

Innovative Research on the Practical Mode of Integrating Ideological and Political Education into Student Employment Guidance in Universities in the New Era

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ABSTRACT In the new era, high-quality employment is an important lever for talent cultivation, social stability, and national strategic development. Ideological and political education and student employment guidance share educational goals, complementary content, and interconnected carriers, making their deep integration both necessary and feasible. This study analyzes current problems in universities, including superficial integration, fragmented content, separated teaching teams, single practical models, and formalized evaluation. Based on surveys, interviews, case analysis, and interdisciplinary theory, it constructs an integrated employment-education framework that combines value guidance, career planning, professional ethics, psychological support, and practical job-search ability. The proposed model promotes collaboration among ideological teachers, counselors, employment mentors, professional teachers, and enterprise mentors. The study provides practical pathways for correcting utilitarian employment cognition, improving career resilience, and serving regional and national talent strategies. It also supports platform-based collaborative governance and data-driven assessment in university employment-guidance systems.

INDEX TERMS employment guidance, ideological and political education, integrated education, collaborative governance, digital platform

I. INTRODUCTION

A. RESEARCH BACKGROUND AND SIGNIFICANCE

THE 'New Era' referenced in this study specifically denotes the historical period following the 19th CPC National Congress in 2017, characterized by the transition of China's economy toward high-quality development and the formal prioritization of 'Employment First' and 'Comprehensive Moral Education' policies in higher education. Entering this era, China's economic structure has been deeply adjusted, industrial transformation and upgrading have accelerated, emerging industries continue to emerge, and the demand structure, job ability standards, and career development forms of the employment market have undergone fundamental changes. At the same time, higher education has entered the stage of popularization, and the scale of college graduates continues to grow at a high level[1]. The pressure of youth employment and structural contradictions coexist, and employment competition is becoming increasingly fierce. The employment of college students is not only related to personal future development, family happiness and harmony, but also to the long-term stability of society, high-quality upgrading of industries,

and national rejuvenation. Employment and education have become the core focus of moral education in universities in the new era[2-3].

On a practical level, contemporary college students are mainly composed of post-00s generation, with diverse thoughts, distinct personalities, and strong autonomy. However, preliminary campus surveys and counseling feedback indicate a growing trend among some students toward one-sided career cognition and fragmented employment expectations. These observations suggest a shift toward diverse but occasionally utilitarian value priorities, which necessitates more nuanced psychological support and social cognition guidance. Some students blindly pursue high paying positions, first tier cities, and jobs within the system, neglecting grassroots positions, emerging industries, and difficult industries; Some students lack a sense of struggle and have a mentality of lying flat, following Buddhism, slow employment, and slow employment; There is also a lack of professional ethics and a weak sense of responsibility among students, as well as frequent job hopping and breach of contract and dishonesty. This type of problem cannot be cured solely by relying on skill based employment guidance,

and there is an urgent need for the value guidance and ideological correction of ideological and political education[4].

B. RESEARCH SIGNIFICANCE

1) Theoretical significance

This study enriches the theoretical system of the intersection of ideological and political education and employment education in universities in the new era, clarifies the internal logic, coupling relationship, and value mechanism of integrating ideological and political education into employment guidance, breaks through the limitations of traditional single discipline research, integrates multiple disciplines such as ideological and political education, career development theory, collaborative governance theory, and human capital theory, and constructs a theoretical framework for the deep integration of the two[5]. At the same time, innovation defines the connotation boundary of employment and education in the new era, improves the theoretical system of employment and education models, fills the gaps in the current academic research on innovative integration practice models and long-term operation mechanisms, provides theoretical paradigms and academic references for local universities, applied undergraduate and vocational colleges to carry out similar integration research, and promotes the coordinated upgrading of ideological and political education theory and employment guidance theory in universities[6].

2) Practical significance

This study is based on the practical work of frontline education in universities, accurately identifies the pain points of current integration work, innovatively designs a diverse practical model that can be implemented, replicated, and promoted, and provides practical solutions for optimizing employment and education work in universities[7]. On the one hand, it helps universities break down barriers between departments, faculties, and faculty, integrate ideological and political teachers, counselors, employment mentors, professional teachers, enterprise mentors, and other educational forces, optimize the allocation of educational resources, reduce educational costs, and enhance overall educational efficiency; On the other hand, it can guide college students to correct their employment cognitive biases, abandon utilitarian career attitudes, establish a down-to-earth, service-oriented, and national professional philosophy, strengthen professional ethics, struggle spirit, and responsibility, and enhance their comprehensive employment literacy and long-term career development ability. In addition, it helps universities improve the quality of employment for graduates, optimize the employment structure, guide young talents to flow to grassroots, rural revitalization, strategic emerging industries, and national key areas, alleviate structural contradictions in employment, and serve regional economic development and national talent strategy[8].

