Guidelines for developing a quality curriculum management system for pre-employment education for college graduates: A case of Guangxi University

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ABSTRACT

The objectives of this study are: 1) To investigate the problems and needs of a high-quality curriculum system of pre-employment education for college graduates. 2) To develop guidelines for a quality curriculum system of pre-employment education for college graduates. The examples were 350 students and 30 teachers obtained from Guangxi University through simple random sampling. The research instrument used in this study was a questionnaire. The content analysis method analyzed and expressed the collected information and data as a percentage, mean, and standard deviation. The results show that: 1) the problems and needs of a high-quality curriculum system for college graduates in Guangxi University are at the "highest" level; 2) the guidelines for a quality curriculum system for college graduates consist of 8 units. It was decided that all 8 units were good enough by three experts, and an IOC value between 0.67 and 1.00 means that the creation of a good pre-employment education system for college graduates is okay. This can be used as a guide for creating a good pre-employment education system for college graduates to make them more employable and raise the level of graduation at Guangxi University.

Introduction

The employment of college graduates is one of the problems facing China today. Under the pressure of declining economic growth, social employment has encountered unprecedented difficulties; traditional employment channels are shrinking, and new employment channels and spaces are still very narrow, making the overall contradiction between the supply and demand of employment more prominent, especially the employment situation of college graduates, which is very severe. As a crucial component of pre-employment education, it plays a significant role in enhancing students' employment level and abilities. However, there are also some problems in the traditional pre-employment curriculum of college graduates, which require more students to master the written theoretical knowledge, ignoring the students' social practice and problem-solving ability; for example, the lack of cultivation of students 'ability to find and solve problems, the lack of combination of curriculum and social practice, the lack of cultivation of cooperation ability, and so on. All these are the reasons that restrict the development of students' employment ability after graduation. In order to solve these problems, we can establish a high-quality

curriculum system by optimizing the curriculum setting and stimulating their interest and enthusiasm in learning and teaching before employment.

In this context, it is necessary to formulate high-quality curriculum system guidelines for college graduates before employment. It is of enormous significance to formulate a scientific and practical curriculum system according to the characteristics and needs of students and the development and needs of the society. A high-quality curriculum system for graduates prior to employment has the potential to spark students' enthusiasm for learning and provide them with a genuine learning and employment environment. The high-quality curriculum system for graduates before employment comprehensively cultivates students' knowledge, professional skills, innovation ability, cooperation ability, and the ability to find problems and solve problems.

This study talks about the employment problems of college graduates in the high-quality curriculum system and demand in order to give more information about the current job situation of college graduates. Before college graduates get jobs, the education quality curriculum system guide gives good advice to students and teachers, supports the growth of college graduates' employment, and raises their level and ability to get jobs.

Objectives

This study aims to answer the following questions:

1. To investigate the problems and needs of high-quality curriculum system of pre-employment education for college graduates.

2. To develop guidelines for a quality curriculum system of pre-employment education for college graduates.
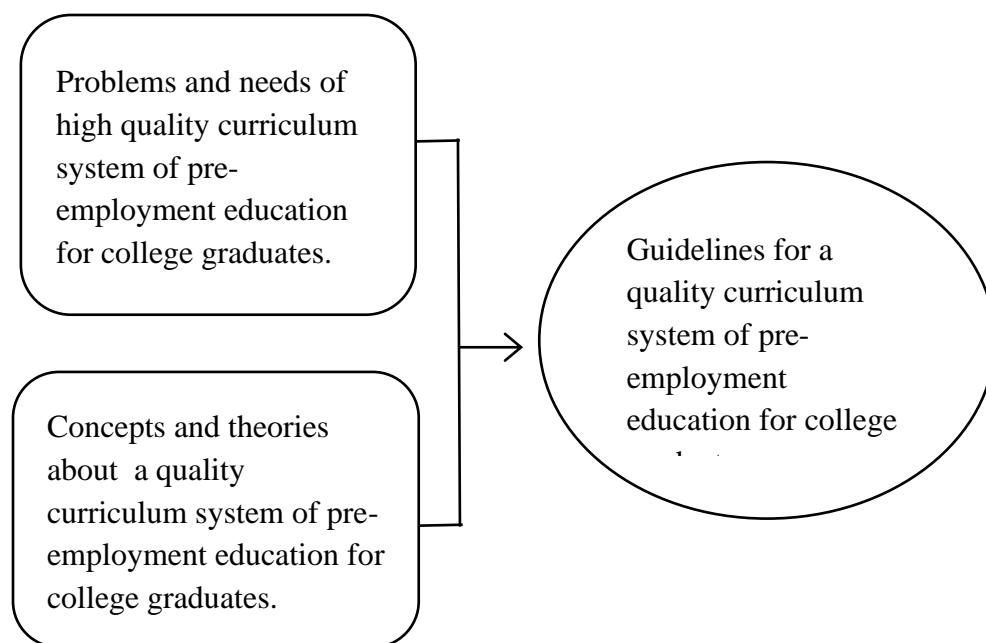
Literature review

