

Research on School-Enterprise Collaborative Curriculum Development and Evaluation in Vocational Colleges - A Case Study of the Hospitality English Course

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Abstract:

With the increasing emphasis on vocational education in China, school-enterprise collaboration has become a crucial direction for curriculum reform in vocational colleges. Taking the Hospitality English course as an example, this study explores the models of school-enterprise collaborative curriculum development and the construction of an evaluation system. By analyzing issues in practical teaching and integrating experiential insights from school-enterprise cooperative education, the study proposes a curriculum design philosophy centered on *job-task guidance and service-process driving*. Additionally, it constructs a diversified, process-oriented evaluation system to enhance students' vocational competencies.

Keywords:

School-enterprise Collaboration, Co-developed Curriculum, Evaluation, Hospitality English

1. Introduction

At the “Implementing the Spirit of the National Education Conference and Promoting High-Quality Development of Higher Vocational Education” seminar in February 2025, Wu Yan, Vice Minister of the Ministry of Education, emphasized the need to strengthen the “new infrastructure” of vocational education and develop first-class courses. The 2024-2035 master plan on building China into a leading country in education, and the newly released 758 Vocational Education Professional Teaching Standards require curriculum development to precisely align with local industries' demand for high-end, specialized technical skills.

With the advancement of cultural and tourism industries, the hotel sector's demand for English proficiency is increasing. Traditional teaching methods struggle to meet

workplace skill requirements. School-enterprise collaboration can enhance students' language practice and professional competence through real-world scenario simulations and industry mentorship. The Hospitality English course has evolved through three phases—basic construction, institutional excellence, and provincial open courses—transitioning from traditional lecture-based teaching to digital online instruction. However, challenges persist, including insufficient enterprise engagement, difficulties in quantifying practical evaluations, and varying student competencies, necessitating collaborative optimization of curriculum design and evaluation mechanisms.

2. Literature Review

Literature searches were conducted on CNKI, VIP, Wanfang Data, and Web of Science using keywords such as school-enterprise collaboration, co-developed curriculum, curriculum evaluation, and Hospitality English. Government policies, including *The 2024-2035 master plan on building China into a leading country in education*, were also reviewed.

School-enterprise collaborative development mostly focuses on practical training bases and talent cultivation models. Research on the joint construction of curricula in school-enterprise cooperation has only emerged in the past five years and is predominantly practice-oriented. Wang Xuhui [1] systematically summarized the models of school-enterprise co-constructed practical courses for e-commerce majors in vocational colleges, identifying several primary approaches to collaborative curriculum development while analyzing and discussing their respective advantages and disadvantages. Xu Dong [2], aligning with the principles of school-enterprise collaboration, adhered to an application-oriented approach. Through practical research, he developed a hybrid learning platform for key co-constructed courses, adopting a “build-as-you-use” strategy that integrates development with application. This model successfully overcame the limitations of traditional school-enterprise cooperative curriculum development. Gou Jianhua [3], based on an analysis of necessity and feasibility, proposed fundamental approaches, strategies, and safeguard measures for school-enterprise co-construction of practical skill courses. Zhang Fang [4] focused on the prominent issues existing in the ideological and political education of vocational college curricula, conducting research on the co-development of ideological and political education in courses through school-enterprise collaboration. Zhang Jun [5], based on the industrial development demands of the Guangdong-Hong Kong-Macao Greater Bay Area and the existing education system, elaborated on the necessity and implementation feasibility of jointly developing curricula through school-enterprise collaboration, while proposing a comprehensive set of innovative strategies. Liu Liyan [6] conducted practical research by actively collaborating with enterprises and industry associations to co-develop a hierarchical, progressive practical teaching curriculum. This initiative established a joint school-enterprise evaluation mechanism and created a diversified assessment system to comprehensively evaluate student learning outcomes. Huang Jian'e [7], addressing the challenges in high-quality course development, proposed exploring new pathways for excellence in curriculum construction through school-enterprise co-creation. Li Jing [8] leveraged digital technologies to reconstruct curriculum content, thereby investigating and exploring school-enterprise co-constructed courses. Lu Changping [9] examined the principles, development process, and assessment subjects/methods that should guide the construction of an inquiry-based teaching curriculum evaluation

index system. Ma Lingling [10] developed a comprehensive evaluation index system for practical activity courses based on the CIPP model, providing valuable insights.

In summary, current research on school-enterprise co-constructed courses has primarily focused on curriculum development content and talent cultivation models.

However, there remains a notable gap in studies addressing dynamic adjustment mechanisms for jointly-built courses and their evaluation systems--particularly research emphasizing the continuous optimization of curricula and assessment frameworks. This gap is even more pronounced in the context of industry-specific course collaborations, such as Hospitality English in the hospitality sector. The present study aims to fill this research void.