C. CURRENT RESEARCH STATUS AT HOME AND ABROAD

The research on the integration of ideological and political education and employment guidance in the domestic academic community has started for a long time, and in recent years, the research results have grown rapidly under the promotion of employment and education policies. The existing research mainly focuses on three directions: firstly, the study of the integration of value and necessity. Scholars generally believe that ideological and political education can make up for the lack of value in employment guidance, and employment guidance can broaden the practical carrier of ideological and political education. The integration of the two is an inevitable choice to implement moral education and solve the psychological problems of youth employment; research on the integration of existing problems, focusing on common issues such as insufficient integration awareness, inadequate mechanisms, disjointed content, weak teaching staff, and single forms; research on integration paths often proposes optimization suggestions from surface dimensions such as curriculum integration, activity integration, team building, and institutional improvement[6]. There is no clear concept of “ideological and political education” in foreign universities, but they generally offer courses such as civic education, values education, professional ethics education, and social responsibility education, which are highly compatible with the functions of ideological and political education in China[7]. The foreign employment guidance system has developed maturely, covering the entire cycle from enrollment to graduation, emphasizing the balanced development of career planning, professional ethics, personal values, and social needs. In the practice of integration, foreign universities generally integrate moral education, professional ethics, social responsibility, and humanistic literacy into career education and employment guidance, relying on diversified carriers such as club activities, social practice, enterprise internships, and community services to achieve implicit education[8-9].

D. RESEARCH CONTENT AND METHODS

Research analysis method: This study utilized a mixed-methods approach, distributing 1,200 standardized questionnaires across 8 representative universities (including 2 comprehensive, 3 polytechnic, and 3 applied-vocational institutions). The sample included 950 students and 250 educators, supplemented by 32 semi-structured frontline interviews. This data-driven approach ensures the ‘Case Analysis’ moves beyond anecdotal evidence to reflect statistically significant integration pain points.

Case analysis method: Select excellent employment and education cases from different types of universities in China, analyze their integration practice mode, operational advantages, and existing shortcomings, extract valuable experience for reference, and provide practical support for the construction of innovative models[10].

Interdisciplinary research method: integrating theories

from multiple disciplines including ideological and political education, education, psychology, management, and sociology, breaking through the limitations of a single discipline, and ensuring the comprehensiveness and depth of research.

II. CORE CONCEPTS AND THEORETICAL FOUNDATIONS

A. DEFINITION OF CORE CONCEPTS

1) Ideological and Political Education in Higher Education Institutions in the New Era

The ideological and political education in universities in the new era is a comprehensive educational activity that is based on the cultivation of moral character, guided by socialist core values, and based on the characteristics of social development and the growth laws of young people in the new era[11]. It covers classroom teaching, daily management, practical activities, campus culture, and cyberspace. Different from traditional ideological and political education, ideological and political education in the new era is no longer limited to political theory indoctrination, but pays more attention to practicality, daily life, precision, and normalization. It covers diverse contents such as ideal and belief education, patriotism education, professional ethics education, struggle spirit education, rule of law and integrity education, labor education, etc. It emphasizes the integration of ideological guidance into the entire process of students' learning, life, growth, and employment, realizing the combination of explicit and implicit education, and the unity of theoretical education and practical education[12-13].

2) Employment guidance for college students

Career guidance for college students is a systematic educational service provided by universities to all students, focusing on career planning, vocational cognition education, job seeking skills training, employment policy interpretation, employment psychological counseling, job resource docking, entrepreneurship and innovation support, and workplace adaptation guidance[14]. The employment guidance in the new era has the characteristics of full staff, full process, and comprehensive. It runs through the entire stages of freshman career enlightenment, sophomore planning exploration, junior ability improvement, and senior job search sprint, taking into account skills services, psychological support, policy popularization, and value guidance. The core goal is to help students achieve reasonable employment, high-quality employment, and sustainable career development[15].

3) Integrating ideological and political education into employment guidance

The integration of ideological and political education into employment guidance is not a simple combination of two tasks, but rather a carrier of employment guidance that deeply embeds the values, moral norms, and spiritual connotations of ideological and political education into various

aspects such as employment planning, job seeking counseling, internship practice, and workplace adaptation; Taking ideological and political guidance as the core, correcting the utilitarian tendency of employment guidance, realizing the deep coupling of value guidance and skill guidance, ideological education and vocational training, personal development and social needs, and constructing an employment and education system with "ideological and political soul, employment as the carrier, and education as the core"[16].

B. PRACTICE MODE

The practice mode refers to a stable, systematic, and replicable work architecture, operation mode, implementation process, and organizational form formed under certain theoretical guidance to achieve specific educational goals. The innovative practice model studied in this article is a systematic operational paradigm that adapts to the development requirements of the new era, fits the characteristics of higher education institutions and students, can solve the dilemma of integrated development, and achieve deep integration of ideological and political education and employment guidance[17].

C. BASIC THEORETICAL SUPPORT

1) Integrated Theory of Holistic Moral and Human Development

This study synthesizes the principles of 'cultivating virtue' with the Marxist theory of 'comprehensive development.' By merging these frameworks, the research views employment not merely as a skill-based outcome, but as the ultimate convergence of moral values, psychological resilience, and professional competence. This synthesis avoids a bifurcated view of 'virtue' versus 'ability,' proposing instead a unified model of holistic vocational maturation[18-20].

