

# Research on the Teaching Quality Evaluation of Labor Education in Vocational Undergraduate Education Based on the Outcomes-Based Education Concept

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## ABSTRACT

Against the backdrop of high-quality development in vocational education, the teaching quality of labor education in vocational undergraduate programs has become an important indicator for evaluating institutional performance and student development outcomes. Grounded in the concept of Outcomes-Based Education (OBE), this study takes vocational undergraduate education in Guangdong Province as its research context and constructs a learning outcome-oriented framework for evaluating the teaching quality of labor education. Through theoretical analysis and practical exploration, the study elucidates the intrinsic alignment between the OBE concept and labor education in terms of goal orientation, process management, and result evaluation, and proposes a quality evaluation pathway centered on "goal setting-process implementation-result feedback-continuous improvement." The findings reveal that the OBE framework effectively integrates value cultivation and skill development in labor education, thereby promoting a more scientific and dynamic approach to quality evaluation. Theoretically, the study reconstructs the logical framework of labor education quality assessment, while practically, it provides an operable model and policy reference for vocational undergraduate institutions and educational authorities. Future research may incorporate learning analytics and intelligent assessment technologies to further advance the digital and intelligent transformation of labor education in vocational undergraduate programs.

## KEYWORDS

Outcomes-Based Education (OBE); Vocational undergraduate education; Labor education; Teaching quality evaluation; Learning outcomes

## 1 Introduction

Under the background of the comprehensive and deepening reform of the education system in the new era, vocational undergraduate education has become an important part of China's higher education system. The "Opinions on Comprehensively Strengthening Labor Education in Primary, Secondary and Higher Education Institutions in the New Era" issued in 2020 clearly pointed out that labor education is an important part of the socialist education system with Chinese characteristics and should run through the entire process of talent cultivation. This policy has pointed out the direction for the reform of labor education in vocational undergraduate education. As a pioneer in vocational education reform, Guangdong Province issued the "Action Plan for Strengthening School Physical Education, Aesthetic Education and Labor Education in Guangdong Province" as early as 2019, taking the lead in promoting the construction of labor education bases and the reform of the curriculum system within the provincial domain.

However, the implementation of labor education in vocational undergraduate education still faces multiple challenges. On the one hand, some institutions have an ambiguous understanding of the role of labor education, offer superficial course content, and lack sufficient teaching staff. On the other hand, a scientific and systematic quality evaluation system for labor education has yet to be established, making it difficult to effectively reflect the positive impact of labor education on students' comprehensive qualities<sup>[1]</sup>. Therefore, establishing a scientific quality evaluation system for labor education has become a crucial link in promoting the high-quality development of vocational undergraduate education.

This research is based on the Outcomes-Based Education (OBE) concept and aims to explore a quality evaluation system for vocational undergraduate labor education that centers on students' learning outcomes and is oriented towards social demands. The OBE concept emphasizes the result orientation of education and the assessment of learning effectiveness, which is highly consistent with the talent cultivation goal of vocational undergraduate education that "centers on ability". The core objective of this research is to promote the transformation of labor education in vocational undergraduate institutions from "activity-oriented" to "outcome-oriented" through systematic indicator construction and process evaluation, thereby facilitating the all-around development and professional competence enhancement of students.

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## 2 Literature Review

Domestic research generally recognizes that labor education plays a crucial role in cultivating students' professional competence in vocational undergraduate education. Existing studies highlight its contribution to shaping students' labor values, improving technical skills, and promoting holistic development. However, many vocational institutions still face challenges such as unclear course objectives, fragmented resources, and insufficiently professional teaching teams, which hinder the effectiveness of labor education.

Regarding evaluation research, scholars have proposed combining qualitative and quantitative approaches and encouraging multi-stakeholder participation to form a comprehensive quality assessment system<sup>[2]</sup>. The emerging frameworks emphasize diverse evaluation dimensions—including labor skills, labor spirit, and labor values—but most studies remain focused on macro-level discussions or single indicators, lacking systematic, process-based, and dynamic evaluation models.

Internationally, mature quality assurance systems for vocational education have been established in countries such as the United States, Germany, and Japan, which emphasize learning outcomes, employment quality, and social feedback as key evaluation indicators<sup>[3]</sup>. Although foreign studies do not directly address the Chinese concept of labor education, their outcome-oriented frameworks align closely with the philosophy of OBE, offering useful references for China's vocational undergraduate context.

Overall, the current literature reveals three major gaps: (1) a lack of systematic research integrating the OBE framework into labor education evaluation; (2) insufficient regional and empirical studies, particularly in Guangdong Province; and (3) limited integration of social demand, curriculum design, and student development factors. This study aims to address these gaps by constructing a systematic and multi-stakeholder quality evaluation framework for labor education in vocational undergraduate education based on the OBE concept.

