Study on the Employment-Oriented Education System and Training Model of Local Undergraduate Universities

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Abstract: With the proposal of the "Co-creation Initiative" for employment-oriented education, innovating and constructing the employment-oriented education system and training model, as well as promoting high-quality employment and entrepreneurship for college students, have become the main tasks of university employment-oriented education work at this stage. Based on this, this paper deeply explores the significance and strategies of the employment-oriented education system and training model in local undergraduate universities, aiming to improve the quality of students' employment and serve local economic development.

Keywords: Local undergraduate universities; Employment-oriented education; Training model

1. Introduction

The Notice of the Ministry of Human Resources and Social Security, the Ministry of Education, and the Ministry of Finance on Doing a Good Job in the Employment of College Graduates and Other Young People in 2025 clearly states that it is necessary to expand the main channels for enterprise employment, comprehensively use various policies such as post expansion subsidies and social security subsidies for people with employment difficulties, to encourage enterprises to recruit college graduates and other young people. It also requires disclosing the handling procedures of local policies to promote youth employment, clarifying the time limit for handling, vigorously promoting service methods such as "direct subsidy and quick handling" and "policy calculator", promoting the centralized implementation of various employment policies, and improving the policy implementation rate. Educators should make good use of local entrepreneurship incubation carriers and encourage government-invested incubators to relax the threshold for free admission of key groups, such as college graduates. We will strengthen entrepreneurial service guarantees, include college graduates' entrepreneurial projects in the key incubation project database, and provide "one-stop" services such as entrepreneurship training, entrepreneurial guidance, entrepreneurship incubation, and policy implementation to

improve the success rate of entrepreneurship. Support the construction of a national college student innovation and entrepreneurship achievement transformation center to promote the incubation and implementation of innovation and entrepreneurship projects [1]. Universities should follow the path in line with national development based on national policy documents, to better cultivate talents.

2. Significance of the employment-oriented education system and training model in local undergraduate universities

2.1. Facilitating students' personal development

The employment-oriented education system and training model in local undergraduate universities are of profound significance to students' personal growth and career development. Under the employment-oriented education system, students can receive comprehensive and systematic career guidance. From career planning courses in the early stage of enrollment, which help students understand their own interests, strengths, and career orientations, to pre-graduation employment skills training and interview simulations, every link fully prepares students for a smooth entry into the workplace [2]. For example, through career planning courses, students can clarify their future career directions—whether to engage in technological research and development, management work, or entrepreneurship—and thereby improve their professional skills and comprehensive quality in a targeted manner. The training model emphasizes the cultivation of practical abilities and innovative spirit, enabling students to have stronger employability [3].

2.2. Serving local economic development

The employment-oriented education system and training model in local undergraduate universities play an important supporting role in local economic development. Universities adjust their specialty settings and talent training programs according to the needs of local industrial development, providing a large number of professional talents that meet industrial requirements for the local area [4]. When new artificial intelligence-related industries emerge locally, universities add course modules such as basic artificial intelligence and machine learning to relevant majors. The trained students can directly work in these industries, filling the gap in industrial talent and promoting industrial upgrading and innovative development. By carrying out industry-university-research cooperation with local enterprises, universities not only provide practical platforms for students but also strengthen the connection between schools and enterprises, promote the transformation and application of scientific research achievements locally, inject new vitality into local economic development, and form a sound pattern where university talent training and local economic development mutually promote and thrive together [5].

3. Strategies for the employment-oriented education system and talent cultivation model in local undergraduate universities

3.1. Targeted teaching

Colleges and universities should establish a "Career Rainbow Chart" (**Figure 1**) based on their own educational philosophy, so as to better solve the problems students encounter in employment and promote their all-around development [6]. For freshmen, colleges and universities can help them understand the career fields corresponding to their majors, as well as the development prospects and current situation of the industry, by offering professional introduction courses and organizing career planning lectures. This enables students to initially determine their

career development direction in the process of self-exploration. For sophomores who have acquired certain theoretical knowledge, colleges and universities can enhance their practical abilities and facilitate the integration of theoretical and practical knowledge by arranging their participation in professional internships and model training. For juniors with solid professional foundations and practical skills, colleges and universities can broaden their horizons, foster their innovation capabilities, and help them better adapt to workplace scenarios by encouraging their participation in on-campus and off-campus competitions. For seniors, colleges and universities can improve their professional competitiveness by providing one-on-one interview skills training to enhance their abilities. Only in this way can colleges and universities help students complete the transition from "student to beginner, to competent professional, and finally to proficient expert", thereby better addressing the issues of career positioning, orientation, and targeting on the path of employment [7].
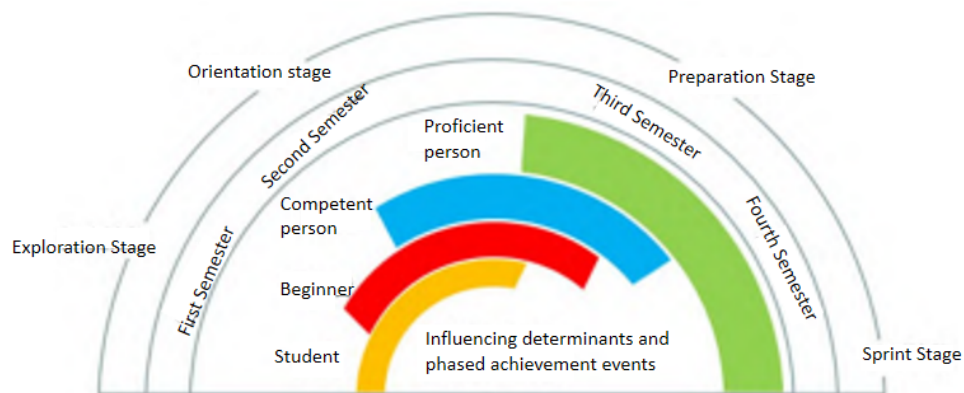