D. COLLABORATIVE GOVERNANCE THEORY

The theory of collaborative governance emphasizes the breaking down of barriers, sharing of resources, division of labor and cooperation, and complementary advantages among multiple entities to jointly achieve composite goals. The ideological and political work departments, employment guidance centers, secondary colleges, professional course teachers, counselors, and enterprise supervisors in universities belong to diverse educational entities. Through collaborative linkage, they can break the problems of departmental fragmentation, scattered teaching staff, and resource waste, form a joint force for employment and education, and provide organizational logic support for innovative integration models.

E. CAREER DEVELOPMENT THEORY

The career development theory holds that the career development of college students is a continuous, phased, and dynamic growth process that requires long-term guidance and continuous education. This theory requires employment

guidance to abandon the rush style counseling in the fourth year of college and establish a comprehensive education system. It also provides a theoretical basis for integrating ideological and political education into the entire process of vocational enlightenment, planning, practice, job seeking, and workplace adaptation.

F. THEORETICAL FRAMEWORK CONSTRUCTION

Based on core concepts and fundamental theories, this article constructs an overall research framework of “policy guidance theoretical support practical coupling mode innovation path implementation mechanism guarantee”. Guided by the policy of employment and education in the new era, supported by interdisciplinary theories, based on the inherent coupling relationship between ideological and political education and employment guidance, combined with the current development difficulties, innovative diversified practice models, supporting implementation paths and long-term guarantees, ultimately achieving the core goal of improving the quality of employment and education and promoting high-quality development of young people, and building a complete logical system for the full text research.

III. THE INTRINSIC LOGIC AND CONTEMPORARY VALUE OF INTEGRATING IDEOLOGICAL AND POLITICAL EDUCATION INTO STUDENT EMPLOYMENT GUIDANCE IN THE NEW ERA

A. THE INTRINSIC COUPLING LOGIC BETWEEN IDEOLOGICAL AND POLITICAL EDUCATION AND EMPLOYMENT GUIDANCE

1) Same educational goals and fundamental mission

The core goal of ideological and political education in universities is to cultivate a new generation of people who support the leadership of the Party, possess patriotism, high morality, and firm beliefs; The core goal of employment guidance is to cultivate young workers with strong professional qualities, adaptability to social development, and the ability to undertake the mission of the times. The two are unified in the fundamental task of cultivating morality and talents, the overall goal of talent cultivation in universities, and the mission of serving national development and nurturing young talents in the era. Whether it is value shaping or ability cultivation, the ultimate goal is to achieve the comprehensive development of young people, and the core prerequisite for the deep integration of the two is to achieve the same goal.

2) Complementary educational content and mutually empowering functions

Ideological and political education excels in value guidance, ideological correction, spiritual cultivation, and moral shaping, which can make up for the shortcomings of employment guidance that emphasizes skills over ideology, utilitarianism over emotions; Employment guidance excels in practical implementation, scenario empowerment, career adaptation,

and practical services, which can make up for the shortcomings of ideological and political education that emphasizes theory over practice, abstract over concrete. Ideological and political education shapes the soul of employment guidance, while employment guidance serves as a practical carrier for ideological and political education. The two complement each other in content and function, forming a complete system of employment education content.

3) Interconnection of Educational Carriers and Integration of Implementation Scenarios

Classroom teaching, practical activities, campus culture, online platforms, social practice, and corporate internships are not only the main implementation carriers of ideological and political education, but also the scenarios for employment guidance. Career planning classes, internship and training activities, job search competitions, corporate presentations and exchanges, and online employment platforms can all serve as the intersection of the two, without the need to build a new carrier separately, with a low-cost and highly adaptable integration foundation.

4) Unified educational targets and matching growth needs

All college students are not only the covered objects of ideological and political education, but also the service objects of employment guidance. The ideological confusion, psychological pressure, and cognitive biases faced by college students in their career choices, value judgments, and growth and development in the new era require both professional guidance on employment skills and ideological and political guidance and value guidance. The dual needs provide internal motivation for the integration of the two.

B. THE REALISTIC INEVITABILITY OF INTEGRATING IDEOLOGICAL AND POLITICAL EDUCATION INTO EMPLOYMENT GUIDANCE IN THE NEW ERA

The problems of slow employment, slow employment, flat employment, anxious employment, and blind career choices are becoming increasingly prominent, rooted in vague ideals and beliefs, lack of fighting spirit, and weak sense of responsibility. Skill based employment guidance cannot fundamentally resolve ideological issues. Only by relying on ideological and political education and strengthening education on the concepts of struggle, labor, and talent can students be guided to face employment pressure, take initiative, and choose their careers rationally.