Through the collection and collation of the existing research literature, the existing research on employment guidance courses in Chinese universities shows that the high-quality curriculum system for college graduates before employment has not been considered, which is a gap in pre-employment teaching for graduates. This study can fill this knowledge gap. The following is the relevant literature of the employment guidance course:

1. Chen (2021, pp. 57-61) "Construction and Research on the Employment Evaluation System for Graduates of Vocational Colleges". The employment evaluation of graduates of vocational colleges can reflect the quality of education and teaching and management level of a vocational college, providing an important wind vane for evaluating the level of school operation, which is conducive to promoting schools to provide comprehensive employment services for students.

2. Chen, et.al (2022, p. 3) "Reflections on the" Slow Employment "Problem of Graduates from Ordinary Undergraduate Colleges and Universities - Based on a Survey of the Employment Intention of 2022 Graduates from a University in Xi'an." The "Slow Employment" problem of college students has become a widespread concern in society. According to a survey of the employment intention of 2022 graduates from a University in Xi'an, A considerable number of graduates exhibit a tendency towards "slow employment". The main reasons are their enthusiasm for taking the postgraduate entrance examination, diverse employment intentions, weak awareness of innovation and entrepreneurship, and the influence of herd mentality.

3. Xing (2023, pp. 55-57) "Research on Personalized Employment Guidance for College Students Based on Career Planning". With the rapid development of the national economy and higher education, traditional educational concepts and methods have gradually become unable to adapt to the increasingly fierce talent competition. The employment guidance ideology that tends to be more homogenized cannot meet the demand for employment choices for college graduates after enrollment expansion.

Conceptual framework

Problems and needs of high quality curriculum system of pre-employment education for college graduates.

Concepts and theories about a quality curriculum system of pre-employment education for college graduates.

Guidelines for a quality curriculum system of pre-employment education for college

Figure 1 Conceptual framework

Method

The purpose of this study is to discover and study some problems and needs of quality curriculum system of pre-employment education for college graduates. Then make a guide for a quality curriculum system of pre-employment education for college graduates according to these problems and needs. A Case of Guangxi University.

1. Research design

Mixed Methods Research (Quantitative research and Qualitative research) was used to analyze the data because it uses both quantitative and qualitative approaches in the research process.

2. Population and sample group

2.1 Population

For the investigation of problems and needs, the population will be divided into two groups, namely 1)2800students and 2) 30 teachers and administrators.

2.2 Sample Group

The sample groups will be divided into 2 groups, namely 1) 350 students (Yamane, 1973) 2) 30 teachers and administrators. The sample groups for the investigation of problems and needs will be obtained through stratified random sampling technique.

3. Research tools

The tools used for research are as follows:

3.1. Questionnaires

The questionnaires were divided into three parts as follow:

1) General Information 2) Problems of quality curriculum system of pre-employment education for college graduates. 3) Needs of quality curriculum system of pre-employment education for college graduates. Questionnaires were evaluated the correctness and suitability by the 3 specialists and the methodology of valuation used was the IOC (index of item-objective congruence).

3.2 Focus group

Focus group discussion were used data from students, teachers and school administrators. According to the discussion and answers for creating guidelines to quality curriculum system of pre-employment education for college graduates.

4. Data Collection

The data were collected by distributing the questionnaires to the participants within one month. The process of data analysis spent about a week. It took two weeks to complete the report for this study.

4.1 The questionnaires were sent to 350 students at Guangxi University and 350 were returned to the researcher.

4.2 The discussion of focus group was used to collect the data from 30 teachers and administrators.

5. Data Analysis

5.1 Quantitative survey questions were used to analyze and the statistics used for analyzing data including frequencies, means ($\bar{x}$) standard deviations ($S.D.$). The five point Likert rating scale was used to evaluate the respondents' problems and needs in quality curriculum system of pre-employment education for college graduates.

5.2 The qualitative method was used for focus group discussion meeting which are analyzed and the statistics used for analyzing data were based on frequencies.

Results

1. The problems and needs of quality curriculum system of pre-employment education for college graduates, teachers.

Table 1 Students' Problems of quality curriculum system of pre-employment education for college graduates.