## 3 The Integration of the OBE Concept and Labor Education in Vocational Undergraduate Education

OBE requires educators to start from the final learning outcomes of students, and design educational goals, course content, and teaching evaluation processes in reverse, thereby ensuring the logical consistency between educational activities and talent cultivation goals. Introducing the OBE concept into the quality evaluation of labor education in vocational undergraduate education is not only a theoretical innovation but also an inevitable choice at the level of educational practice. Vocational undergraduate education differs from regular undergraduate education in that its training objective focuses more on the cultivation of vocational abilities, technical literacy, and social adaptability. Labor education is an important link in promoting students to form a labor spirit, labor awareness, and labor skills. Traditional labor education often emphasizes the "activity process" while neglecting the "learning outcome", resulting in the quality evaluation of teaching being merely formal and failing to reflect the actual development level of students<sup>[4]</sup>. The introduction of the OBE concept precisely provides an improvement path for labor education that centers on learning outcomes. The quality evaluation of labor education based on the OBE concept should first redefine the expected outcomes of labor education, taking the cultivation of labor spirit, the mastery of labor skills, and the recognition of labor value as the three core dimensions of evaluation. These outcomes not only reflect students' accumulation of knowledge and skills, but also their growth in value recognition and social responsibility.

At the course design level, labor education courses should, based on different professional directions and job competency requirements, clearly define the labor qualities and practical abilities that students should possess upon graduation, and set teaching objectives and course contents accordingly. For instance, in labor education courses for different majors such as unmanned aerial vehicle application technology, intelligent manufacturing, and educational management, modules like task-driven, project-oriented, and outcome presentation should be integrated to ensure that students can build their capabilities in real or simulated labor scenarios. Teaching evaluations should also be oriented towards learning outcomes, not only assessing students' participation and attitudes, but also quantifying their attainment of labor skills, teamwork levels, and problem-solving abilities, thereby achieving consistency in teaching - learning - assessment.

In the construction of the teaching quality evaluation system, the OBE concept provides a systematic approach. Firstly, it is goal-oriented: clearly defining that labor education should serve the overall training goals of vocational undergraduate education and be linked to social industry standards; secondly, it is process-oriented: through formative assessment and dynamic monitoring, diagnosing and providing feedback on the implementation of goals during the teaching process; thirdly, it is outcome-oriented: establishing a comprehensive evaluation index system covering student development, teacher teaching, and social satisfaction; finally, it is improvement-oriented: continuously optimizing based on evaluation results to promote the spiral improvement of teaching quality<sup>[5]</sup>. This system takes student learning outcomes as the core and realizes the scientific evaluation and dynamic optimization of labor education quality through a closed-loop mechanism of "goal setting - teaching implementation - outcome evaluation - continuous improvement".

More importantly, the introduction of the OBE concept into labor education not only reshapes the logic of teaching

evaluation but also promotes a transformation in the relationship among educational subjects. Teachers shift from being knowledge disseminators to learning designers and outcome guides, while students change from passive recipients to active learners and participants in self-evaluation. Schools also transform from sole managers to supporters and service providers of learning outcomes. This paradigm shift centered on students makes labor education no longer an ancillary course but a key component in the vocational undergraduate education system for promoting students' all-around development. Meanwhile, the OBE concept emphasizes the correspondence between education and social demands, requiring vocational undergraduate institutions to incorporate feedback mechanisms from industries, enterprises, and employers into the quality evaluation of labor education, thus achieving a dynamic match between educational outcomes and job capabilities.

In conclusion, the OBE concept is highly compatible with vocational undergraduate labor education in terms of goal orientation, practical orientation, and evaluation logic. The labor education teaching quality evaluation system based on the OBE concept can not only focus on outcomes, be supported by processes, and aim for improvement, but also achieve the "reverse alignment" of educational goals at the conceptual level and the "continuous improvement" of teaching quality at the practical level. This not only helps to establish a scientific quality standard system for vocational undergraduate labor education, but also provides a theoretical basis and practical paths for the systematic, standardized, and sustainable development of labor education in the new era.

#### 4 Conclusion

Based on a systematic review of domestic and international literature, this study has constructed a quality evaluation framework for vocational undergraduate labor education based on the OBE concept. The research indicates that the OBE concept can effectively integrate the goal orientation, process management, and result feedback of vocational undergraduate labor education, providing a solid theoretical foundation and practical path for teaching improvement centered on learning outcomes. The theoretical innovation of this study mainly lies in redefining the logic of labor education quality evaluation with an outcome-oriented approach, expanding the evaluation dimensions from a single static perspective to a multi-dimensional dynamic one, and emphasizing the interactive relationship between results and processes to form a continuous improvement quality assurance mechanism. The practical significance lies in providing a reference for vocational undergraduate institutions to establish a scientific and systematic labor education quality evaluation system, offering a basis for teachers' teaching improvement and students' all-round development, and providing empirical support for local education authorities to improve labor education policies. Overall, this study provides a systematic model and operational framework for the scientific evaluation and continuous improvement of vocational undergraduate labor education quality. In the future, learning analytics and artificial intelligence evaluation technologies can be further introduced to achieve intelligent monitoring and dynamic optimization of labor education quality.

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