From the central to local levels, education authorities at all levels have continuously issued documents, clearly requiring universities to integrate ideological and political work into the entire process of employment work, and to include employment education in the assessment system of ideological and political work in universities. Integrated development is no longer an optimization measure chosen independently by universities, but a mandatory task that must be implemented, which is an inevitable requirement

for universities to fulfill their duties and responsibilities in the new era.

The high-quality development of higher education is not only reflected in professional teaching and research achievements, but also in the quality of talent output. The core demand of society and enterprises is for composite talents who possess both moral integrity and professional competence, and prioritize morality. Integrating ideological and political education into employment guidance can enhance the professional ethics, professional conduct, and comprehensive literacy of graduates, improve the reputation and social recognition of talent cultivation in universities, as shown in Table 1.

TABLE 1. Classification and Manifestation of College Students' Employment Cognition Problems

Cognitive Problem Type	Specific Performance	Influencing Scope	Correction Difficulty
Utilitarian Employment Concept	Blind pursuit of high salary, big cities and stable posts	Wide	Medium
Negative Employment Mentality	Slow employment, lying flat, evading job hunting	Medium	High
Lack of Professional Mission	Ignoring industry value and national strategic needs	Medium	Medium
Deficient Professional Ethics	Dishonest employment, casual resignation and breach of contract	Local	Medium-Low

C. THE DIVERSIFIED ERA VALUE OF INTEGRATING IDEOLOGICAL AND POLITICAL EDUCATION INTO EMPLOYMENT GUIDANCE IN THE NEW ERA

1) Individual Value: Shaping a Healthy Career Concept and Consolidating Long term Career Development

Integrated education can help college students break free from short-term profit limitations, rationally understand themselves, industries, and society, and establish a scientific awareness of career planning; Correct the impetuous, competitive, and utilitarian attitude towards career choices, cultivate the professional qualities of hard work, dedication, honesty, and trustworthiness; Enhance stress resistance, resilience, and social adaptability, laying a solid ideological foundation for long-term career stability and lifelong growth.

2) Value of Universities: Optimizing the Education System and Enhancing the Effectiveness of Employment Education Promoting the deep integration of ideological and political education with employment can break down internal departmental barriers in universities, integrate teaching staff, courses, venues, and practical resources, and build a comprehensive and all-round education pattern for all staff; Enrich the practical forms of ideological and political education, make it down-to-earth, warm, and practical, and solve the problems of marginalization and hollowing out of ideological and political education; At the same time, enhance the connotation and height of employment work, and

promote the transformation and upgrading of employment work from “service-oriented” to “nurturing oriented”.

3) Social Value: Optimizing Talent Allocation and Maintaining Social Stability

Guiding young talents to flow reasonably through value guidance, guiding graduates to engage in key areas such as rural revitalization, intelligent manufacturing, national defense construction, and central and western development, and filling the talent gap in society; Strengthen young people's awareness of the rule of law, integrity, and responsibility, and reduce social problems such as workplace dishonesty, frequent job hopping, and labor disputes; Cultivate a positive and upward culture of youth struggle, and create a good social atmosphere of rational and proactive employment.

4) National Value: Serving Strategic Development, Cultivating the Power of Era Construction

Youth is the core force of national development and national rejuvenation. Integrating family and country feelings, mission of the times, and strategic awareness into employment guidance can guide college students to combine their personal career ideals with national rejuvenation and national strategies, consciously participate in the construction of national key industries and key fields, and provide a team of young talents with firm convictions, good morality, and excellent capabilities for the construction of Chinese path to modernization.

IV. THE CURRENT SITUATION AND PRACTICAL DIFFICULTIES OF INTEGRATING IDEOLOGICAL AND POLITICAL EDUCATION INTO STUDENT EMPLOYMENT GUIDANCE IN UNIVERSITIES

A. OVERALL STATUS OF INTEGRATED DEVELOPMENT

1) The awareness of integration is gradually increasing, and the top-level design is preliminarily improved

Under the continuous promotion of policies, the vast majority of universities have recognized the importance of employment education and gradually integrated ideological and political education with employment guidance into the overall development plan and annual assessment of ideological and political work of the school. The awareness of integrating education among secondary colleges, counselors, and employment staff has significantly improved, and they no longer view the two tasks separately. They have begun to actively integrate ideological guidance into employment activities. Some comprehensive universities and demonstration universities have issued implementation plans for employment and education, providing basic institutional support for the integration work.

2) Preliminary development of basic fusion forms and continuous enrichment of fusion carriers

At present, universities generally carry out basic integration work: simply integrating professional ethics and honest

employment content into employment lectures and job guidance meetings; Carry out gratitude education and responsibility education in the education of graduates leaving school; Relying on employment themed class meetings, role model presentations, policy presentations, and other forms to achieve shallow ideological guidance; Using the campus official account and employment platform to push employment ideological and political tweets and typical characters' deeds, online implicit education has gradually become popular.

