



Research on the Optimization Path of Vocational Planning Curriculum for College Students in Higher Vocational Institutions

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Abstract. present, there are some practical problems in the career planning curriculum of higher vocational institutions, such as insufficient professional level of teachers, single teaching mode, poor connection of curriculum system, of precision in personalized guidance, etc, resulting in the disconnection between the actual effectiveness of curriculum education and the actual needs of students. Based on this, this paper proposes refined reform path of curriculum, which is intended to construct a systematic and complete curriculum refinement system from the core dimensions of strengthening teacher training, innovating teaching mode, optimizing curriculum content and guidance mechanism. The purpose is to provide a solid guarantee for improving students' vocational core competencies and employment competitiveness, and at the same time to provide theoretical reference for the highquality reform of career planning courses in higher vocational institutions.

Keywords: career planning; curriculum; refined teaching; employment capability promotion

1 Introduction

Against the dual backdrop of the popularization of higher education and the normalization of the "delayed employment" phenomenon, enhancing college students' core employment competitiveness has become a crucial goal of talent cultivation in higher education institutions, and the college students' career planning course serves as a key carrier to achieve this objective^[1]. With guiding students to identify their own strengths and advantages, and fully grasp the dynamics of the employment market as well as industry development trends as its core, the course helps students formulate scientific and rational career development plans based on their personal traits and professional cognition, thereby laying a solid foundation for their successful and high-quality employment in the future. However, at present, the career planning courses in higher vocational colleges still have many shortcomings: first, there are deficiencies in the construction of the teaching staff and a lack of professional guidance capabilities; second,

the teaching model is simplistic and the teaching content lacks practical effectiveness; third, the curriculum system is fragmented and the synergy of talent cultivation is insufficient.

By sorting out the existing research findings, it is found that the academic circles mostly focus on the macro level, such as the construction of the curriculum system and the innovation of teaching methods, while the research on optimization oriented by “employment capacity improvement” is relatively lacking, especially the lack of “problem-path-outcome” closed-loop research. At the same time, the existing fails to fully combine the group characteristics of vocational college students and the realistic needs of the “slow employment” group, and fails to put forward targeted suggestions for curriculum reform. on this, this study focuses on the optimization of the career planning curriculum in vocational colleges, aiming to stimulate students' awareness of career planning, enhance their employment core competitiveness, and strong support for the smooth employment of graduates.

2 Specific Implementation Approaches for Enhancing the Employability of Higher Vocational College Students Through “Refined” Curriculum

To effectively address the existing deficiencies in the career planning course and optimize the practical effectiveness of the course in talent cultivation, this paper explores refined approaches from such dimensions as teaching model optimization, teaching method innovation and curriculum content reconstruction. It is expected that systematic curriculum reform will help stimulate students' awareness of career planning and provide strong support for college graduates to enhance their employment competitiveness.

2.1 “Precision” in Education: Targeted Efforts to Enhance Educational Quality

2.1.1 Strengthen the Construction of the Teaching Staff and Enhance Professional Support.

Firstly, organize regular special training academic discussions for teachers and invite well-known educators to provide teaching guidance. Secondly, invite senior industry experts to enter the classroom and convey to teachers the core competency requirements, demand orientation, and development trends of different industries through special lectures and case sharing. Thirdly, establish close cooperation with enterprises to provide teachers with opportunities for job training, helping them deeply the operation of enterprises, talent demand, and career development paths to accumulate practical experience.

2.1.2 Refine the Course Content and Expand Teaching Resources.

Firstly, innovate teaching methods, and comprehensively use group discussions, situational simulations, based learning, etc, to stimulate students' initiative. Secondly, according to the goal of training high-skilled talents, update the course content in time, add modules as vocational cognition, vocational decision-making, and employment psychological adjustment, and integrate the latest industry dynamics and emerging professions information. In addition, build an online course library, integrate resources such as vocational assessment tools, industry reports, enterprise cases, job-hunting skills videos, etc, to achieve online and offline mixed teaching, and students' fragmented learning needs.

2.1.3 Precision Personalized Guidance, Tailored to Individual Needs.

Firstly, through vocational assessment tools, questionnaire surveys, one-on-one interviews, and other methods, combined with students' academic performance, practical experience, and award-winning situations, a comprehensive assessment of their vocational interests, capability shortcomings, career, and development goals is conducted to establish a career development tracking file for each student, recording the implementation of career planning, the progress of skill enhancement, career exploration feedback, etc, and dynamically updating the content of the file; secondly, for students with vague career directions, a career exploration platform is built^[2]; then, for students with clear goals, precise such as skill enhancement and job matching is provided; finally, regular follow-up evaluations are conducted, and the guidance plan is adjusted according to the changes in students' career demands to the pertinence of the guidance^[3].