Figure 1. The career rainbow chart.

3.2. Internal campus circulation and external off-campus circulation

To better promote the all-round development of students' comprehensive quality, colleges and universities can carry out the initiative through the "dual-drive, dual-circulation and three-integration" employment-oriented education ecosystem, which enables more effective cultivation and education of students. Details are shown in **Figure 2**.
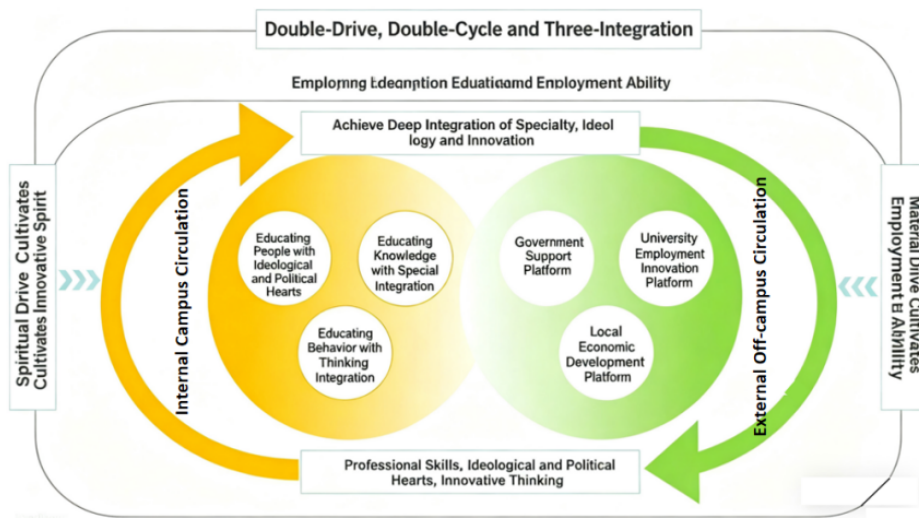

Figure 2. The "Dual-Drive, Dual-Circulation and Three-Integration."

3.2.1. Ideological and political reflections on talent cultivation: Strengthening ideological guidance and consolidating employment values

To better guide students in establishing correct employment concepts, colleges and universities can invite outstanding enterprise employees and alumni to return to campus to share how they accomplished tasks assigned by leaders step by step under the guidance of socialist core values and ultimately achieved certain accomplishments in their work. This not only sets an example for students but also helps them understand that employment and ideological and political education are inseparable. The more capable one is, the more they should establish a correct concept of career development, so that what they do is beneficial to the country and can better contribute to society [8]. For example, an enterprise employee shared a case where an employee performed exceptionally well and had outstanding abilities when first hired, but he applied the company's core technology to another company when he finally resigned, which led to certain legal issues. It is hoped that students can learn from this lesson and establish a correct view of a career [9].

3.2.2. Integration of knowledge-oriented special programs: Optimizing knowledge structure and enhancing professional employability

With the rapid development of the economy, the demand for talent in local industries has shown a diversified trend, which puts forward higher requirements for talent cultivation in undergraduate colleges and universities. In the process of curriculum design, colleges and universities can first investigate the actual needs of local industries and adjust the curriculum based on this to better cultivate talents who meet social needs. For example, in the field of artificial intelligence, colleges and universities can invite enterprise personnel to participate in curriculum design to understand the changes in enterprises, so that students can access the latest technologies and concepts, learn better in courses that meet enterprise needs, and thus promote the development of students' comprehensive quality [10].

3.2.3. Integration of practice-oriented thinking: Cultivating practical abilities and shaping innovative employment thinking

In the process of talent cultivation, colleges and universities can establish a complete teaching system from basic practice to comprehensive practice to improve students' practical abilities and comprehensive quality, so that students can better combine theoretical knowledge with practice, consolidate what they have learned, and improve their hands-on operation abilities [11]. For example, teachers will divide students who have completed theoretical knowledge in computer science into different groups. Each group chooses a project they need to complete and clarifies the role of each student. Some students may be responsible for demand analysis, some for front-end design, and others for database connection tasks. Through this method, teachers can not only enable students to better test what they have learned but also help them identify their shortcomings and make better improvements [12].