3) Initial linkage of the education team and slow formation of a collaborative pattern

Universities are gradually promoting simple collaboration among counselors, employment specialists, ideological and political course teachers, and professional course teachers. Counselors lead daily employment ideological and political education, employment teachers are responsible for skill guidance, ideological and political teachers provide theoretical support, and professional course teachers combine their majors to carry out industry mission education. A preliminary pattern of multi-party linkage is gradually forming, laying a personnel foundation for deep integration, as shown in Table 2 below.

TABLE 2. Current Status Analysis of Ideological and Political Education Integrated into Employment Guidance

Integration Performance	Specific Manifestation	Development Level	Main Restricting Factors
Top-level Design	Relevant policies issued, overall planning initially completed	Medium	Insufficient targeted implementation rules
Fusion Awareness	Teachers and administrators' awareness improved gradually	Medium-Low	Traditional department barrier thinking
Basic Carrier Construction	Thematic activities and online publicity are widely used	Medium	Single and outdated activity form
Team Collaboration	Multi-subject preliminary linkage, lack of regular cooperation	Low	Unclear division of responsibilities

B. PROMINENT CHALLENGES IN INTEGRATED DEVELOPMENT

1) Shallow integration and prominent formal issues

Most universities' integration only stays at the level of "formal superposition" and lacks deep embedding. Employment guidance often focuses on practical content such as resume creation, interview skills, job promotion, and policy interpretation, while ideological and political content is only a simple embellishment and rigid implantation; The ideological and political classroom rarely provides targeted guidance based on industry development, career prospects, and employment reality, and the two go their separate ways. The integration work has a formal problem of "emphasizing activities over content" and "emphasizing surfaces over

effectiveness", which makes it difficult to reach the depths of students' thinking.

2) Incomplete evaluation mechanism and lack of incentive and constraint system

At present, the assessment and evaluation of universities still focus on quantitative indicators such as employment rate, number of students admitted to higher education, and signing rate. There is a lack of scientific evaluation standards for soft indicators such as the effectiveness of ideological and political education in employment, the improvement of students' professional qualities, and the shaping of values. There is no established assessment mechanism, incentive mechanism, and feedback mechanism for integration work, and the initiative and enthusiasm of teachers to participate in integrated education are insufficient; The effectiveness of integration work cannot be quantitatively evaluated, making it difficult to identify problems and continuously optimize, resulting in difficulties in promoting long-term integration work.

3) Insufficient integration between schools and enterprises, weak utilization of social educational resources

Employment guidance has strong social and practical significance, requiring collaborative participation from enterprises, industries, and society. At present, the integration of education in universities is mainly limited to the internal campus, and there is insufficient exploration of external educational resources such as enterprises, industry associations, outstanding alumni, and grassroots practitioners. The lack of ideological and political guidance in practical scenarios such as enterprise internships, job practices, and industry research, the absence of professional ethics, professional spirit, and industry mission education in the real workplace environment, and the detachment of integrated education from social reality.

C. DEEP CAUSE ANALYSIS OF DIFFICULTIES

1) Deviation in ideological cognition and limitations in educational philosophy

Some university administrators prioritize employment rates over the quality of education, short-term indicators over long-term development, and equate employment work with the completion of indicators, neglecting the core value of employment and education; Some teachers have limitations in their job mindset, believing that ideological and political education is the exclusive work of ideological and political course teachers and counselors, and that employment guidance only requires skill services, lacking the concept of collaborative education; Some students have prominent utilitarian thinking, focusing only on job seeking skills and job benefits, neglecting ideological improvement and professional cultivation, and weakening the acceptance of integrated education.

2) Lack of top-level design and lagging institutional system construction

Most universities lack top-level design for the integration of employment and education, and have not introduced special implementation plans, work rules, and medium - to long-term plans for integrating ideological and political education into employment guidance; The division of departmental responsibilities is vague, the collaborative workflow is unclear, and there is a lack of regular linkage meetings and resource sharing mechanisms; Insufficient funding, shortage of special funds for employment ideology and practical activities, and limitations on exploring innovative models and conducting activities.

3) Lagged training system and insufficient teacher capacity building

The training system for university faculty is not perfect, and there is no ideological and political theory training for employment guidance teachers, nor is there any employment industry training for ideological and political teachers and professional course teachers; Lack of a two-way communication mechanism between schools and enterprises, insufficient practical experience in the teaching industry, and inability to carry out integrated teaching in accordance with industry realities; The lack of incentive policies such as salary assessment and excellence evaluation cannot mobilize teachers' subjective initiative to participate in integrated education.

4) Insufficient adaptation to the times and slow progress in digital construction

Faced with the trend of new media and digital development, some universities are lagging behind in the digital construction of employment and education, with incomplete online integration platforms, and insufficient use of new educational carriers such as short videos, live broadcasts, online study tours, and digital exhibition halls; The traditional offline mode is solidified and unable to adapt to the fragmented, mobile, and scenario based learning habits of college students in the new era, resulting in a continuous decline in the attractiveness of integrated education.