2.2 “Thorough”: Meticulous and Meticulous, Perfecting the Educational Process

2.2.1 Refine Teaching Content to Achieve Phased Progressive Learning. As shown in Table 1.

Table 1. Refined Teaching Content Phased Progressive Implementation Schedule for "Refinement-Oriented" Courses

Grade	Core goal	Teaching content	Teaching form
Freshman	Self-awareness Career awareness	Personality, interests, and ability assessment; professional connotation and career development prospects; industry dynamics and career type introduction.	Career assessment, industry lectures, company visits
Sophomore	Vocational skills; planning and formulation	Professional skills reinforcement training; Career goals refinement; Career planning book writing; Employment policy interpretation;	Skills training; guidance on planning books; policy lectures

Grade	Core goal	Teaching content	Teaching form
Junior year	Internship Psychological adjustment	Resume making, interview skills; career planning optimization; career psychological stress counseling; internship practice guidance;	Mock interview, face-to-face HR, internship practice

2.2.2 Refine the Practice Links and Strengthen the Training of Combat Capability.

Establish stable internship bases with enterprises that have a good reputation, advanced technology, and a variety of positions. Match cooperation objects accurately according to majors, sign cooperation agreements that clearly define the rights and obligations of schools and enterprises, clarify the content of internship guidance, assessment, and safety assurance, establish a regular evaluation and feedback, and a mechanism for joint investment in facilities and cultural construction by schools and enterprises to solidify the foundation of practice; arrange for professional teachers to carry out pre-interns training, regularly patrol and communicate, and jointly with enterprise guidance teachers to provide real-time feedback, and use information technology such as the internship management platform to track and monitor the whole to ensure the quality of the internship; In addition, we will widely carry out vocational skills competitions, innovation and entrepreneurship practice, social practice and other activities to improve students' ability, vocational quality and comprehensive competitiveness in multiple dimensions.

2.2.3 Refine Student Services to Meet the Needs of All Scenarios.

Establish a career planning consulting center staffed with professional consulting teachers to provide one-on-one services. Help students clarify their career directions through career assessments and problem analysis; meanwhile, expand online consulting channels such as platforms, groups, phone lines and email boxes, regularly hold consulting days, lectures and other activities, and set up a feedback mechanism to continuously optimize service quality. Construct a sound mechanism for collecting and sorting employment information: obtain information through multiple channels such as school-enterprise cooperation and job fairs and build a classified database; realize accurate information push by analyzing students' career interests, professional backgrounds and other factors based on big data technology. In the meantime, hold employment information conferences and enterprise promotion sessions, and disseminate information through offline posters, class groups, counselors and other channels to comprehensively improve the efficiency and quality of employment services. Targetedly alleviate psychological problems such as career anxiety and confusion: cooperate with the psychological health center, invite professional psychological consultants, and organize lectures, group counseling and other activities; establish students' career psychological files and conduct follow-up evaluations to help them foster a correct view of career.

2.3 “Transformation”: Optimizing the Curriculum System to Form a Long-Term Mechanism

2.3.1 Integrating the Teaching System to Achieve Collaborative Education.

High vocational schools should break down course barriers, integrate training content, arrange courses progressively according to students' cognitive laws and development stages, and timely update course content to incorporate emerging professions and industry dynamics; at the same time, strengthen the coordination and connection of teaching, practice, guidance and other links form an organic whole; it is also necessary to combine career planning with professional education and ideological and political education, supplemented by activities such as career planning competition, resume competition, AI interview competition, etc, to help students master career planning knowledge and skills and improve vocational quality and employment competitiveness^[4].

2.3.2 Standardize Management Implementation to Ensure Teaching Quality.

Strengthen the management system for students, clarify the norms for student participation, and establish professional development records to document learning and practice; construct a quality control system, develop assessment indicators around the scientific nature of teaching content and the effectiveness of methods, and implement full-process monitoring through classroom observations, student teaching evaluations, and feedback, adjusting and improving according to the results in a timely manner^[5]; at the same time, strictly implement the processes for teaching, faculty, and student management to ensure the standard operation all links and comprehensively guarantee the quality of education and teaching.

3 Summary

This paper analyzes the problems of the career planning curriculum in depth, such as lack of precision, insufficient detail, and failure to form an system. In response to these issues, it proposes to implement a fine-tuning strategy from the three dimensions of “precision,” “detail,” and “systematization.” By building a team of elite teachers, developing high-quality courses, refining teaching content, detailing practical links and student services, we will construct a systematic curriculum system, promote the coordination and connection of educational links, and integrate career planning education with the overall education of the college. We will implement standardized management by improving management systems, building a quality monitoring system and strictly following standardized processes. We will advance the normalization of cooperation by deepening school-enterprise cooperation, strengthening experience exchanges in intercollegiate cooperation, integrating and utilizing social resources, and forming a long-term mechanism. Through the implementation of the “precision,” “detail,” and “systematization” strategies, students' career planning abilities have significantly improved employment quality has noticeably increased, and student teaching satisfaction has

greatly risen. In conclusion, a fine-tuned career planning curriculum for college students can better meet students' personalized needs, their employment competitiveness, and lay a solid foundation for their career development.

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