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**Graduate Employment Quality
Annual Report 2024**

" **School of Architectural Engineering**

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30 December 2024

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Contents

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30Vj g'uecrg"qh'wpf gti tcf wcvg"i tcf wcvgu' 3 "

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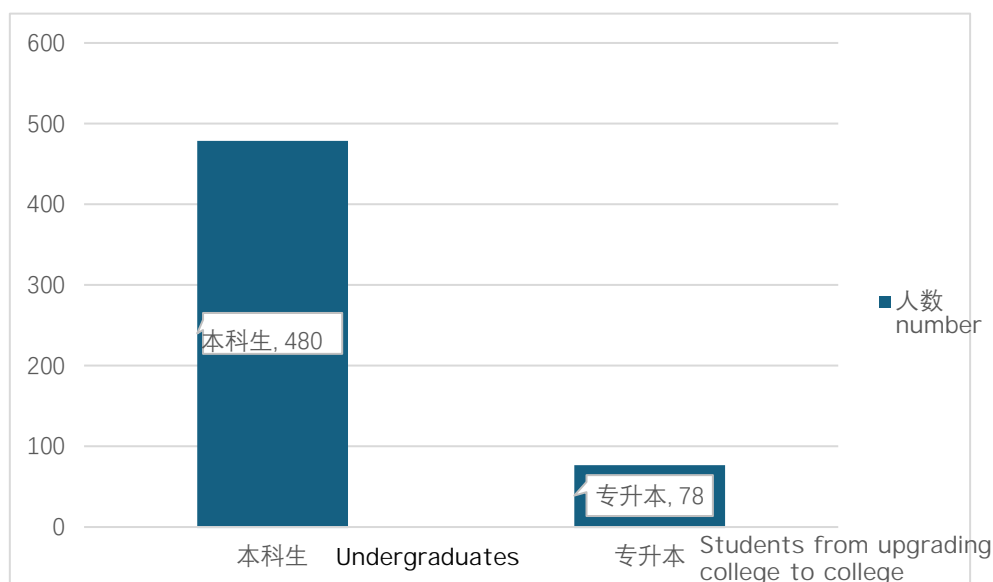
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- 40Go r mq{ o gpv'i wvf cpeg'ugtxleg(59"
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Part I Basic information about the employment of graduates

1. The scale of graduates

Ɔp"4246."ŷ g"Uej qqn'qh'Ctej kgewtcn'Gpi kpggtkpi "j cu"cqvcn'qh"77: " wƆf gti tcf wcvg'i tcf wcvgu0Co qpi "ŷ go ."6: 2'ctg'tgi wxt"wpf gti tcf wcvgu'cƆf " 9: "ctg"uwf gƆu'y j q'j cxg"cf xcpegf "ŷ'j ki j gt"gf wecvkqƆ'



Hki wtg'3/3<F kxtkdwkq'qh'i tcf wcvgu'htqo "ŷ g"ercuu'qh"4239"d{ "gf wecvkqƆ" rŷxgn'

2. Graduate structure

(1) The number of graduates distributed by major

Vj g"ercuu'qh"4246"ku"Ɔ kxtkdwgf "co qpi "ŷ g"uej qqn'u"hw"o clqtu0 Co qpi "ŷ go ." ekki" gpi kpggtkpi "j cu" ŷ g" ncti guv' pwo dgt "qh" i tcf wcvgu." ceeqƆvkpi "hqt"6707'r gtegp0'



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Vcdrg'3/3<F kwtkdwkqp"qh'i tcf wcvgu'htqo 'yj g'ercuu"qh'4235'd{ 'o clqt "

O clqtu"	P wo dgt"qh" i tcf wcvgu"	Rgtegpwci g"qh" i tcf wcvgu"
Ekxkr'gpi kpggtkpi "	476"	670' "
Dwkrf kpi "gpxktqpo gpv'cpf " gpgti {"cr r rkecvkqp" gpi kpggtkpi "	89"	340' "
Gpi kpggtkpi 'O cpci go gpv'	327"	3: 0' "
Ctej kgewtg"	76"	; 0' "
Vqvcn'	77: "	322' "

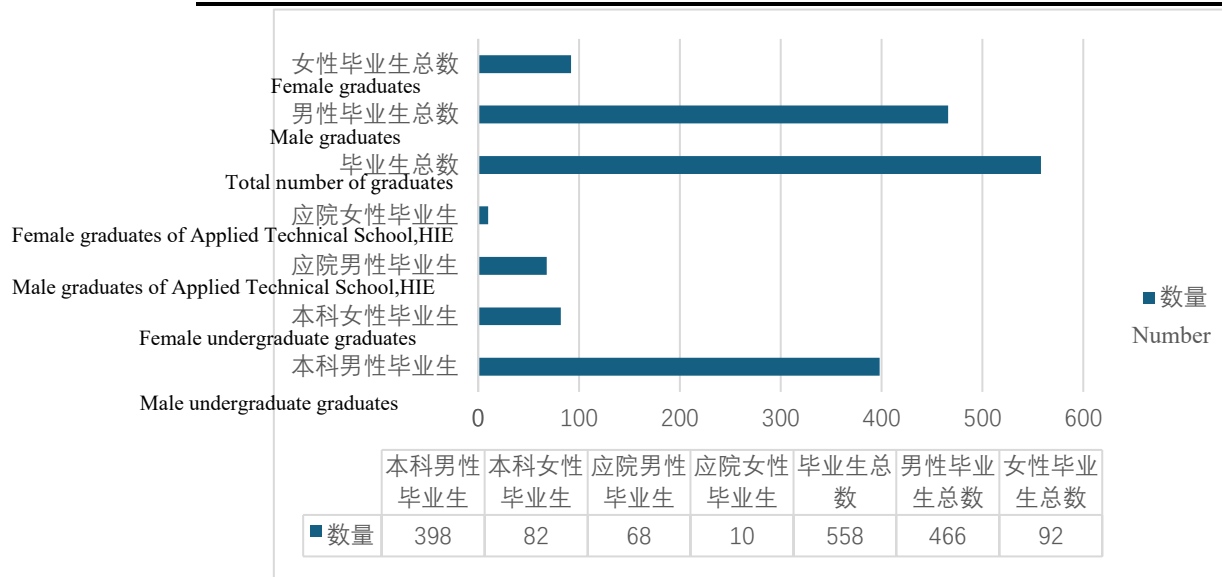
(2) Basic information about the graduates

(i) The number of graduates by sex

Qh'yj g'77: "i tcf wcvgu"qh'yj g"Uej qqr'qh'Ctej kgewtg"cpf "Gpi kpggtkpi "
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i tcf wcvgu."ceeqwvdkpi 'hqt'3807'r gtegpv0Vj g'b crg"vq'hgocrg'tcvkq'y cu'7028<3."
wr 'htqo 'rcuv'{ gct0'



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Hki wtg'3/4<I gpf gt'f kwtkdwkqp"qh'i tcf wcvgu'htqo "yj g'ercuu"qh'4239"

(ii) Number of graduates by place of origin

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 cpf "cwqpqo qwu'tgi kpu0Co qpi "yj go ."J wpcp'Rtqxkpeg"ceeqwvpgf "hqt'yj g"
 j ki j guv'r tqr qt vkqp"qh'uwf gpvu."9: Ø6"r gtegpv"*658-0'K'y cu"hqmqy gf "d{"
 J wdgk'Rtqxkpeg."y kj '8Q ; 'r gtegpv*5; +0'