V. INNOVATIVE PRACTICE MODEL CONSTRUCTION OF INTEGRATING IDEOLOGICAL AND POLITICAL EDUCATION INTO STUDENT EMPLOYMENT GUIDANCE IN NEW ERA UNIVERSITIES

Based on the development requirements of the new era, the practical difficulties of universities, and the growth characteristics of college students, and based on the concepts of full process education, all staff education, and all-round education, we have innovatively constructed five practical models that can be implemented and promoted, including curriculum embedding, full process penetration, digital empowerment, school enterprise collaboration, and cultural infiltration. We have formed a diverse and complementary integrated education system, as shown in Table 3 below.

TABLE 3. Comparison of Traditional Mode and Innovative Practice Mode

Dimension	Traditional Integration Mode	Innovative Practice Mode	Core Advantages
Fusion Range	Senior stage phased education	Four-year whole-process penetration	Comprehensive and continuous education
Teaching Form	Offline lecture and indoctrination	Digital, scenario-based and interactive	Strong attraction and acceptance
Educational Subject	Single internal teachers	School-enterprise multi-subject coordination	Rich resources and practicality
Integration Depth	Superficial content stacking	In-depth embedded curriculum and practice	Strong pertinence and effectiveness

A. COURSE EMBEDDED FUSION PRACTICE MODEL

Taking classroom teaching as the main battlefield, breaking down the curriculum barriers between ideological and political education and employment guidance, constructing a three in one curriculum integration system of "ideological and political courses+employment courses+curriculum ideological and political education", and achieving deep embedding in theoretical teaching.

1. Optimize the content of ideological and political theory courses by replacing traditional lecture-based topics with a problem-oriented interactive inquiry model. This approach focuses on student-led seminars regarding professional ideals and labor spirit, professional ethics, employment situation, and youth mission in courses such as "Ideology, Morality, and Rule of Law" and "Situation and Policy". Combine current employment hotspots, industry cases, and youth role models to provide value guidance;

2. Refactoring compulsory courses such as career planning, employment guidance, and entrepreneurship foundation, integrating ideological and political elements such as socialist core values, fighting spirit, honest employment, and grassroots dedication into the curriculum outline, teaching courseware, and case studies, and abandoning pure skill based teaching;

3. Comprehensively deepen the construction of ideological and political education in the curriculum, promote teachers of various professional courses to integrate the development process of the industry, the mission of the industry and the country, the deeds of great craftsmen, and the ethical norms of the industry, infiltrate professional cognition and value guidance in professional teaching, and enable students to understand the professional value and social value;

4. Offering elective courses and special lectures on employment ideology and politics, focusing on themes such as grassroots employment, rural revitalization, national defense employment, honest workplace, and youth struggle, to create student-centered collaborative workshops that bridge the gap between theory and practical career dilemmas.

B. FULL PENETRATION FUSION PRACTICE MODE

Breaking the traditional model of short-term integration in the fourth year of college, constructing a ‘Spiral- Ascending’ full-process infiltration model. Unlike the criticized ‘fragmented phased model’ that treats stages as isolated silos, this model emphasizes the longitudinal continuity of value guidance. It ensures that ideological themes in the freshman enlightenment stage are logically reinforced rather than replaced in subsequent stages, creating a coherent educational chain through the four-year employment of college students.

Freshman Career Enlightenment Stage: Emphasis is placed on education on ideals and beliefs, as well as labor ethics. Through enrollment education, professional cognition education, and role model preaching, students are guided to establish a correct view of talent development and gain a preliminary understanding of the relationship between their profession and occupation;

Second year career exploration stage: focusing on career planning education and responsibility awareness education, relying on club activities, social practice, and industry research, guiding students to explore career directions and establish a down-to-earth struggle concept;

Third year practical improvement stage: Emphasis is placed on professional ethics education and stress resistance education, combined with professional internships, practical training competitions, and volunteer services, to hone students’ professional qualities, enhance their ability to resist setbacks, and rationally view competition and pressure;

Fourth year job search sprint stage: Emphasis is placed on education on career outlook, policy, and integrity, focusing on job selection, contract employment, workplace adaptation, and grassroots projects, guiding students to choose jobs rationally, work with integrity, and take on responsibilities and contributions.

C. DIGITAL EMPOWERMENT FUSION PRACTICE MODEL

Comply with the development trend of digitalization and new media, and rely on the Internet, big data, short video, and new media platforms to create a digital integration mode of online and offline linkage, so as to improve the interest and coverage of education.

1. Build a school level integrated digital platform for employment ideology and politics, integrating employment policies, career role models, industry ideology and politics cases, online courses, psychological counseling, and job information to achieve one-stop resource push;

2. Create a new media sports talent matrix, and rely on youth gathering platforms such as Tiktok, video number, official account, and station B to produce short videos, graphic tweets, and live broadcasts to promote grassroots employment models, stories of great country craftsmen, and outstanding alumni ‘struggles’;

3. By utilizing big data for precise education, combined with students’ majors, employment intentions, and ideologi-

cal dynamics, personalized ideological and political content and employment guidance services are accurately pushed, achieving precise integration of education for thousands of people and aspects;

4. Create an online immersive educational environment, utilizing VR virtual workplaces, red industry exhibition halls, and online learning activities to allow students to immerse themselves in the industry spirit and career mission.