Questions	n=350		Level of problems
	$\bar{X}$	S.D.	
1. In your opinion, the curriculum system of college education quality is lack of frontier (novel)	4.68	0.21	Highest
2. You think the college education quality curriculum system application (practical) is not strong.	4.46	0.52	High
3. You think the university education quality curriculum system is systematic (modular teaching) is not enough.	4.48	0.32	High
4. You think that the quality curriculum system of college education will limit you to broaden your knowledge.	4.65	0.56	Highest
5. You think that the curriculum system of college education quality lacks professional knowledge training.	4.57	0.46	Highest
6. The professional skills training effect of college education quality curriculum system is not ideal.	4.60	0.29	Highest
7. College education quality curriculum system innovation ability training is insufficient.	4.66	0.21	Highest
8. The professional ethics cultivation of college education quality curriculum system needs to be improved.	4.57	0.22	Highest
9. The curriculum system of college education quality is not strong for the cultivation of outlook on life.	4.59	0.47	Highest
10. The curriculum system of college education quality lacks the cultivation of cooperative spirit.	4.69	0.52	Highest
11. Some of the courses are too rigid reducing students' interest	4.65	0.40	Highest

in learning.			
12. Some courses lack the development of students' ability to find and solve problems.	4.63	0.32	Highest
13. The lack of combination with practical work reduces students' practical ability.	4.58	0.26	Highest
14. The course is only carried out in the classroom, the lack of social communication, so that students lack of social communication ability.	4.62	0.38	Highest
15. The course content lacks on-site organization and management ability simulation practice, so that students lack the ability of organization and management.	4.58	0.41	Highest
16. The curriculum system of college education quality does not require high for students' physical quality.	4.62	0.40	Highest
17. The curriculum system of college education quality is not in place to cultivate the psychological quality.	4.68	0.20	Highest
18. The curriculum system of the education quality between universities and participating in club activities lack contact.	4.69	0.36	Highest
19. Lack of combination of college education quality curriculum system and participating in social practice.	4.48	0.32	High
20. The curriculum system of college education quality does not construct social part-time courses.	4.49	0.44	High
Total	4.60	0.36	Highest

It can be seen from table 1 that students have a highest evaluation of the education quality curriculum system of college graduates before employment, with a total average value of $\overline{X}$=4.60 and a standard deviation of 0.36.

Most students believe that the lack of cooperative spirit training of college education quality curriculum system (Q10) ($\overline{X}$=4.69) and the lack of connection between college education quality curriculum system and participation in community activities (Q18) ($\overline{X}$=4.69) have the greatest impact on the pre-employment education quality curriculum system of graduates.

There are also most students said that the lack of frontier (novel) (Q1) ($\overline{X}$=4.68) and the lack of college education quality curriculum system (Q17) ($\overline{X}$=4.68) on the pre-employment education quality curriculum system.

Only a few students believe that the application (practical) of college education quality curriculum system is not strong (Q2) ($\overline{X}$=4.46) has a great impact on the curriculum system of graduate education quality before employment.

Table 2 Students' need of quality curriculum system of pre-employment education for college graduates.

Questions	n=350		Level of needs
	$\overline{X}$	S.D.	
1. The curriculum system of college education quality needs a strong frontier (novel)	4.66	0.40	Highest
2. The curriculum system of college education quality should have	4.58	0.36	Highest

great application (practical).

3. The curriculum system of college education quality should be systematic (modular teaching).	4.59	0.20	Highest
4. The curriculum system of college education quality should broaden the students' knowledge.	4.68	0.36	Highest
5. The curriculum system of college education quality needs to pay attention to the cultivation of students' professional knowledge.	4.59	0.48	Highest
6. The curriculum system of college education quality has a good effect on the cultivation of student's professional skills.	4.60	0.40	Highest
7. The curriculum system of college education quality needs to pay attention to the cultivation of students' innovation ability.	4.69	0.50	Highest
8. The curriculum system of college education quality needs to pay attention to the cultivation of students' professional ethics.	4.65	0.42	Highest
9. The curriculum system of college education quality needs to strengthen the cultivation of students' outlook on life.	4.68	0.40	Highest
10. The curriculum system of college education quality needs to pay attention to the cultivation of students' cooperative spirit.	4.70	0.21	Highest
11. Some courses need to be practical to increase students' interest in learning.	4.62	0.37	Highest
12. Some courses need to strengthen the cultivation of students' ability to find and solve problems.	4.70	0.49	Highest
13. The course needs to be closely combined with practical work to improve students' practical ability.	4.66	0.41	Highest
14. The course is not only carried out in the classroom, but also needs to strengthen the communication with the society, so that the students social communication ability can be improved.	4.69	0.35	Highest
15. The course content needs to increase the on-site organization and management ability simulation practice, so that students can constantly improve their organization and management ability.	4.69	0.31	Highest
16. The curriculum system of college education quality needs to strengthen the requirements of students' physical quality.	4.64	0.26	Highest
17. The curriculum system of college education quality needs to strengthen the cultivation of students' psychological quality.	4.68	0.34	Highest
18. The curriculum system of college education quality needs to strengthen the connection with participating in community activities.	4.67	0.39	Highest
19. The curriculum system of college education quality needs to be closely combined with the social practice.	4.66	0.40	Highest
20. The curriculum system of college education quality needs to offer social part-time courses.	4.59	0.20	Highest
Total	4.65	0.36	Highest