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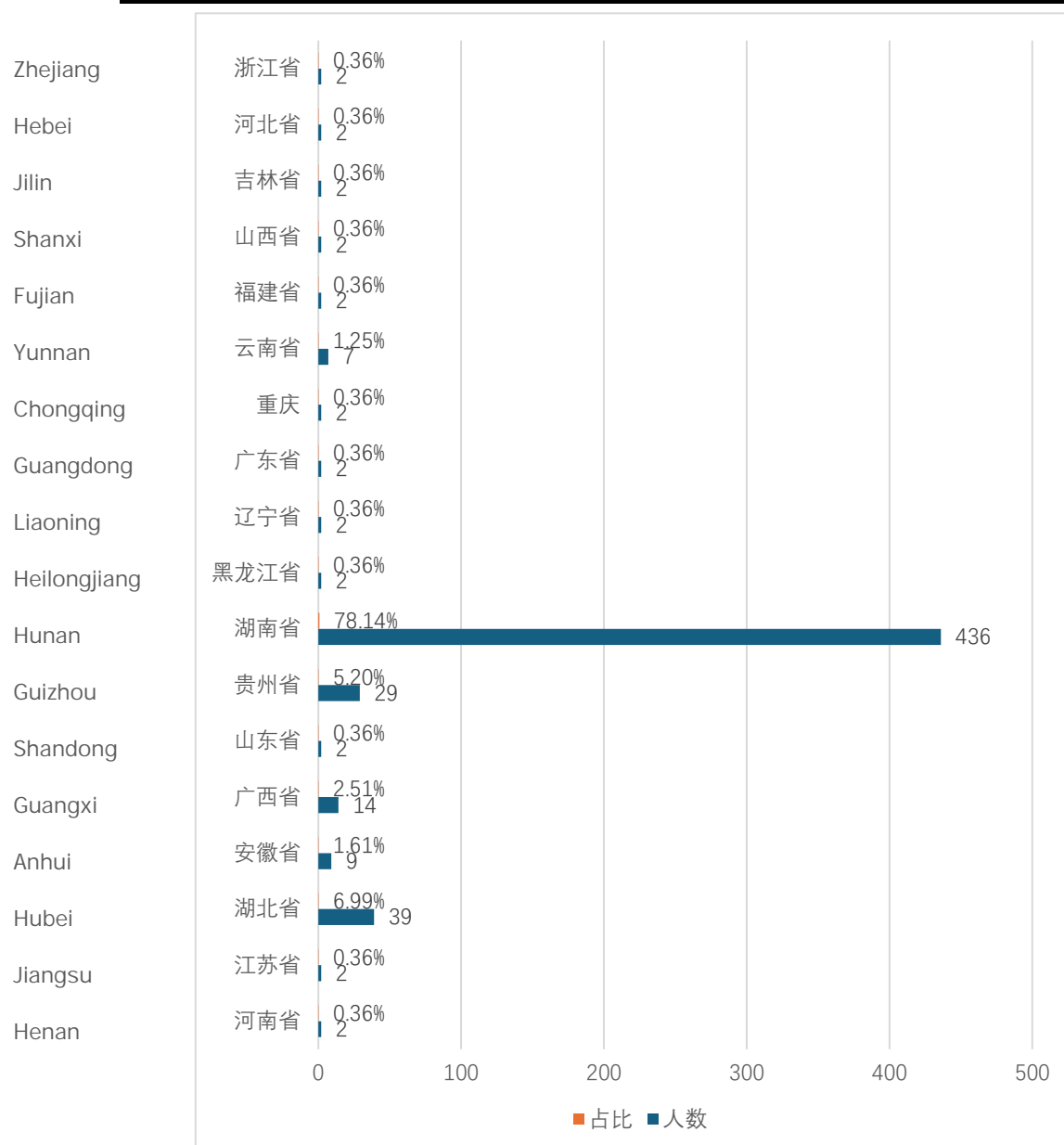


Figure 1-3 Distribution of the graduates of the 24th class by place of origin

3. Signing rate and employment rate

The graduate employment rate is calculated by the following formula:

$$\text{Employment rate} = (\text{number of employed graduates} \div \text{total number of graduates}) \times 100\%$$



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(1) Analysis of the signing rate and employment rate of the total graduates and graduates of each major

(i) Analysis of the overall signing rate and employment rate of graduates

As of Dec 20, 2024, the overall signing rate for the Class of 2024 graduates of the School of Architectural Engineering was 85.30. Among them, 85.63 percent were undergraduates and 83.33 percent were students who advanced to higher education.

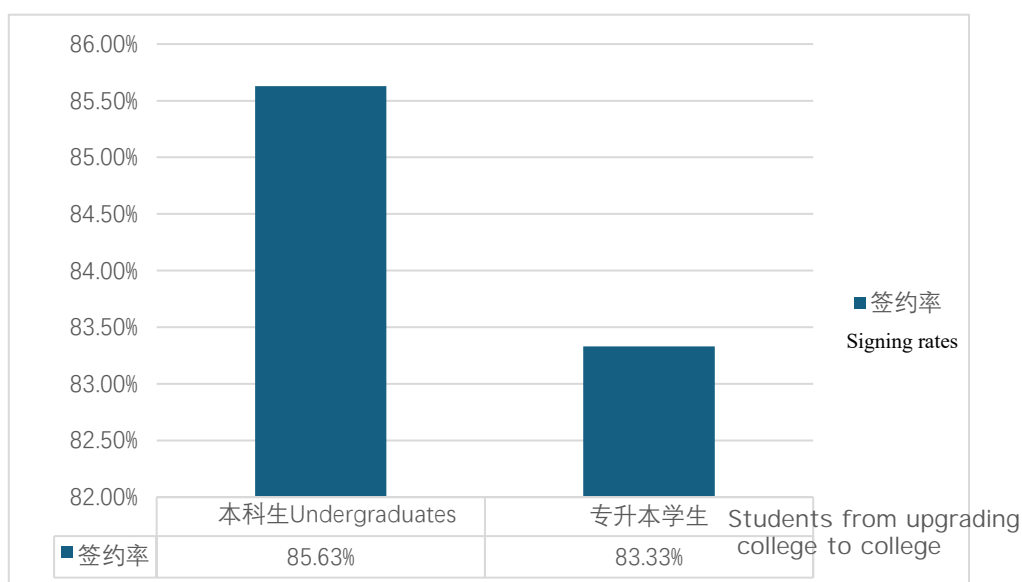


Figure 1-4: Signing rates for the Class of 2013 by level of education

As of December 20, 2024, the overall employment rate for the Class of 2024 in the School of Architectural Engineering was 95.84 percent. Among them, 95.51 percent were undergraduates and 95.62 percent were those who advanced to higher education.



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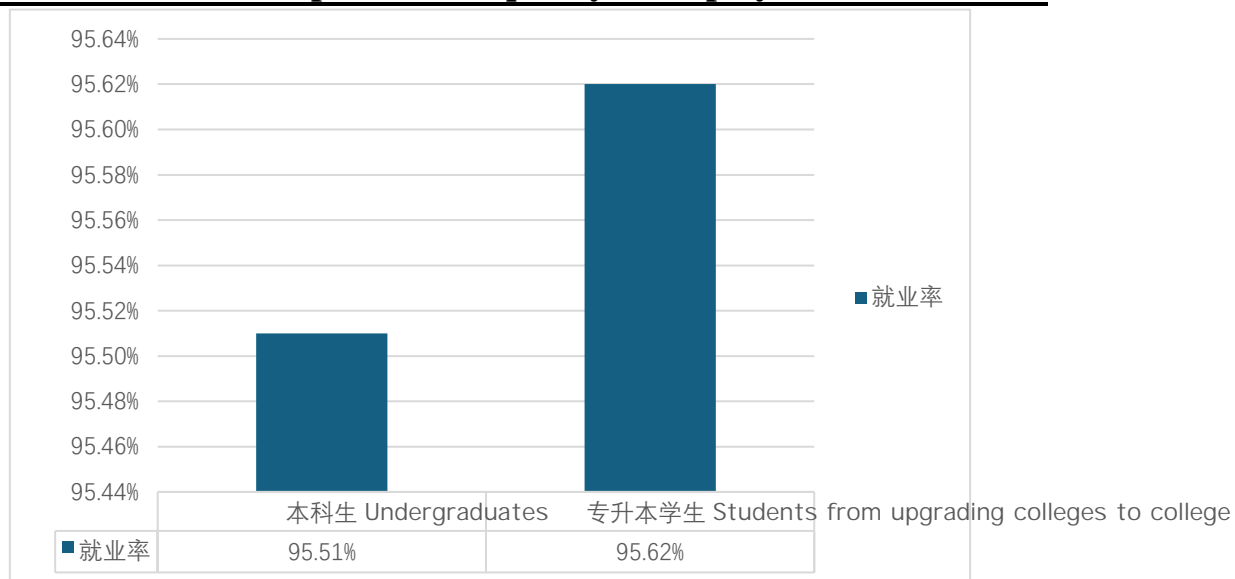


Figure 1-5 Employment rate of graduates of the Class of 2017 by level of education

(ii) Analyze the signing rate and employment rate by major

As of December 20, 2024, the overall employment rate for the Class of 2024 graduates of the School of Architectural Engineering was 95.84%.

Table 1-2: Distribution of employment rates for the Class of 24 by major

Majors	Number of employed	Number of graduates	Employment rate
Civil engineering	251	254	98.81%
Engineering Management	97	105	92.38%
Building	63	67	94.03%



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environment and energy application engineering			
Architecture	50	54	92.59%
Upgrade from junior college to college	75	78	95.84%
Total	535	558	95.84%

The overall signing rate for the School of Architectural Engineering's Class of 2024 as of Dec 20, 2024, was 85.30 per cent. Here are the signing rate data by major:

Table 1-3: Distribution of signing rate of graduates by major in 2013

Majors	Number of signings	Number of graduates	Signing rate
Civil engineering	208	254	81.89%
Building environment and energy application	92	105	87.62%



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engineering			
Engineering Management	64	67	95.52%
Architecture	47	54	87.04%
Upgrade from junior college to college	65	78	83.33%
Total	476	558	85.30%

(iii) Analysis of professional matching rate

The major matching rate of 2024 graduates of the School of Civil Engineering varies according to different majors, and the average major matching rate is 85.81%.

Among them, the major matching rate of civil engineering graduates is more than 90%. However, the matching rate of graduates majoring in building environment and energy application engineering is relatively low, only 78.69%.

The major matching rate of each major is shown in the figure below.