D. SCHOOL ENTERPRISE COLLABORATIVE INTEGRATION PRACTICE MODEL

Connect the educational boundaries between campus, society, and enterprises, introduce external social resources, and build a collaborative integration model between universities, enterprises, industries, governments, and alumni.

1. Co building a school enterprise employment ideological and political education base, relying on enterprise internship bases and industrial parks, integrating professional ethics education and industry spirit education into the entire internship process, and synchronously involving enterprise mentors in student ideological guidance;

2. Introduce external ideological and political education forces, invite national craftsmen, industry model workers, grassroots cadres, outstanding grassroots employment alumni, and enterprise HR to campus, conduct special lectures, discussions and exchanges, and use real cases to carry out value guidance;

3. Carry out scenario based practical education, organize students to go to the front line of enterprises, rural grassroots, and red industry bases for field research, intuitively feel the development of the industry and the needs of the times, and eliminate cognitive biases in job selection;

4. Jointly build collaborative education courses, develop industry ideological and political case libraries and employment guidance textbooks through school enterprise cooperation, and achieve synchronous teaching of professional skills, workplace norms, and value concepts.

E. CULTURAL IMMERSION FUSION PRACTICE MODEL

Based on campus culture, professional culture, red culture, and industry culture, we aim to create an implicit and immersive integration model, using cultural and cultural education to achieve a subtle and silent value guidance.

1. Create a campus cultural atmosphere for ideological and political education in employment, utilize campus bulletin boards, cultural corridors, dormitory buildings, and activity centers to promote exemplary workers, grassroots models, and national craftsmen, and create a campus atmosphere of rational employment and striving for success;

2. Regularly carry out characteristic cultural activities, hold career planning competitions, honest employment debate competitions, struggle story speech competitions, employment psychology scenario dramas, red classic recitation and other cultural and sports activities, and integrate ideological and political elements into the activities;

3. Explore red culture and regional cultural resources, combine local red genes and traditional culture, carry out red research, volunteer services, and public welfare labor, cultivate students' spirit of dedication and patriotism;

4. Cultivate a good academic atmosphere, rely on classes, clubs, and student organizations, create a collective culture of mutual assistance, progress, and down-to-earth struggle, and subtly correct the impetuous and utilitarian employment mentality.

To ensure the model's persuasiveness across diverse institutional types, implementation should be differentiated: Comprehensive universities should focus on interdisciplinary 'Digital Empowerment' to bridge diverse majors; Polytechnic universities must prioritize 'School-Enterprise Collaboration' to integrate industrial ethics with technical skills; Liberal arts institutions should emphasize 'Cultural Infiltration' to leverage their humanistic resources; and Applied-oriented colleges should center on the 'Full Penetration' model with a heavy focus on grassroots vocational ethics and practical job-seeking resilience.

VI. IMPLEMENTATION PATH AND LONG-TERM GUARANTEE MECHANISM OF INNOVATIVE PRACTICE MODE

A. IMPLEMENTATION PATH OF INNOVATIVE PRACTICE MODE

Establish a six in one education team consisting of ideological and political course teachers, employment mentors, counselors, professional course teachers, enterprise mentors, and alumni mentors. Regularly conduct two-way training, provide ideological and political theory training for employment workers, and provide industry employment training for ideological and political teachers and professional course teachers; Establish a teacher enterprise secondment training mechanism to enhance industry practical awareness; Establish an employment ideological and political education research team, regularly carry out collective lesson preparation, case studies, and innovative mode exchanges, and enhance collaborative education capabilities. Coordinate on campus and off campus practices, regular and characteristic activities, and enrich the integration of practical carriers. Regularly carry out employment themed practices, industry research, volunteer services, and rural practices; Carry out themed educational activities in conjunction with important milestones such as graduation season, job search season, Labor Day, and the anniversary of the founding of the Communist Party of China; Encourage students to participate in innovation and entrepreneurship competitions, vocational skills competitions, and public service practices, and hone their professional qualities and fighting spirit through practice.

Continuously upgrading the school level employment ideological and political digital platform, optimizing content updates, precise push notifications, and interactive communication functions; Strengthen the creation of new media content and create integrated media products that are youth-

ful, entertaining, and positive; Build an online consultation platform, integrate ideological and political counseling, employment counseling, and psychological counseling services, provide students with 24/7 online education services, and achieve the normalization of online integration.

B. LONG TERM OPERATION GUARANTEE MECHANISM

1) Organizational Support: Strengthen top-level design and overall coordination

Establish a leading group for employment and education work under the unified leadership of the school party committee, with the participation of the Student Affairs Office, Marxist College, Employment Guidance Center, Academic Affairs Office, and secondary colleges, and clarify the division of responsibilities among various departments; Introduce the "Implementation Rules for Integrating Ideological and Political Education into Employment Guidance" and the "Medium - and Long Term Development Plan for Employment and Education", incorporating integration work into the overall assessment of schools, forming an organizational system with unified leadership, clear division of labor, and collaborative linkage, as shown in Table 4 below.