It can be seen from table 2 that students have a highest evaluate the needs of college graduates' education quality curriculum system before employment, with total average $\overline{X}$ =4.65 and standard deviation =0.36.

Most students believe that the curriculum system of college education quality needs to pay attention to the cultivation of students 'cooperative spirit (Q10) ($\overline{X}$ =4.70) and some courses need to enhance the

cultivation of students ability to find and solve problems (Q12) ($\overline{X}$=4.70) have the greatest impact on the curriculum system of graduate education quality before employment.

Also have most students said college education quality curriculum system need to pay attention to the cultivation of students' innovation ability (Q7) ($\overline{X}$=4.69), course not only in the classroom, also need to strengthen and social interaction, make students social communication ability (Q14) ($\overline{X}$=4.69) and course content need to increase the field organization management ability simulation practice, let students constantly improve their organization and management ability (Q15) ($\overline{X}$=4.69) has a great impact on the quality of graduate education before employment.

Only a few students believe that the curriculum system of college education quality should have great application (practical) (Q2) ($\overline{X}$=4.58) has a great impact on the education quality curriculum system of graduates before employment.

Table 3 Teachers' Problems of quality curriculum system of pre-employment education for college graduates.

Questions	n=30		Level of problems
	$\overline{X}$	**S.D.**	
1. In your opinion, the curriculum system of college education quality is lack of frontier (novel)	4.36	0.21	High
2. You think the college education quality curriculum system application(practical) is not strong.	4.57	0.48	Highest
3. You think the university education quality curriculum system is systematic (modular teaching) is not enough.	4.47	0.32	High
4. You think that the quality curriculum system of college education will limit you to broaden your knowledge.	4.69	0.55	Highest
5. You think that the curriculum system of college education quality lacks professional knowledge training.	4.69	0.45	Highest
6. The professional skills training effect of college education quality curriculum system is not ideal.	4.77	0.24	Highest
7. College education quality curriculum system innovation ability training is insufficient.	4.79	0.20	Highest
8. The professional ethics cultivation of college education quality curriculum system needs to be improved.	4.48	0.20	High
9. The curriculum system of college education quality is not strong for the cultivation of outlook on life.	4.45	0.47	High
10. The curriculum system of college education quality lacks the cultivation of cooperative spirit.	4.79	0.47	Highest

11. Some of the courses are too rigid reducing students' interest in learning.	4.36	0.37	High
12. Some courses lack the development of students' ability to find and solve problems.	4.79	0.31	Highest
13. The lack of combination with practical work reduces students' practical ability.	4.55	0.23	Highest
14. The course is only carried out in the classroom, the lack of social communication, so that students lack of social communication ability.	4.52	0.36	Highest
15. The course content lacks on-site organization and management ability simulation practice, so that students lack the ability of organization and management.	4.77	0.42	Highest
16. The curriculum system of college education quality does not require high for students' physical quality.	4.44	0.40	High
17. The curriculum system of college education quality is not in place to cultivate the psychological quality.	4.54	0.20	Highest
18. The curriculum system of the education quality between universities and participating in club activities lack contact.	4.45	0.34	High
19. Lack of combination of college education quality curriculum system and participating in social practice.	4.64	0.48	Highest
20. The curriculum system of college education quality does not construct social part-time courses.	4.63	0.42	Highest
Total	4.58	0.36	Highest

It can be seen from table 3 that teachers have a highest evaluation of the quality of education curriculum system of college graduates, with a total average $\overline{X}$ =4.58 and standard deviation =0.36.

Most teachers think college education quality curriculum system innovation ability lack (Q7) ($\overline{X}$ =4.79) college education quality curriculum system lack of collaborative spirit cultivation (Q10) ($\overline{X}$ =4.79) and some courses enhances the cultivation of students to find and problem solving ability (Q12) ($\overline{X}$ =4.79) before the graduates employment education quality curriculum system.