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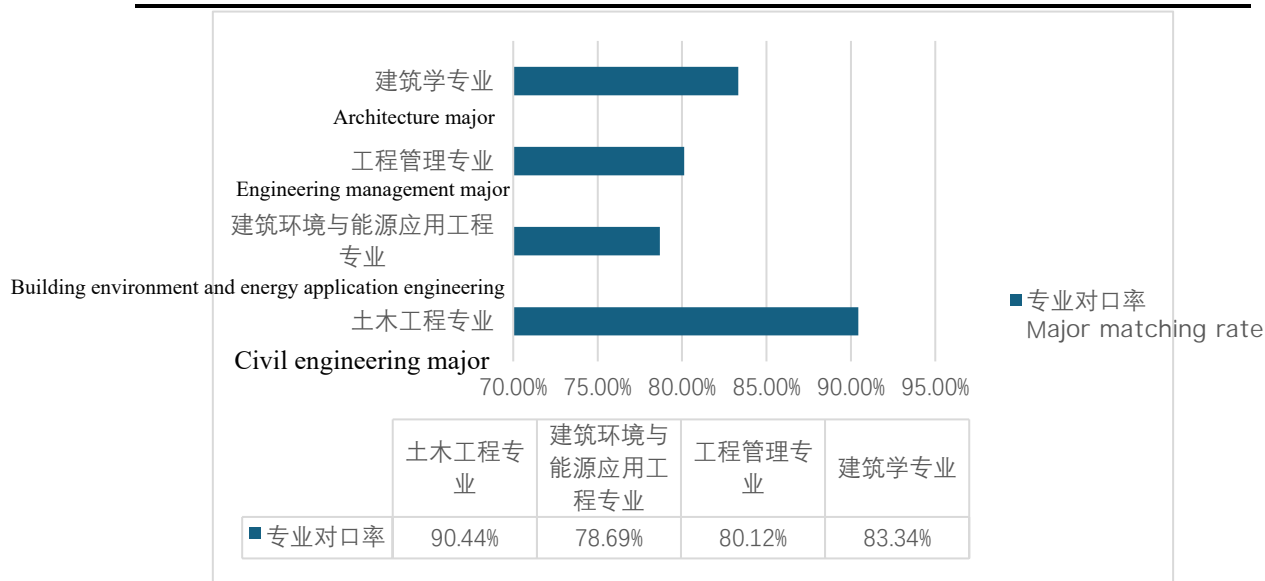


Figure 1-6 The distribution of the major matching rate of the graduates of the class of 2013 by major

(2) A comparative analysis of the signing rate and employment rate of graduates of different groups

(i) Comparative analysis of the signing rate and employment rate of male and female graduates

Among the graduates of the School of Civil Engineering in 2024, there are 466 male graduates, with a signing rate of 85.30%; There were 92 female graduates, with a signing rate of 87.34 percent.



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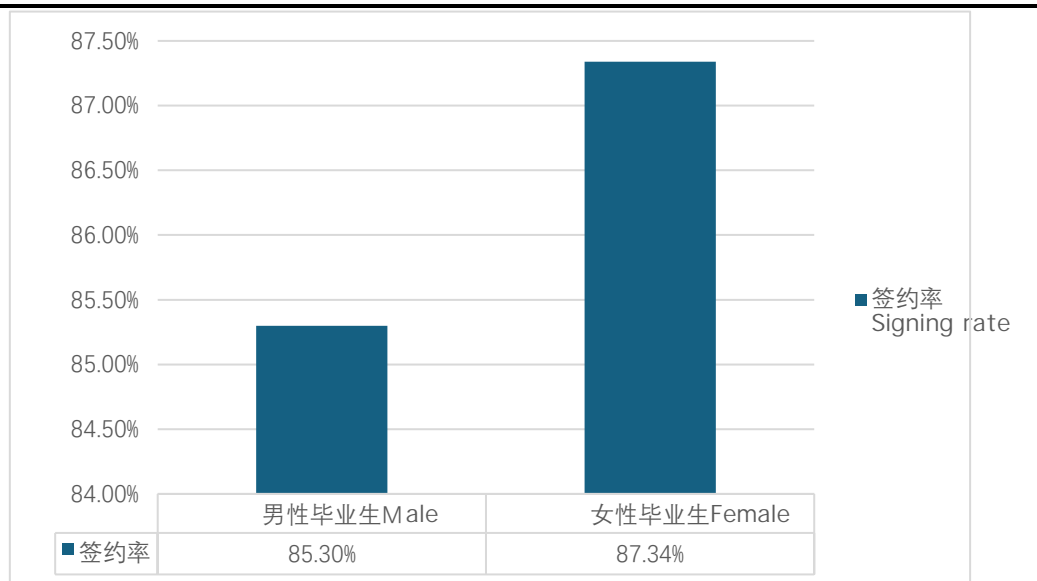


Figure 1-7: Analysis of the signing rate of male and female graduates in the class of 24th

The employment rate of male and female students among the 2024 graduates of the School of Architectural Engineering is shown in the figure below.

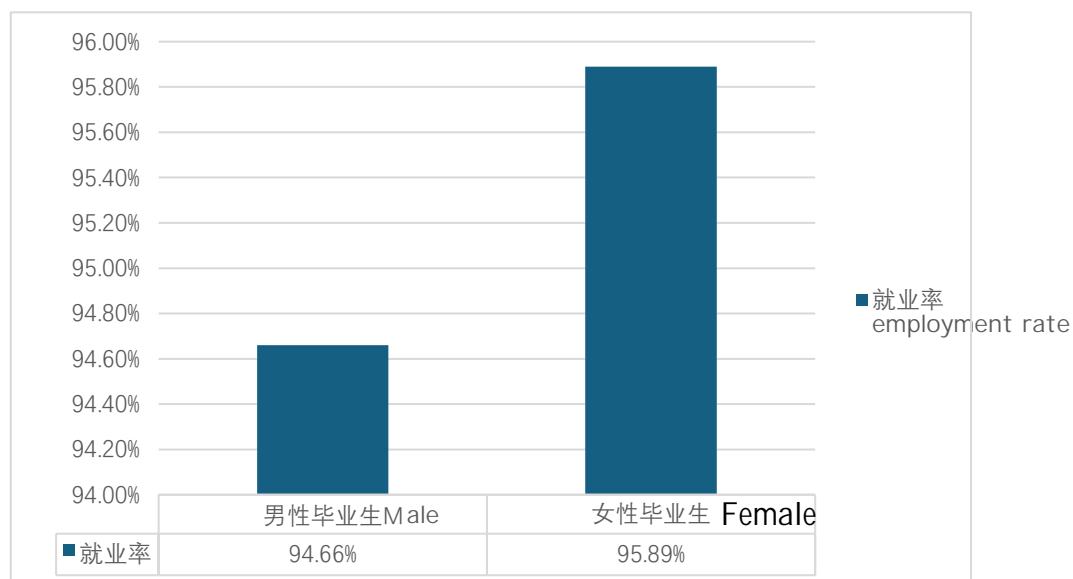


Figure 1-8: Analysis of the employment rate of male and female graduates of the Class of 2024

(ii) Comparative analysis of the signing rate and employment rate of local



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and foreign graduates

Among the graduates of the School of Civil Engineering in 2024, there are 122 non-local graduates, the signing rate is 82.58%, and the employment rate is 93.65%; There are 436 local students, the signing rate is 88.34%, and the employment rate is 96.45%.

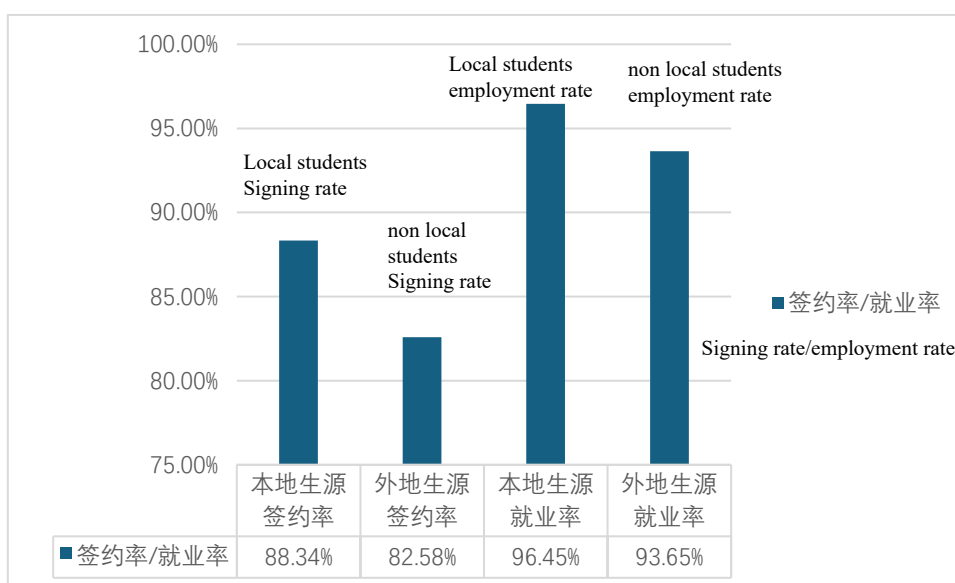


Figure 1-9 Comparison of the signing rate and employment rate of local and non-local graduates of the class of 2024

4. Options for graduates after graduation

(1) Overall analysis: the choice of graduates after graduation

The options for graduates after graduation include: dispatched employment, flexible employment, domestic study (undergraduate examination for postgraduate).