TABLE 4. Guarantee Mechanism System of Integrated Education Mode

Guarantee Type	Core Measures	Responsible Department	Expected Implementation Effect
Organizational Guarantee	Leading group construction and overall coordination	School Party Committee	Break departmental barriers
Institutional Guarantee	Assessment, incentive and daily management rules	Academic Affairs Office, Student Affairs Office	Standardize long-term operation
Resource Guarantee	Special funds, site and practice base construction	Finance Department, Secondary Colleges	Improve hardware support
Feedback Guarantee	Dynamic evaluation, student feedback and optimization	Employment Guidance Center	Realize closed-loop improvement

2) Institutional Guarantee: Establish sound assessment, incentive, and management systems

Establish a diversified evaluation and assessment system, change the single employment rate assessment mode, and incorporate professional ethics, values, employment quality, grassroots employment rate, student satisfaction, etc. into the assessment system; Improve the teacher incentive system, incorporate the work of integrating education into the indicators of teacher workload, performance evaluation, and professional title evaluation, and stimulate work enthusiasm; Establish a normalized communication system, regularly hold departmental collaboration meetings and teaching research meetings, and promptly solve integration work problems.

3) Resource Guarantee: Increase funding, venue, and resource investment

Establish a special fund for employment and education, which will be used for curriculum development, activity implementation, teacher training, platform construction, and school enterprise cooperation; Coordinate campus venue resources and construct exclusive venues such as employment ideological and political activity rooms, simulated interview rooms, and vocational culture exhibition halls; Integrate industry resources, enterprise resources, alumni resources, and red resources, establish a stable off campus practical education base, and provide material support for the implementation of the model.

4) Supervision and Feedback Guarantee: Building a Dynamic Optimization Loop

Establish a supervision and feedback mechanism that integrates student feedback, teacher evaluation, supervision and inspection, and tripartite evaluation; Regularly collect students' opinions and suggestions on integrated education through questionnaires, interviews, and discussions; Based on employment data, educational effectiveness, and social evaluation, dynamically adjust practical models, teaching content, and activity forms to achieve continuous optimization and long-term operation of the integrated education model.

VII. RESEARCH CONCLUSION

A. RESEARCH CONCLUSION

Practice has proven that diversified innovative practice models can effectively break down traditional barriers to integration, enhance the pertinence, attractiveness, and effectiveness of employment and education, guide college students in the new era to establish correct employment, career, and struggle concepts, comprehensively improve professional qualities and employment competitiveness, and help universities achieve a win-win situation of high-quality talent cultivation, high-quality employment of students, and high-quality social development.

B. FUTURE DEVELOPMENT PROSPECTS

1. Precision integration of education: In the future, universities will further promote precise integration of hierarchical classification, customize personalized integration models and educational content based on different majors, grades, employment types, and special student groups, and achieve individualized teaching;

2. Deep digital upgrading: technologies such as artificial intelligence, big data, VR/AR will be fully integrated into employment and education, and intelligent, immersive, and interactive integration models will become mainstream. A deep integration of online and offline education patterns will be fully formed;

3. Deepening of school enterprise collaboration: Integration of industry and education, and joint education between schools and enterprises will become the core direction of

employment and education. Enterprises will fully participate in curriculum construction, practical teaching, and value guidance, achieving seamless connection between campus education and workplace needs;

4. Scientific evaluation of education: The employment education evaluation system continues to improve, and the effectiveness of value guidance, the development of professional ethics, and the quality of long-term career development are included in regular assessments. Integrated education has shifted from "formal integration" to "connotation integration";

5. Continuously updating the content of modernization: focusing on national strategies, industrial upgrading, and new trends in youth development, continuously updating the ideological and political content of employment, guiding young people to actively connect with national needs, and integrating youth struggle into the great journey of national rejuvenation.

VIII. CONCLUSION

Employment education is an important extension of ideological and political work in universities in the new era, and integrating ideological and political education into employment guidance is the only way for high-quality development of higher education. Colleges and universities must actively adapt to the trend of the times, break free from traditional thinking constraints, innovate practical models, improve guarantee mechanisms, integrate educational resources, use value guidance to strengthen the soul of employment, broaden the path of education through employment practice, continuously cultivate new era youth with firm beliefs, excellent moral character, strong skills, and courage to strive, and inject a continuous stream of youth strength into the comprehensive construction of a socialist modernized country.

AUTHOR CONTRIBUTIONS

Haojie Ma designed, collected and analyzed the data, and drafted the manuscript. Haojie Ma conducted the study, critically revised the manuscript for important intellectual content, and gave final approval of the version to be published. Haojie Ma participated fully in the work, take public responsibility for appropriate portions of the content, and agreed to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

CONFLICTS OF INTEREST

The author declares no conflict of interest.

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