3.2.4. Government support platform: leveraging policy resources to expand employment channels

When universities learn about employment subsidies and entrepreneurship support policies introduced by the government to promote employment and entrepreneurship, they can disseminate these policies through online platforms such as campus official websites, official WeChat accounts, and bulletin boards to ensure students have access to the latest policy documents. Additionally, universities can organize teachers to discuss their

understanding of these policy documents, form a unified perspective, and then explain the policies to students, helping them better grasp the specific content, scope of application, and eligibility criteria. For example, teachers can clearly explain the application requirements, required materials, and processing procedures for each type of employment subsidy policy, enabling students to apply based on their individual needs and thereby better secure employment [13].

3.2.5. University employment innovation platform: Innovating service models for precise employment guidance

Universities can establish employment innovation platforms to provide students with precise employment guidance. These platforms can comprehensively collect and analyze multi-dimensional information about students, such as their majors, interests, and job search intentions, and match this information with detailed job-related content, including job types, skill requirements, and salary packages. This precise matching improves students' employment success rate; if matching is unsuccessful, the platform will automatically push information about relevant recruiting enterprises to the students. For instance, for computer science students who wish to work in a specific region, universities can screen and push recruitment information from eligible enterprises through the platform, allowing students to make choices based on their needs and thus improving both students' job search efficiency and the university's employment rate.

3.2.6. Local economic development demand platform: Connecting with local industries to serve regional development

Universities should adjust their program offerings based on an understanding of local economic development plans and industrial layouts to better align with local needs. For example, if a region focuses on developing tourism, the tourism industry not only requires grassroots service talents such as tour guides and scenic spot managers but also high-quality talents with professional knowledge in tourism planning, marketing, and hotel management. Based on this, universities can offer related programs such as tourism management and hotel management to cultivate professional talents suitable for the development of the local tourism industry, achieving precise alignment between university talent cultivation and local industrial development [14].

3.3. The "Three Foundations Integrated" progressive education system

Colleges and universities can integrate knowledge, practice, and culture to better enhance students' core competencies, as specifically illustrated in **Figure 3**. Firstly, at the knowledge foundation level, universities can offer general education courses that all students are required to take, covering areas such as humanistic literacy, natural sciences, and information technology, thereby helping students build a solid theoretical foundation. Based on basic courses, they can also set up "major-employment integrated" education courses according to the development directions of different majors and industry trends, enabling students to integrate professional knowledge with employment-related content. Furthermore, they can develop enterprise employment-oriented courses based on enterprises' actual talent demands, namely, introducing case studies from enterprises to allow students to integrate such content with their existing knowledge and form an internalized knowledge system [15].

Secondly, at the practice foundation level, a practice platform involving the university, enterprises, and academic disciplines can be established. Students can first select their major on the platform's login page, then study theoretical knowledge, and subsequently choose enterprise practice cases for hands-on training. This allows students to engage with major-specific practical content, thereby deepening their understanding of theoretical

knowledge and forming a complete circular system. Finally, at the cultural foundation level, universities can organize various competitions to help students gain insight into the application of different majors in diverse scenarios and clarify the skills they need to acquire. This prompts students to reflect on their shortcomings and better improve their capabilities.
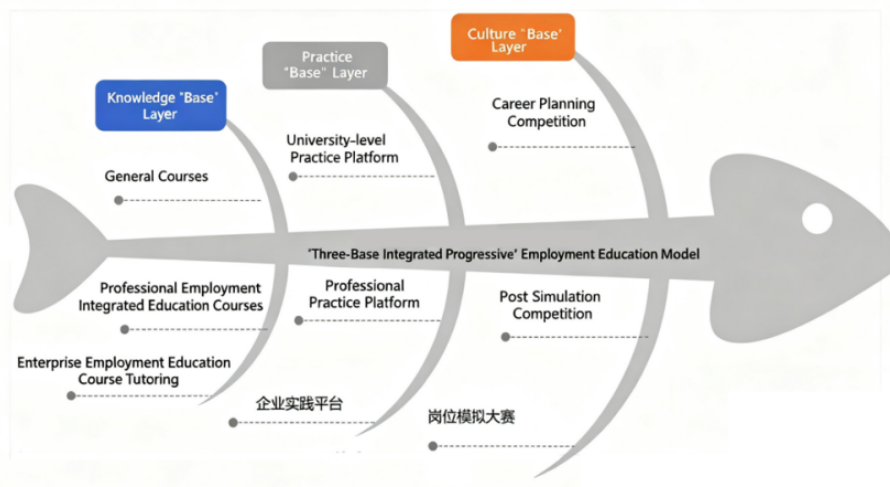
Figure 3. The "Three Foundations Integrated" progressive employment education model.

4. Conclusion

Against the backdrop of the current economic situation and employment environment, optimizing the employment-oriented education system and innovating talent cultivation models should not only be the responsibility of colleges and universities, but also involve the government and enterprises. Only in this way can it better align with the development of local economies and drive industrial upgrading. In the future, colleges and universities should further deepen educational reforms to build a more scientific and efficient employment-oriented education ecosystem.

Disclosure statement

The authors declare no conflict of interest.

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