As of December 20, 2024, according to school statistics, the



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distribution of options for the Class of 2024 graduates is as follows:

(i) An overview of graduates' choices after graduation

Of the 558 graduates of the School of Architecture and Engineering in 2024, 405 chose dispatched employment (72.58%), 42 chose flexible employment (7.53%), and 88 chose domestic studies (15.77%).

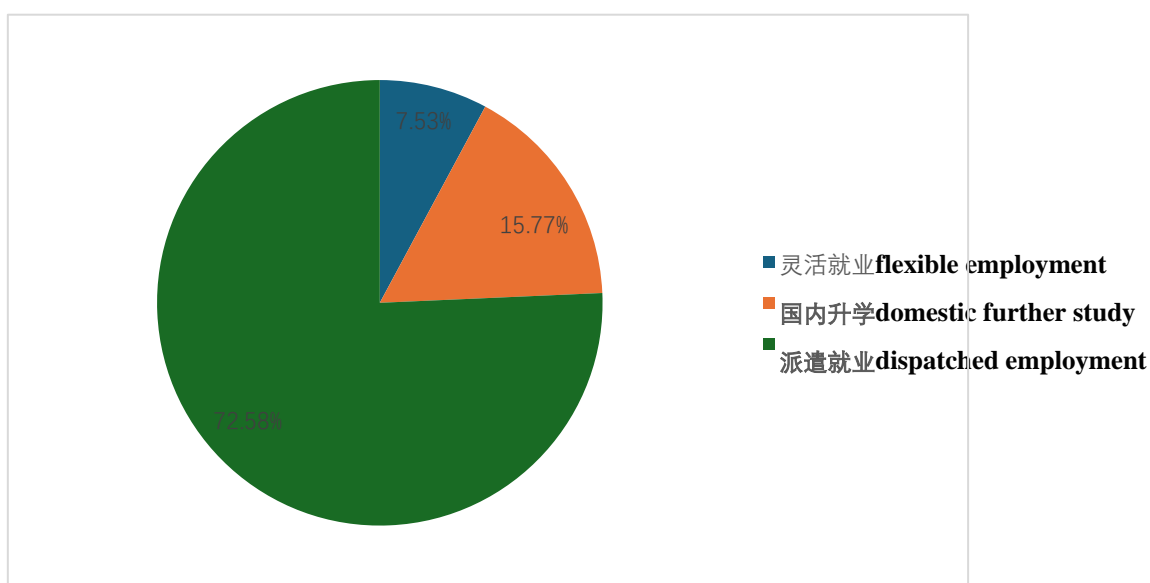


Figure 1-10 Distribution of post-graduation choices for the Class of 2024 graduates

(ii) Statistical analysis of dispatch employment

Among the 405 graduates who chose to be dispatched for employment, the situation of graduates of different educational levels is as follows: Undergraduates: 383, accounting for 94.56% of the total number of undergraduates; Students who graduated from junior high school: 22, accounting for 5.44 percent. The proportion of undergraduate students sent to work is higher than that of students moving up from secondary school.



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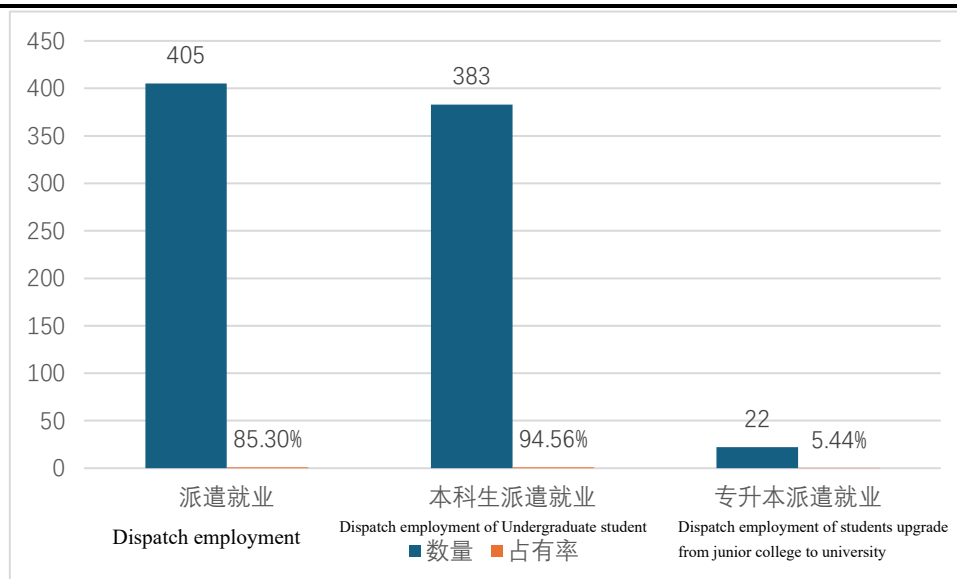


Figure 1-11: Employment rate of the graduates of the class of 2013 by degree level

(iii) Statistical analysis of further study in China

Among the graduates of the class of 2024, a total of 88 choose domestic study, including: postgraduate level: 88. According to the calculation formula: graduation rate = (number of graduates ÷ total number of graduates) × 100%, the overall graduation rate of the class of 2024 is 15.77%.

(iv) Statistical analysis of flexible employment

Among the Class of 2024, a total of 42 chose flexible employment, accounting for 7.53 percent of the total number of graduates. Among them: Undergraduates: 35, or 7.3% of the total undergraduate population; Higher education students: 7, accounting for 9.1 percent of the total;

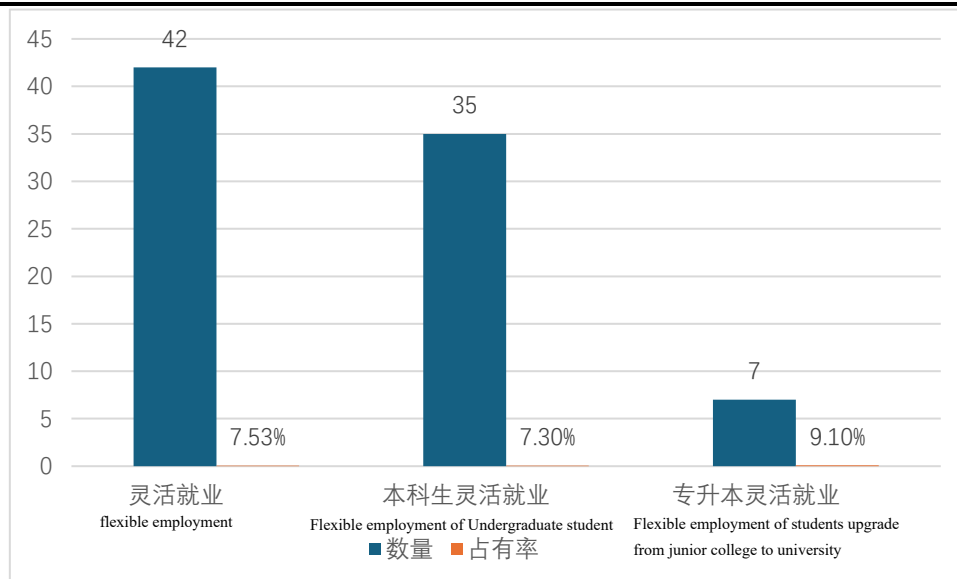


Figure 1-12:24 Flexible employment rate of graduates by degree level

(2) Analysis of the post-graduation choices of different groups of graduates

(i) Analysis of the choice of graduates at different educational levels

Among the graduates of the Class of 2024, a higher proportion of graduates of all education levels chose "work employment" (including dispatch employment, contract employment and national/local project employment). The specific percentages are as follows: For undergraduates, 95.51 percent; Vocational college students: 95.62 percent.

(ii) Analysis of the selection of male and female graduates

Among the Class of 2024: The percentage of male graduates choosing "work employment" is higher than that of female graduates. Female graduates are more likely than male to choose flexible employment and study abroad and domestically.