3. Methodology

This study employs literature review, case analysis, mixed-method surveys, interviews, and data analytics. The Hospitality English course serves as the research subject, with data sourced from its teaching process. The research logic is illustrated below (Figure 1):

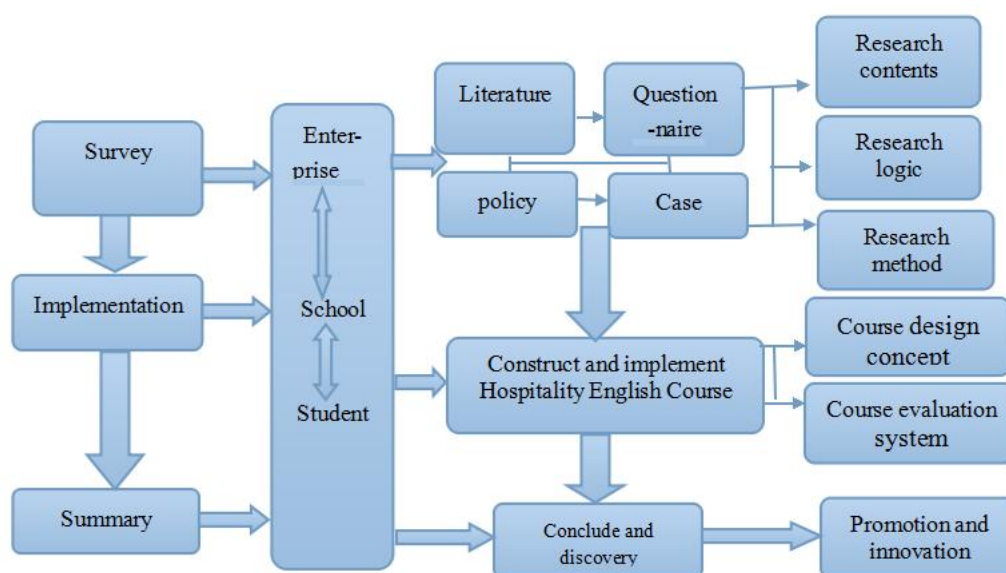


Figure 1. Research Logic Diagram.

4. Results

4.1. Curriculum Design Based on Job-Task Guidance and Service-Process Driving

Based on preliminary research of school-enterprise collaboration and in accordance with national policy requirements as well as the needs of hotel enterprises, the design concept of the co-developed Hospitality English Course was formulated through in-depth interviews and the collection and analysis of teacher-student questionnaires. The concept is characterized by job-task guidance and service-process drive. With the assistance of industry mentors, the frontline service tasks of hotels were clarified, and English skills were developed through service-process-driven approaches, resulting in a modular curriculum system.

The Hospitality English course can be divided into modules such as front office, housekeeping, food and beverage, and recreation, incorporating real business

processes from Foshan-based hotel enterprises. During teaching implementation, project-based learning is introduced: authentic corporate projects (e.g., hotel service process optimization, food and beverage reception tasks) are integrated to drive task-based learning and enhance students' English skills, as illustrated in the table below.

Table 1. *Job-task Guidance and Service-process Drive Teaching Implementation.*

No.	Department	Job Task	Workflow	Listening Skill	Speaking Skill
1	Front Office	Reservation	Room Booking	Guest Needs	Confirm Booking
2		Concierge	Bellman service	Guest baggage	Accounting、putting and delivery
3		Reception	Check-in	Guest reservation	Room confirmation, deposit and delivery
4		Business Center	Print and copy	Need of print	Process of print and charge
5		Operator	Transfer calling	Guest request	Confirmation, transferring and message leaving
6		At Cashier	Check-out	Room information	Room information, room rate and check out
7	Housekeeping	Floor Attendant	Receive new guest	Room information	Show-room, introduction of facility and device
8		Room Attendant	Simple chamber service	Request and Room Information	Confirmation of room and guest need, offering help
9		Cleaning	Room clean	Request	Confirmation request of guest, service time and types
10		Laundry service	Laundry delivery	Accounts and request	Count laundry and confirm request and charge
11	F&B	Reservation	Table Booking	Request	Confirm reservation information(person no, food type)and guest personal information
12		Hosting Service	Seating guest	Request	Seat the guest
13		Taking Order	Recommendation	Prefer	Introduce food ingredients、cook methods, flavor and tastes
14		Serving meal	Serving guest	Request	Bring additional tableware, serve dishes and soup, introduce the order
15		Beverage Service	Wine service	Confirmation	Introduce beverage name, confirm serving wine and serve wine
16	Recreation and Entertainment	Health Center	Booking	Request	Fitness program, charge and guest information
17		Hair dress	Hair cut	Request	Hair style, hair dress in detail
18		Spa	Facial care	Request	Make-up products and

					process
19		Sauna & Massage	Reception	Information	Precautions before sauna and massage
20		Souvenir	Recommendation	Request	Introduction, sale and charge