Most teachers also said that the professional skills training effect of college education quality curriculum system is not ideal (Q6) ($\overline{X}$ =4.77) and the course content is lack of on-site organization and management ability simulation practice, so that students lack the ability to organize management (Q15) ($\overline{X}$ =4.77). It also has a great influence on the quality of education before employment.

Only a few teachers believe that the university education quality curriculum system lacks the frontier (novel) (Q1) ($\overline{X}$ =4.36) and some of the curriculum is too rigid, it reduces students' interest in learning (Q11) ($\overline{X}$ =4.36) and has a great impact on the quality of education curriculum system.

Table 4 Teachers' needs of quality curriculum system of pre-employment education for college graduates.

Questions	n=30		Level of needs
	$\bar{X}$	**S.D.**	
1. The curriculum system of college education quality needs a strong frontier (novel).	4.51	0.40	Highest
2. The curriculum system of college education quality should have great application (practical).	4.57	0.37	Highest
3. The curriculum system of college education quality should be systematic (modular teaching).	4.59	0.20	Highest
4. The curriculum system of college education quality should broaden the students' knowledge.	4.59	0.35	Highest
5. The curriculum system of college education quality needs to pay attention to the cultivation of students' professional knowledge.	4.69	0.47	Highest
6. The curriculum system of college education quality has a good effect on the cultivation of students professional skills.	4.66	0.42	Highest
7. The curriculum system of college education quality needs to pay attention to the cultivation of students' innovation ability.	4.58	0.52	Highest
8. The curriculum system of college education quality needs to pay attention to the cultivation of students' professional ethics.	4.67	0.43	Highest
9. The curriculum system of college education quality needs to strengthen the cultivation of students' outlook on life.	4.68	0.41	Highest
10. The curriculum system of college education quality needs to pay attention to the cultivation of students' cooperative spirit.	4.59	0.20	Highest
11. Some courses need to be practical to increase students' interest in learning.	4.66	0.35	Highest
12. Some courses need to strengthen the cultivation of students' ability to find and solve problems.	4.69	0.46	Highest
13. The course needs to be closely combined with practical work to improve students' practical ability.	4.55	0.43	Highest
14. The course is not only carried out in the classroom, but also needs to strengthen the communication with the society, so that the students social communication ability can be improved.	4.58	0.37	Highest
15. The course content needs to increase the on-site organization and management ability simulation practice, so that students can	4.55	0.32	Highest

constantly improve their organization and management ability.			
16. The curriculum system of college education quality needs to strengthen the requirements of students' physical quality.	4.68	0.20	Highest
17. The curriculum system of college education quality needs to strengthen the cultivation of students' psychological quality.	4.64	0.34	Highest
18. The curriculum system of college education quality needs to strengthen the connection with participating in community activities.	4.59	0.41	Highest
19. The curriculum system of college education quality needs to be closely combined with the social practice.	4.67	0.41	Highest
20. The curriculum system of college education quality needs to offer social part-time courses.	4.67	0.20	Highest
Total	4.62	0.36	Highest

It can be seen from table 4 that teachers have a highest evaluate the needs of the quality curriculum system of education before employment, with the total average $\overline{X}$=4.62 and the standard deviation =0.36.

Most teachers believe that the curriculum system of college education quality needs to pay attention to the cultivation of students 'professional knowledge (Q5) ($\overline{X}$=4.69) and some courses need to enhance the cultivation of students' ability to find and solve problems (Q12) ($\overline{X}$=4.69) have the greatest impact on the curriculum system of graduate quality of education before employment.

There are also most teachers said that the university education quality curriculum system needs to strengthen the students outlook on life training (Q9) ($\overline{X}$=4.68) and the university education quality curriculum system needs to strengthen the students' physical quality requirements (Q16) ($\overline{X}$=4.68) on the graduates before the employment of the education quality curriculum system is also relatively large impact.

Only a few teachers believe that the curriculum system of college education quality needs a strong frontier (novel) (Q1) ($\overline{X}$=4.51), which has a great impact on the curriculum system of graduate education quality before employment.

2. Guidelines for developing a quality curriculum management system for pre-employment education for college graduates of Guangxi University.