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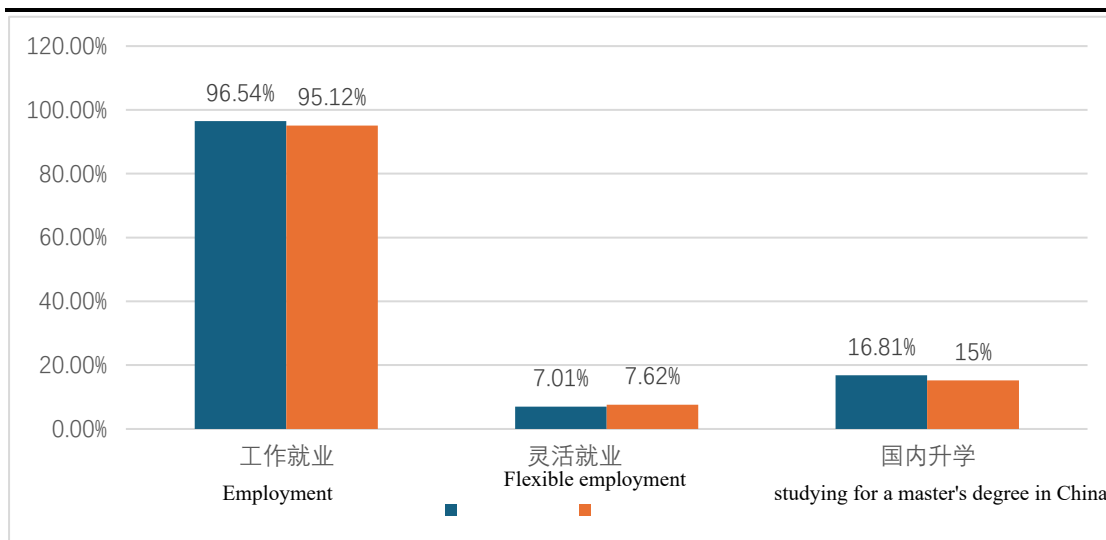


Figure 1-13: The choice of male and female graduates after graduation of the 24th class

(iii) Analysis of post-graduation choices of local and non-local graduates

Among the Class of 2024, the proportion of local students choosing work employment and flexible employment is slightly higher than that of non-local students.

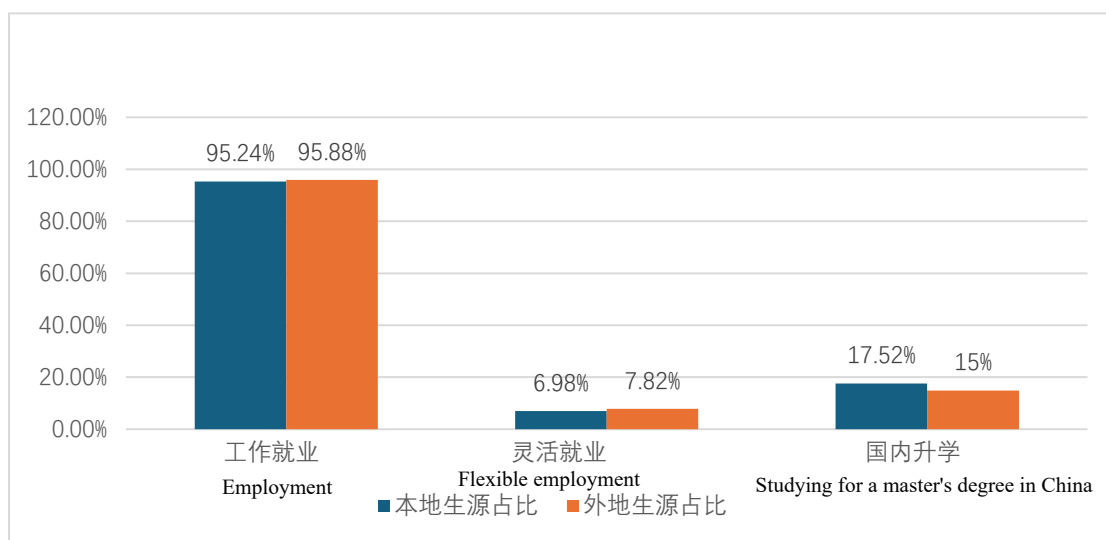


Figure 1-14. Post-graduation selection of local and non-local graduates from the Class of 2024



**Part II Employment analysis of graduates
from the School of Architectural Engineering**

1. Employment distribution of graduates

(1) Analysis of regional distribution of graduates' employment

(i) Geographical distribution of graduate employment

The 2024 graduates of the School of Civil Engineering and Architecture are employed all over China. The employment distribution of graduates in Central and southern China, East China, Northwest China, North China, Southwest China and Northeast China is shown in the figure below. Among them, the number of graduates employed in Central and southern China is the largest (74.52 percent), followed by East China, Northwest China and North China (16.19 percent, 3.01 percent and 3.01 percent, respectively).



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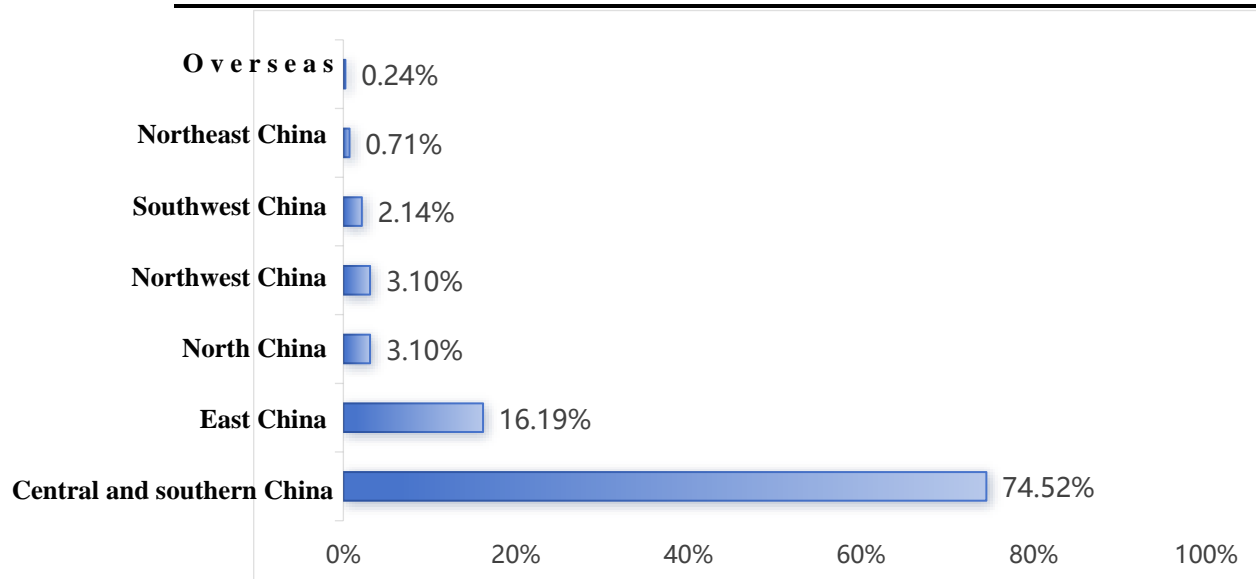


Figure 2-1. Distribution of graduates' employment by region in 2024



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(ii) Distribution of graduate employment by province

The 2024 graduates of the School of Civil Engineering and Architecture found employment in 27 Chinese provinces and municipalities as well as overseas universities. Among them, Hunan Province had the largest number of graduates employed (51.19 percent), followed by Guangdong Province (19.29 percent). Please refer to the figure below for detailed employment distribution.

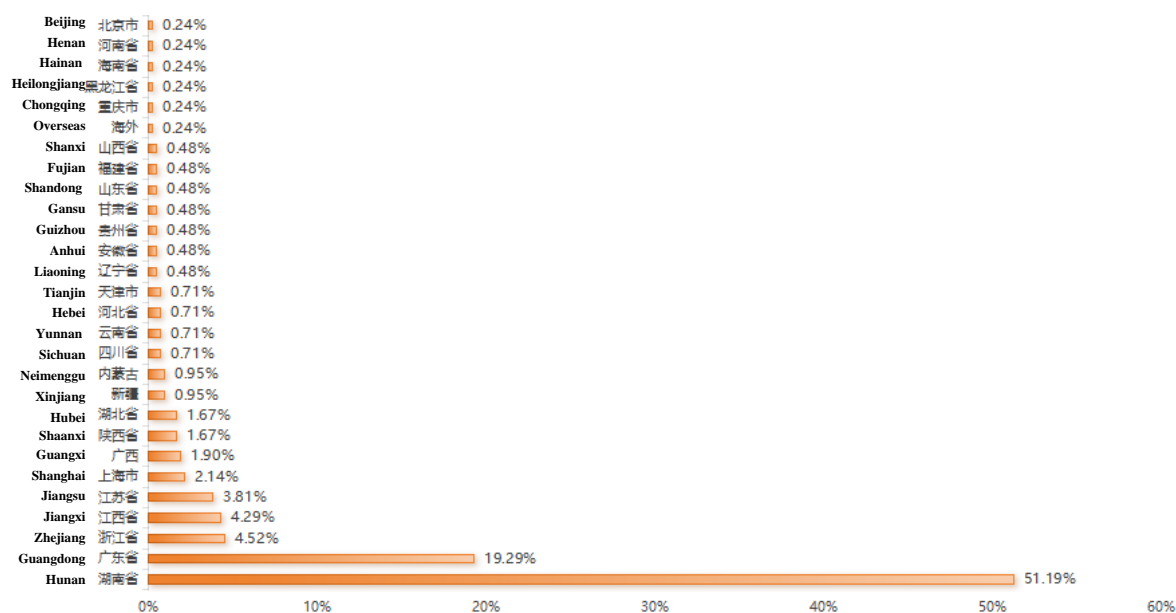


Figure 2-2. Employment Distribution of 2024 graduates by province



2. Units participating in campus recruitment

(1) Distribution of employers participating in campus recruitment

(i) Distribution of employers participating in campus recruitment by region

In 2024, the employers coming to the School of Architecture Engineering to participate in campus recruitment are mainly from Central and Eastern China. Among them, the number of employers from the central and southern region is the largest (75.85% of all employers participating in campus recruitment), followed by the East China region (16.41% of all employers participating in campus recruitment). Please refer to the figure below for details.