4.2. Diversified, Process-Oriented Evaluation System

Using the CIPP model (Context, Input, Process, Product), the study establishes a dynamic evaluation framework involving teachers, industry mentors, and peer assessments. Digital teaching platforms (e.g., Xueyin Online) track learning data, enabling personalized feedback and lifelong learning support.

Diversified Evaluation Entities: in addition to school teachers, the evaluation system incorporates hotel industry corporate mentors evaluation, student self-assessment, and peer evaluation to ensure alignment of assessment outcomes with professional requirements. This course utilizes the digital teaching platform—Xueyin Online—to collect student learning data, constructing a comprehensive learning process profile for students in Hospitality English. Through data analysis, educators gain precise insights into students' learning progress and challenges, enabling the delivery of personalized learning plans. This approach enhances process-oriented evaluation for individual learners, boosts their motivation and confidence, and lays a robust foundation for lifelong learning.

The core indicators for establishing a diversified and process-oriented evaluation system include curriculum alignment, industry engagement, student participation rate, and students' lifelong learning capacity. By refining evaluation criteria, this framework aims to develop a unified quality assessment framework for school-enterprise collaboration that ensures educational outcomes align with industry needs.

5. Discussion

5.1. Curriculum-Industry Alignment

A task-oriented and service-process-driven curriculum design philosophy effectively bridges the gap between course content and occupational standards. By collaborating with enterprises to develop curricula, the latest industry technologies and job-specific skill requirements are integrated into teaching content, addressing the key weakness of traditional courses being disconnected from real-world occupational demands. For instance, the Hospitality English course designs scenario-based learning materials aligned with English communication standards for front desk, housekeeping, food and beverage service roles, and other hotel positions. Through enterprise involvement in curriculum design, this approach fosters synergistic development between the education ecosystem and the industry value chain.

School-enterprise collaboration ensures course content reflects industry standards, bridging the gap between education and employment. Scenario-based training (e.g., simulated front-desk interactions) reduces corporate training costs and boosts student employability. By integrating authentic job tasks through school-enterprise collaboration, a service-process-driven approach strengthens students' practical competencies, addressing the limitations of traditional 'rote-learning' pedagogy and breaking the inertia of 'theory-heavy, practice-light' teaching models. Through real-world scenario training in enterprise environments (e.g., simulated hotel front desk operations, room service procedures), students gain early familiarity with

occupational workflows, reducing corporate training costs while enhancing their professional competitiveness and employment outcomes.

5.2. Diversified and Dynamic Evaluation System

Establishing a diversified and dynamic evaluation system holistically enhances students' learning capabilities and professional competencies.

Traditional evaluations often overemphasize exam scores while neglecting professional competencies and job-specific skills. This study aims to establish a process-oriented, multi-stakeholder assessment mechanism (e.g., industry evaluations, practical training performance, teamwork collaboration) to comprehensively reflect students' vocational capabilities through data from digital teaching platforms. These platforms track students' practical training data (e.g., task completion rates, error rates) and generate personalized learning reports, capturing process-oriented metrics such as learning attitude, teamwork, and incremental progress. Additionally, by collecting tripartite feedback from students, enterprises, and instructors and leveraging big data analytics technologies (e.g., intelligent evaluation systems), the system enables real-time monitoring of students' professional competence and optimizes instructional strategies.

Moving beyond exam-centric assessments, the study advocates for multi-stakeholder evaluations (e.g., corporate ratings, teamwork performance). Digital analytics provide real-time insights into student progress, fostering adaptive teaching strategies.

6. Conclusions

The research on collaborative school-enterprise development of curricula and evaluation systems in vocational institutions fundamentally aims to address the core challenges of vocational education: what to teach, how to teach, and how to evaluate. By aligning course content with industry demands, linking evaluation methods to professional competencies, and sharing resources and benefits between schools and enterprises, this study seeks to drive deep integration of vocational education with industrial needs. It resolves the limitations of traditional teaching models and evaluation systems, enhances students' career competitiveness and employment outcomes, and explores sustainable mechanisms for school-enterprise collaboration. Ultimately, the goal is to achieve comprehensive improvement in talent cultivation quality, providing high-skilled technical talent to support regional economic development.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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