teachers, enterprise experts, and industry representatives has been formed to jointly develop talent cultivation plans and curriculum standards. Eight school-enterprise collaborative core courses have been developed, accompanied by supporting textbooks and practical training guides. A flexible teaching management system has been established, implementing phased practical teaching arrangements and exploring the possibility of students undertaking enterprise practices in stages, in line with the seasonal characteristics of the hotel industry. A teacher enterprise practice base has been established, requiring professional teachers to undertake at least three months of enterprise practice each year.

At the enterprise level, partner hotels provide real-world operational data for the development of teaching cases, such as front office occupancy rates, customer complaint types, and food and beverage consumption habits. Enterprise mentors are deeply involved in the teaching process and undertake practical teaching tasks. An enterprise scholarship system has been established to reward students who excel in skills competitions, service innovation, and other areas. Internship positions are provided, and a "mentorship system" is implemented, with each intern assigned an experienced employee as a mentor. A graduate tracking mechanism has been established to provide regular feedback on graduates' work performance, thereby informing teaching improvements.

4.3. Analysis of Implementation Outcomes

Following a two-year pilot, certain outcomes have been achieved. The quality of talent cultivation in Hotel Management and Digital Operations has improved, realizing a new talent cultivation model that articulates secondary and higher vocational education, as well as higher vocational and undergraduate education. Job-graduation alignment has continued to increase, the vocational skills certificate attainment rate has reached over 95%, and the starting salaries of graduates have seen a certain increase.

Through the school-enterprise expert committee system, regular surveys have been conducted. Partner enterprises have commented: "Students in the pilot classes get up to speed quickly and demonstrate a better understanding of business processes than previous cohorts"; "They perform particularly well in digital work applications and customer communication"; and "Students' professional qualities have

improved, they show a certain degree of identification with the corporate culture, and their stability has relatively increased."

Professional teachers have developed two school-based textbooks, and several courses have been converted into online courses. The duration and effectiveness of professional teachers' enterprise practice have been enhanced. Students have achieved third prize in the Catering Service project of the Shanghai Starlight Plan Competition, as well as third prize and excellence awards in the Shanghai "China Cup" Vocational Skills Competition and the Shanghai International Cruise Vocational Skills Competition, and third prize and excellence awards in the school-level career planning competition.

5. Summary of Experience and Insights

5.1. Curriculum Design Must be Closely Aligned with Industry Needs

The pilot demonstrates that directly integrating industry standards and enterprise requirements into course content, establishing a dynamic adjustment mechanism for course content, and updating 20% of teaching cases each semester can effectively enhance the relevance of talent cultivation. It is recommended that a rapid response mechanism for industry needs be established to ensure that new technologies, standards, and norms are promptly incorporated into teaching content.

5.2. Practical Teaching Must Emphasize Authenticity and Contextualization

The "school-within-a-hotel" model provides students with an authentic professional environment, making skills training more efficient. In the future, it is planned to apply for municipal-level industry-education integration projects to further expand the construction of practical training bases, building training facilities according to authentic enterprise environments and processes to achieve integration of the teaching environment and the workplace.

5.3. School-enterprise Cooperation Must Achieve Deep Integration

Full enterprise participation in the talent cultivation process is a key success factor. It is recommended that a two-way talent flow mechanism between schools and enterprises be established, through methods such as mutual appointment and secondment, joint construction and management, to achieve shared faculty, co-developed curricula, and mutually beneficial outcomes. In the future, cooperation mechanisms will be further improved to ensure the enthusiasm and sustainability of enterprise participation.

5.4. The Evaluation System Must Emphasize Diversity and Process Orientation

An evaluation mechanism involving multiple stakeholders—including the school, enterprises, the industry, and students—should be established, with a focus on process-oriented and developmental evaluation. The "one student, one file" portfolio assessment method should be further standardized to document the entire process of student development, comprehensively reflecting students' development in knowledge, skills, and professional qualities.

The successful implementation of the pilot project has provided replicable and scalable experience for reforming talent cultivation models in higher vocational hotel management programs, and holds important demonstrative significance for advancing the quality of talent cultivation in the tourism and hospitality industry.

6. Research Conclusion

Through a systematic analysis of the characteristics and strengths of Singapore's vocational education model, this study has constructed a "three-dimensional, three-stage, tripartite" collaborative training framework. Drawing on the practical experience of talent cultivation in the Hotel Management program at Shanghai Aurora College, the study has reached the following main conclusions:

First, the success of Singapore's vocational education model lies in its well-designed institutional framework and effective implementation mechanisms. Features such as the competency unit system under the WSQ framework, the Teaching Factory model, and a governance structure involving deep industry engagement provide important references for vocational education reform in China. In particular, its multi-stakeholder governance model involving government, industry, schools, and enterprises effectively addresses the problem of disconnection between talent cultivation and industrial needs.

Second, the locally innovated "three-dimensional, three-stage, tripartite" framework has demonstrated significant effectiveness in practice. Under this framework, the job-graduation alignment of Hotel Management graduates has improved, enterprise satisfaction has increased, and the job adaptation period has been shortened. This indicates that the framework can effectively enhance the quality of talent cultivation and strengthen students' employability.

Third, multi-stakeholder collaboration is key to the successful implementation of the framework. The government provides policy support and resource guarantees; institutions are responsible for curriculum development and teaching implementation; and enterprises provide practical projects and mentor support. The three parties coordinate their efforts and target their initiatives to form a synergistic force for talent cultivation. This collaborative mechanism ensures that the entire process of talent cultivation remains closely aligned with industrial needs.

In the future, it will be necessary to further expand the pilot scope to validate the framework's applicability across different disciplines and regions, while refining its content and implementation pathways. In-depth research should be conducted on the innovation of vocational education models in the context of artificial intelligence, exploring methods for the deep integration of information technology with vocational education. At the same time, international comparative studies should be strengthened to draw upon the successful experiences of more countries and regions, thereby enriching China's theoretical framework for vocational education. The continued construction of a modern vocational education system with Chinese characteristics will undoubtedly provide more robust talent support for economic and social development.

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