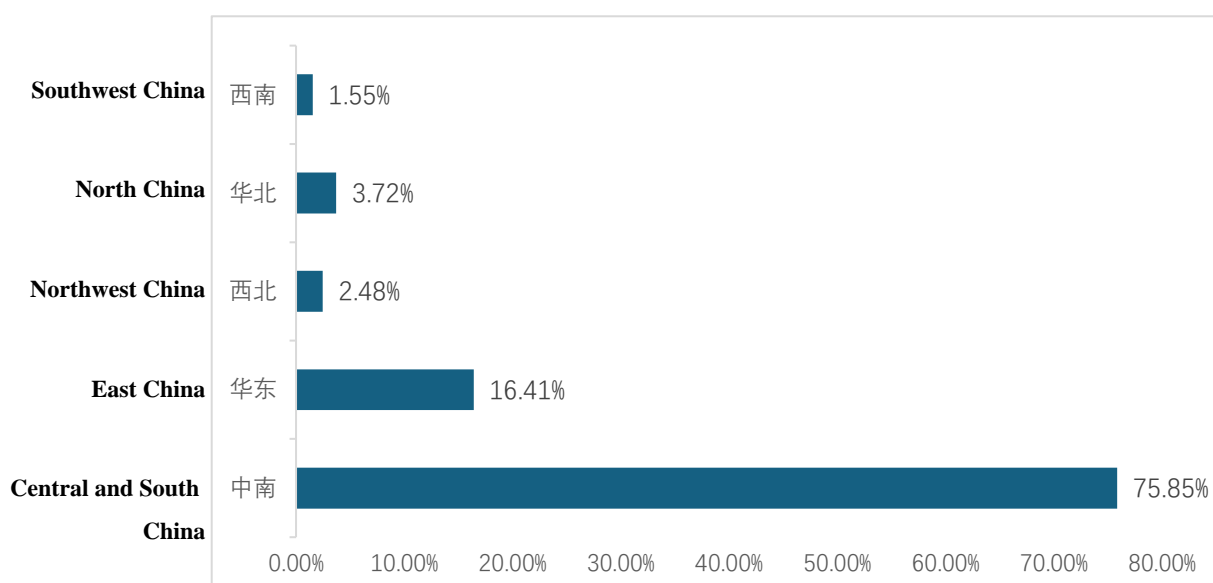


Figure 2-3. Distribution of Units participating in campus recruitment in 2024 (by region)



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(ii) Categories of employers participating in campus recruitment

State-owned enterprises are the largest category of campus recruitment in the School of Civil Engineering of Hunan Institute of Technology, accounting for 49.85% of the number of all campus recruitment units, followed by private enterprises, accounting for 40.87% of the number of all campus recruitment units. Other types of enterprises include government agencies and departments, public institutions, Sino-foreign joint ventures and foreign-funded enterprises.

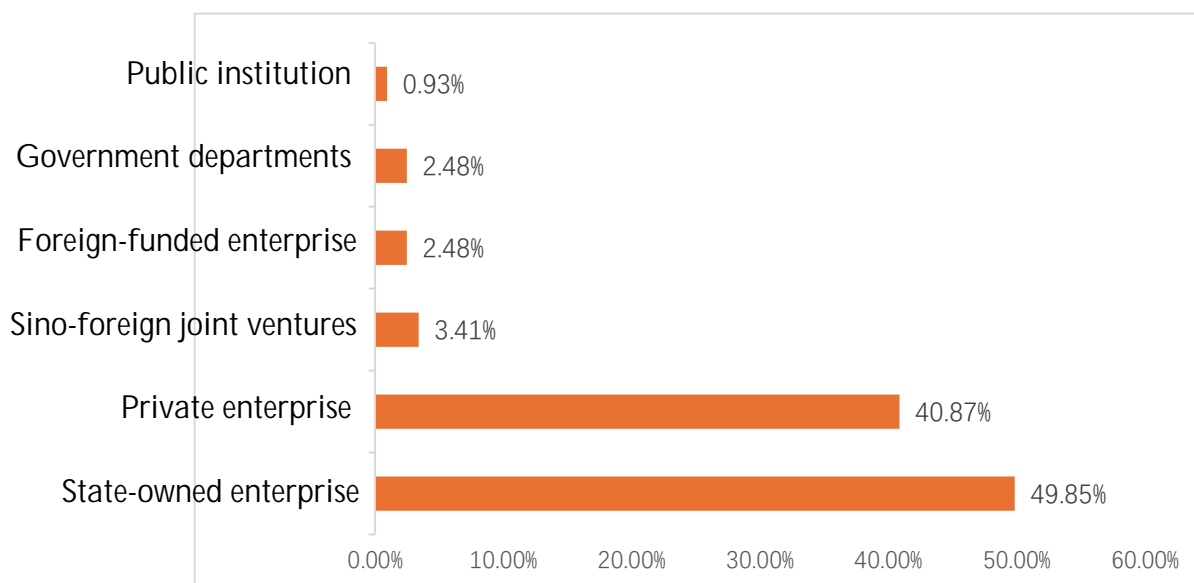


Figure 2-4. Distribution of Employers participating in campus recruitment by category



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(iii) Distribution of employers participating in campus recruitment by industry

Please refer to the following figure for the distribution of units participating in campus recruitment by industry. Among them, the civil construction industry has the largest number of units (accounting for 67.18 percent of all campus recruitment units), followed by the computer information industry and manufacturing industry (8.98 percent and 7.74 percent, respectively).

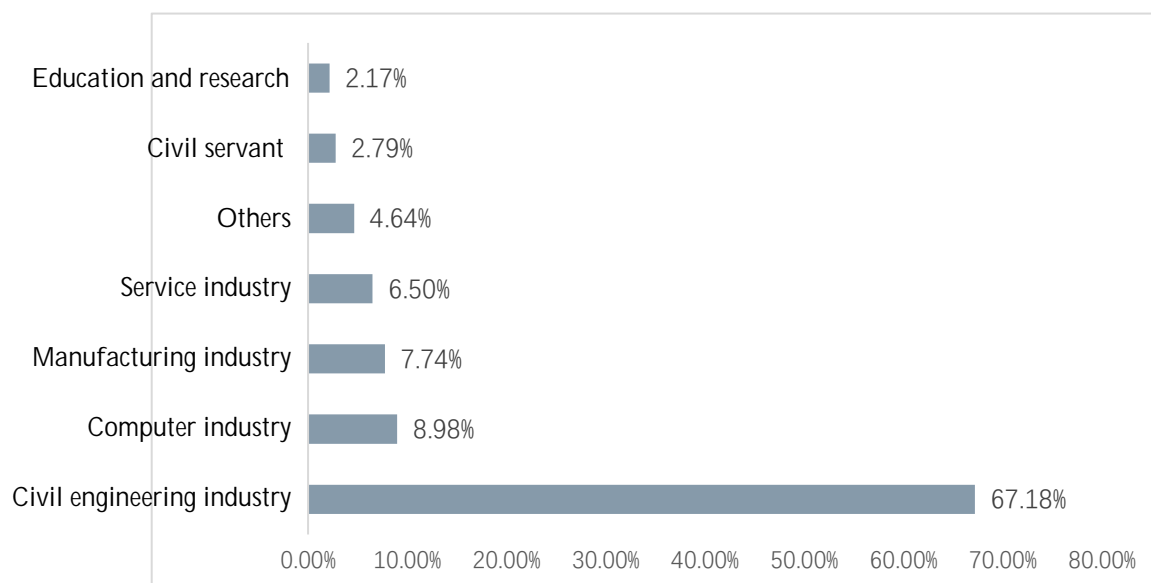


Figure 2-5 Distribution of units participating in campus recruitment by industry



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(2) Analysis of key units participating in campus recruitment

(i) Distribution of key units participating in campus recruitment in 2024

We have been committed to inheriting the tradition and characteristics of Hunan Institute of Engineering, and in line with the central task of training a large number of outstanding applied engineers. By connecting the discipline chain and professional chain with the industrial chain and technology chain, we have established a university-enterprise cooperation base, thus establishing a star employer database. We ranked employers based on evaluation criteria, including the number of graduates recruited in the past few years, and whether there are cooperative education bases and alumni chapters. Most of the major employers we recruit on campus are from Hunan, Guangdong, Zhejiang, Jiangxi and Jiangsu provinces. At the same time, we have also been paying close attention to the development of China's civil construction industry, including a large number of employers in Hunan, Guangdong, Zhejiang, Jiangxi, Jiangsu, Shanghai, Beijing, Hubei, Guangxi and other cities into our employer database.