2.1 Professional knowledge training.

Design and provide professional core courses to ensure that students acquire the necessary basic knowledge in their professional fields. These courses usually include both professional theoretical and practical content. Introduce practical teaching activities, such as experimental courses, field investigation, practice, etc., so that students can apply theoretical knowledge to practical problems, and cultivate the ability of practical operation. Set up professional tutors to provide students with personalized guidance and suggestions for students, and help them better understand and master professional knowledge. Establish cooperative relations with the industry, provide industry practice opportunities, and enable students to be exposed to the latest industry trends and problems in practical work. Through project-based learning, students are encouraged to apply professional knowledge in practical projects, cultivate their ability to solve problems, and improve their proficiency in practical operation. To provide interdisciplinary learning opportunities, so that students can understand the knowledge of the relevant fields, and to promote

them to form a comprehensive vision. Students are encouraged to participate in discipline competitions and research projects to improve their ability to innovate and solve practical problems.

2.2 Cultivating the outlook on life.

College courses may contain a wide range of comprehensive quality education, aiming at cultivating students' innovative spirit, leadership teamwork ability and social responsibility. The introduction of ideological and political theory courses, let students understand the important concepts of society and life, and cultivate their understanding of the society, the country and individual responsibilities (Li Xiaojuan, 2022, pp. 0145-0147). Organize students to participate in social practice and volunteer activities, and cultivate their sense of social responsibility and concern for social problems through personal experience. Introduce humanities courses to make students think deeply about life, values and ethics, and cultivate their understanding of humanistic care. Establish student development and tutorial system to provide students with personalized development guidance for students and help them better plan their life and career development. Introduce the education of cultural and religious diversity to encourage students to respect and understand different cultural and religious concepts, and cultivate an open worldview.

2.3 Cultivation of physical and psychological quality.

To provide physical education courses and health education, to help students to develop healthy living habits, and to promote the improvement of physical quality. Introduce mental health education to teach students how to deal with stress, manage emotions, improve psychological resilience, and promote the development of psychological quality. Encourage students to actively participate in physical exercise and sports items, promote physical health enhance physical fitness and endurance. Provide psychological counseling and counseling services to help students deal with emotional problems, adjust their psychological state and improve their psychological quality. Regular health examination and evaluation of students, to find out potential physical health problems, and provide timely health intervention and guidance.

2.4 Cultivation of collaborative spirit.

College courses may include team projects and research, which require students to work together to complete tasks. This helps to develop students' teamwork and communication skills. Provide internship and practice opportunities for students to cooperate with others in a real work environment and learn the experience of collaboration and teamwork. Students are encouraged to participate in interdisciplinary academic and research projects, and encourage them to cooperate with students from different professional backgrounds to expand their horizons.

2.5 Cultivate the ability to find and solve problems.

University courses may adopt project-oriented learning, requiring students to apply the knowledge they have learned to solve problems in practical projects. This helps to cultivate students' practical experience and the ability to solve practical problems. Some courses use case analysis to let students analyze real or simulated cases, learn from them and propose solutions. This helps to cultivate students' ability to analyze problems and make decisions. Universities encourage students to conduct independent or team research, prompting them to deeply explore questions, collect data, and propose innovative solutions.

2.6 The cultivation of innovation ability.

Some university courses are designed as innovation-oriented, with emphasis on cultivating students' innovative thinking. This may involve the opening of professional courses in innovative and design thinking, as well as the provision of practical projects and case analysis. Students participate in practical projects and experiments, solve problems through practical operation, stimulate innovation inspiration, and cultivate the ability to apply theoretical knowledge to practical situations. Provide innovation and entrepreneurship education, including entrepreneurship courses, innovation competitions, etc., to help students understand the entrepreneurial process, and cultivate innovation awareness and practical ability. Encourage students to study in different disciplines and stimulate their ability to find

innovation in different fields. Encourage students to participate in scientific research projects, cultivate their research ability and innovative thinking, and stimulate their curiosity about unknown fields.

2.7 Strengthen the communication with the society.

Students have the opportunity to participate in the internship and practice projects, improve their social communication skills through interaction with the practical working environment, and apply theoretical knowledge to practical work. Universities may organize social service programs to encourage students to provide services to the community or specific groups. This participation helps to develop students' sense of responsibility and teamwork spirit. Establish close contact with the industry, provide opportunities for students to interact with professionals and corporate mentors, help students understand their career fields and establish a social network. The school may organize entrepreneurship and innovation competitions to allow students to communicate with enterprises and entrepreneurs and improve their entrepreneurship and teamwork ability.