(ii) Nature of key units

Due to the characteristics of our specialty, state-owned enterprises are one of the main employers of our graduates, including Hunan Construction Engineering Group Co., LTD., Hunan Second (Third, Fifth, Sixth)



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Engineering Co., LTD., China Railway 12th (24th, 25th) Bureau Group, China Railway Urban Construction Group Co., LTD., China Second MCC Group Co., LTD., Hunan Road and Bridge Construction Group Co., LTD. Key employers also include some private enterprises, such as Hunan Xinzheng Slag Co., LTD., Hunan Industrial Equipment Installation Co., LTD., Guangdong Huakun Construction Group Co., LTD., Guangxi Fumeng Engineering Design Co., LTD., etc. In addition, the number of our graduates being recruited by higher vocational and secondary vocational education institutions in the civil construction industry is also increasing.



Part III Analysis of employment development

trend

In order to gain an in-depth understanding of the employment trends of our graduates, we analyzed the employment rate, employment options and salary levels of graduates from 2022 to 2024.

1. Trends in graduate signing rate and employment rate

The employment situation of our graduates in recent years shows that the overall employment outcome of our graduates in 2022 to 2024 is satisfactory and the employment rate is relatively high. This shows that our training model can better adapt to the needs of the industry and employment, and ensure the successful employment of graduates. In 2024, the signing rate of our graduates reached 85.30%, an increase of about 2% over the previous year.

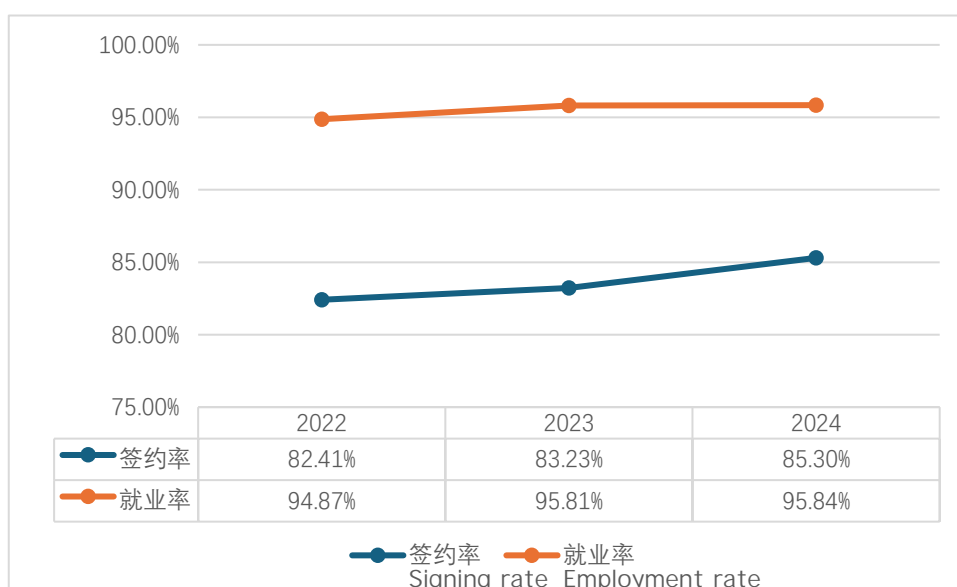


Figure 3-1: Changes in the signing rate and employment rate of



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graduates from the School of Civil Engineering from 22 to 2024

2. The change trend of the number of graduate employment units

The employment situation of our graduates in recent years shows that the overall employment outcome of our graduates in 2022 to 2024 is satisfactory and the employment rate is relatively high. The number of employers for graduates of the School of Architecture and Engineering remains above 50 each year. In 2024, the number of employers reached 61, including four new ones.

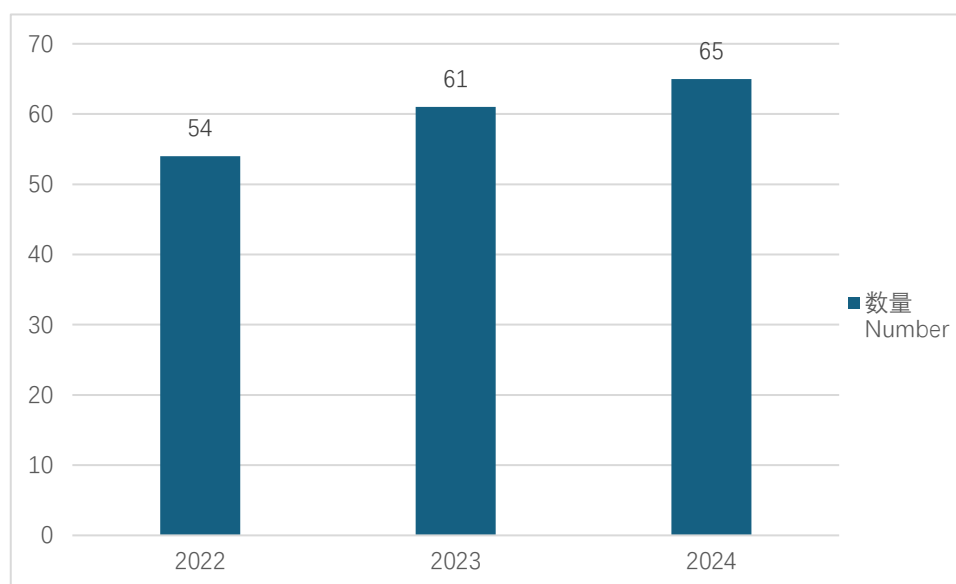


Figure 3-2. Change in the number of employment units for graduates of the School of Architectural Engineering in 2022-2024



3. The change trend of the number of star-rated employers for our graduates

The overall employment outcomes of our graduates from 2022 to 2024 are satisfactory. Among the regular employers participating in campus recruitment, we are committed to expanding the number of star employers, aiming to build good school-enterprise partnerships with industry enterprises and improve graduate employment outcomes.

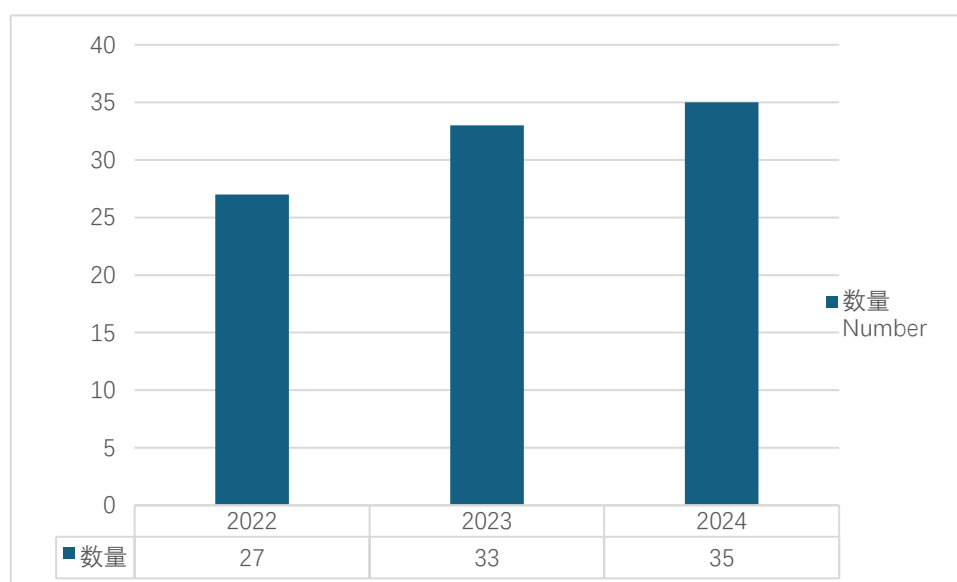


Figure 3-3. Changes in the number of star-rated employers among graduates of the School of Architectural Engineering in 2022-2024

4. The change trend of graduate salary

The salaries of graduates over the past three years show 4,052 yuan for graduates of 2022, 4,155 yuan for graduates of 2023 and 4,167 yuan for graduates of 2024. This shows that in today's job market, our graduates



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have a relatively stable job competitiveness.

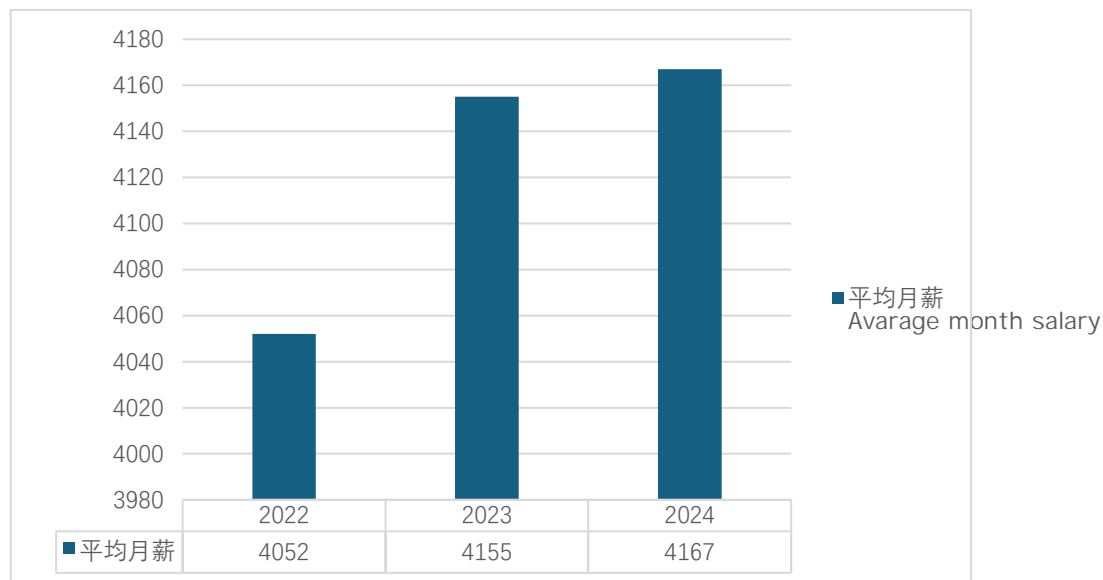


Figure 3-4. Graduate salary changes in 2022-2024



Part IV: The feedback of employment on education and teaching

1. Feedback on admissions and professional Settings

Graduate employment rates are one of the main points that schools, students and their parents need to consider. Therefore, it is important to provide timely feedback to relevant departments on the signing rate and employment rate of our school's Class of 2024 graduates, as such information can be used as one of the reference indicators for subsequent enrollment and professional Settings. For undergraduate majors with relatively high matching rate of employment rate and major (such as civil engineering), the enrollment can be appropriately increased, and the provinces with new infrastructure such as civil engineering and rail transit can be considered to increase the enrollment. For students who are moving up to higher education, in view of the downward trend of the civil engineering market and the recruitment demand of most enterprises for higher education students, it is recommended to cancel the enrollment of higher education. On the other hand, according to the relevant national policies and the development needs of the construction industry, we will carry out professional restructuring and add new majors, such as adding the intelligent construction major, adjusting the three directions of civil engineering to intelligent architectural engineering, intelligent road and



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traffic, and digital urban underground space.

2. Feedback on talent training

In the process of promoting graduate employment in 2024, we found that students generally found our industry-university-research cooperative education and professional practice very helpful. At the same time, employers have also said that our graduates have demonstrated good professional knowledge and skills during interviews and after being hired. They all appreciate the exams and practices our students have taken during their studies, the industry-related competition awards they have won, and the industry-related certificates they have obtained, such as the BIM Skill Level Certificate, which help meet the needs of enterprises for professional talents and help employers to quickly identify graduate positions.

In addition, some employers have also put forward some constructive suggestions on professional course training programs. They want us to have fewer courses in the senior year, or to end the courses as early as possible in the first half of the first semester of the senior year, so that students have enough time to participate in corporate internship programs. This arrangement will not affect students' study and the teaching order of the school, but also allow students enough time to participate in enterprise internship or participate in more interviews, so as to improve the quality of students' employment and the quality of enterprises' recruitment.



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3 Give feedback on career guidance

A graduate's good image, manners, and career-related knowledge, along with a complete interview material prepared by the graduate, will help them get the ideal job. Surveys show that the career guidance courses we offer each year are very popular with students, with a satisfaction rate of over 95 percent. At the same time, by offering career guidance courses, we also provide timely help to students who are not clear about their employment intentions and who have difficulties in finding a job. Before the official start of the career planning and guidance courses for college students, we also use regular class meetings, themed class meetings, winter and summer vacations to explain the relevant requirements to students, including interview dress, ID photo, resume preparation and cover letter, so as to give students a sense of urgency and prepare them psychologically for job interviews. According to the employment survey report, students generally hope to offer the career development and guidance course in the second semester of their junior year, as most students start job hunting in the first semester of their senior year. After the end of the course, graduates can prepare their resumes and other application materials during the summer vacation, and make full use of our career guidance course, which will help improve the success rate of students in interviews.

It should also be emphasized that the official account of the Graduate



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Career Guidance Center of our university is very helpful for the career guidance of graduates. In addition to the secondary market we provide, students can also get more employment information from other sources and attend more career lectures. In addition, to improve employment rates, we have arranged one-on-one guidance on graduates' employment from college department leaders, class teachers and graduate advisors.



The fifth part is measures to promote the employment of graduates

1 Policies and measures to promote graduates' employment

(1) Let employees at all levels participate in the formation of a top-down employment promotion pattern

1. School leaders continue to prioritize support for our graduate employment promotion efforts. Our school leaders pay close attention to and support our employment promotion work, and carry out a series of special actions such as "visiting enterprises to expand their posts and visiting alumni", so that they can accurately analyze the overall industry employment situation. At the same time, they also organized and presided over a number of employment seminars and symposiums, and actively mobilized people at all levels to participate in the employment promotion of graduates. A number of social affairs enterprises were invited to the university to carry out recruitment work.

2. The leadership team actively cooperated and strongly supported graduates in their job search. Relying on the close combination of production, learning and research, our school leaders and teachers actively expand employment channels to achieve win-win development of scientific research cooperation and talents. In terms of training, the leaders of our school also take the initiative to carry out friendly exchanges with



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external employers to expand our school's employer pool, and actively sign strategic agreements on industry-university-research cooperation with long-term and stable cooperation entities.

3. As an active participant in the work of employment promotion, the Student Office is committed to implementing the spirit and measures of various conferences. Based on the current employment situation, career advisors regularly prepare employment briefings and send them to school leaders and relevant teachers to build Bridges and links for employment promotion.

4 Our faculty are actively engaged and provide ongoing support to promote employment. Our course teachers actively mobilize and guide students through lectures, curriculum design, graduation projects and question and answer sessions. At the same time, some teachers actively help students establish contacts with employers and find internship positions.

(2) Build practical training platforms to improve students' employment competitiveness

1. We take the initiative to contact with the practical training base to implement the "pre-employment internship program", so that students can work in the company and experience the corporate culture. This will help improve students' employability skills and promote the implementation of



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the "pre-employment program".

2. Integrate party building, league building and industry-university-research cooperation by relying on wechat groups, college enrollment and employment information platforms. We actively encourage students to use the platform to carry out professional practice, employment guidance and other activities, in order to improve students' comprehensive quality and professional practice ability. By doing so, students will have better professional qualities to promote their career development.

2 Career guidance services

(1) Strengthen pre-employment graduate guidance to enhance students' employability skills

Our school has set up the course "Career Development and Career Guidance for College Students" for graduates. The course elaborates theories on career development planning, resume preparation, interview etiquette and skills, graduate employment data analysis and employment procedures to help students get ready for starting their careers. At the same time, our school holds at least two career planning lectures and psychology courses each year for all students from year 1 to Year 4 to provide guidance and help from the psychological and ideological aspects.



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(2) Ensure the smooth flow of information to improve the quality of career services

Our university makes full use of the network platform to send employment information through QQ, wechat, public account, college website - employment column and other applications. We also use weekly class and group meetings to release periodic and predictive employment information, and use career guidance courses to share and summarize typical employment cases. In 2024, we have published more than 1,000 job postings. In addition, our school has been working to improve the hardware facilities for career guidance. We have equipped the employment working group with special equipment to facilitate the employment promotion work of graduates.

(3) Strengthen counseling services for students and keep abreast of ideological trends

Our career counselor will make a survey of graduates' employment situation. They pay a lot of attention to the students and provide tailored guidance to students who have difficulties in finding a job, applying for a master's programme, going abroad, and academic outcomes. At the end of their employment promotion work, they also provide "one-to-one" guidance and personalised job search advice to students who are not employed. In addition, they will keep an eye on the development of



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unemployed students and help them take control of the job search process.

(4) Encourage teachers to participate in employment promotion work and help students in difficulty

From the beginning of our job promotion work, our school will make a list of graduates with employment difficulties, financial difficulties and academic difficulties. We share relevant information with their thesis tutors and class teachers so that we can keep an eye on these students and give them timely support. Especially for students with academic difficulties and employment difficulties, we will help them conduct self-analysis, discover their strengths and find out why they failed in the interview, aiming to help them improve quickly. For students with academic difficulties, we will provide guidance and question-and-answer sessions to help them complete their studies successfully. For students with financial difficulties, we also try to help them out by utilizing resources such as the school's subsidies for needy students, work-study grants, helping them find a part-time job, and alumni scholarships. They can also get paid for their work by participating in our faculty's projects.