2.8 Organization and management ability.

Students participate in the simulation drill to simulate the real on-site organization and management scenarios, such as activity planning, project execution, etc. This helps students to exercise the ability of coordination, leadership and decision-making in practice. Design tasks that require team cooperation and project management. Let students work together in the team, make plans, supervise the progress, and solve possible problems. Students participate in simulation meetings and activity planning, and are responsible for organizing and managing the whole process, including resource allocation, time arrangement, teamwork and other aspects. Organize students to participate in the simulation drill of emergency management, so that they can learn to make decisions, communicate and coordinate resources in an emergency.

Discussions

1. Discussion on the problems existing in the curriculum system of pre-employment education quality for college graduates.

According to the results of the teachers and students are "highest" hope that college graduates before employment education curriculum system construction can speed up the perfect, college graduates before employment education curriculum system need to speed up the sound, employment education theme education activities, guide college graduates to set up the correct career view, employment and employment needs to be strengthened (Wu, 2022, pp. 92-95). In the combination of theory and practice, carrying out various forms of simulation practical training, vocational experience and other practical teaching, organizing college graduates to enter the human resources market, participate in vocational ability assessment, accept on-site guidance and other aspects are relatively lacking. Colleges and universities need to strengthen the allocation of strong employment guidance teachers in a certain proportion, and employment guidance teachers can participate in the evaluation of relevant professional titles, and create a group of college students' employment guidance teachers, excellent career guidance teachers, and excellent employment guidance courses and teaching materials. Colleges and universities have not done enough to enhance college students' awareness of career planning and guide them to prepare for employment as early as possible.

2. Discussion on the needs of the pre-employment education quality curriculum system for college graduates.
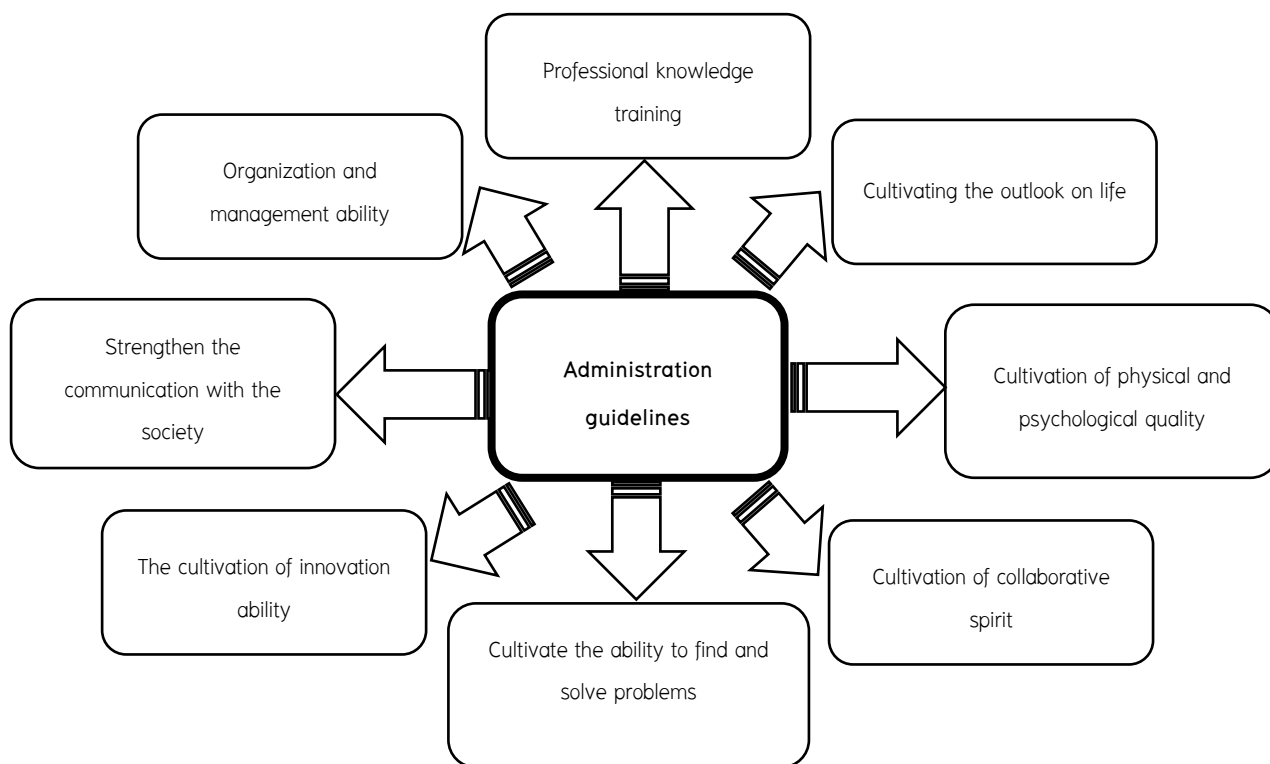
The survey results show that both teachers and students are mentally aware of the importance of the "highest" pre-employment education quality curriculum system. Colleges and universities have established a comprehensive and dynamic teaching quality monitoring and operation mechanism of graduates, provided a learning platform for teachers and students of employment guidance courses, and established an incentive mechanism to mobilize the enthusiasm of teachers and students.

The curriculum system of pre-employment education quality for graduates needs to be whole

process, throughout the whole process of talent training from the third year and the second grade to graduation. The curriculum system needs to introduce the employment situation of various industries, help students to correctly understand themselves, define positioning, and formulate career development plan in advance; the curriculum system needs to guide students to participate in social practice, improve their professional level and practical work ability; the curriculum system adopts various teaching methods such as enterprise case method, discussion method, multimedia and lecture teaching, personalized tutoring teaching, practical teaching, to improve the teaching effect. The course system needs to guide the production of job-hunting materials, teach interview etiquette and skills, entry debugging and rights and interests protection, so as to improve students' job-hunting ability (Xu, et.al., 2022, p. 10). Curriculum system also need to adapt to the era development, improve the modern information technology teaching ability, teaching methods from offline to online, teaching space from the campus to the campus, using information means, with the platform of wisdom classroom, AI, online communication, learning, also invite unit of choose and employ persons to evaluate students' employment ability, and timely present in the classroom, joint teaching with unit of choose and employ persons.

Body of knowledge

The knowledge of the research includes Academic administration guidelines, Professional knowledge training, Cultivating the outlook on life, Cultivation of physical and psychological quality, Cultivation of collaborative spirit, Cultivate the ability to find and solve problems, The cultivation of innovation ability, Strengthen the communication with the society, Organization and management ability. It is shown in Figure 2.

Figure 2 Body of knowledge

Conclusion

The construction of a high-quality curriculum system of pre-employment education for college graduates will help to educate fresh graduates to solve various problems in front of employment and improve the employability of fresh graduates in all aspects.

1. In terms of the needs of building a high-quality curriculum system of pre-employment education for college graduates and solving problems, it can be seen from the questionnaire that both teachers and students have urgent needs at the "highest" level of concern.

For teachers, the existing high quality curriculum system of pre-employment education for college graduates is lack of frontier; application (practical); lack of innovation ability; lack of cooperation spirit; lack of training of students 'ability to find and solve problems; lack of integration with practical work, reduces students' ability to practice; lack of simulation of organization and management, and lack of ability to organize and manage.

For students, the existing high-quality curriculum system of pre-employment education for college graduates is too rigid, which reduces students 'interest in learning; limits students' knowledge; lack of social communication; lack of communication with community activities; lack of integration with social practice; failure to construct social part-time courses.

2. Guidelines for the Construction of pre-employment education quality Curriculum system for College graduates of Guangxi University; Namely: 1) The curriculum system of college education quality needs to pay attention to the cultivation of students' professional knowledge; 2) The curriculum system of college education quality needs to strengthen the cultivation of students' outlook on life; 3) The curriculum system of education quality in colleges and universities needs to strengthen the cultivation of students' physical and psychological quality; 4) The curriculum system of college education quality should pay attention to the cultivation of students' cooperative spirit; 5) Some courses need to enhance the cultivation of students' ability to find and solve problems; 6) The curriculum system of college education quality needs to pay attention to the cultivation of students' innovation ability; 7) The course is not only carried out in the classroom, but also needs to strengthen the communication with the society to improve the students' social communication ability; 8) The course content needs to increase the on-site organization and management ability simulation practice, so that students can constantly improve their organization and management ability. By constructing the pre-employment education quality curriculum system for college graduates from 8 units, three experts evaluated the correctness and applicability of the content, and demonstrated the IOC value. All 8 units reach the IOC value from 0.67 to 1.00, which means that the pre-employment quality education curriculum management system guide for college graduates is acceptable, and can be used as the pre-employment education quality curriculum system guide for college graduates to improve the employability and level of graduates in Guangxi University.

Suggestions

The employment of college graduates is related to the vital interests of students, social harmony and stability, modernization, and the healthy development of higher education.

1. The effectiveness and systematization of the construction of the curriculum system of pre-employment education quality for college graduates need to be further studied, so that the curriculum system can better serve students' employment.

2. The Guidelines of education Quality Curriculum System for college graduates is an employment guidance course for innovation and reform in the new era. Through the implementation and promotion, it can truly cultivate the overall quality and employment ability of college students, and help college students to find more efficient, more accurate and more reasonable employment.

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