

Research on the Linkage Mechanism between Internship and Employment of University Graduates from the Perspective of Industry-Academic Integration

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Abstract: Based on the realistic background of the poor connection between higher education and labor market, this article focuses on the structural problem of the disconnection between internship and employment of university graduates, and systematically discusses the theoretical path and institutional support for the effective transformation from internship to employment from the institutional logic of the industry-academic integration. This article analyzes the behavior dilemma of universities, enterprises and students in the internship-employment chain by theoretical analysis method, combining human capital theory and collaborative governance framework. On this basis, the paper puts forward the construction scheme of cohesion mechanism with deep industrial participation as the core, and designs a multi-level system guarantee system covering the central to local governments. The research points out that the internship-employment connection is not a simple process docking, but a systematic coupling of the ability standard, the training process and the employment mechanism through institutionalized cooperation between the education chain and the industrial chain. Only by promoting accurate ability docking, reconstructing enterprise incentive mechanism, optimizing the whole process of internship management and strengthening cross-departmental policy coordination can internship be truly transformed into the pre-cultivation stage of employment.

1. Introduction

Under the background of the popularization of higher education and the deep adjustment of industrial structure, the problem of adaptability between talent training in universities and the demand of social employment has become increasingly prominent [1]. As an important bridge connecting the education system and the labor market, the internship of university graduates should become the key stage of their vocational ability development and employment transition [2]. However, in reality, there is a disconnect between internship and employment—the mismatch between internship content and job ability requirements, the lack of motivation for enterprises to participate, and the lag of internship management mechanism in universities, which weakens the promotion of internship to employment [3-4]. Faced with this realistic dilemma, the industry-academic integration, as a strategic measure to promote the organic connection between education chain, talent chain and industrial chain, and innovation chain, provides a new institutional perspective and practical path for solving the problem of separation between internship and employment [5]. The industry-academic integration emphasizes the deep cooperation between the educational subject and the industrial subject, which not only requires the teaching content to meet the industrial standards, but also requires the personnel training process to be embedded in the real work scene, thus opening up the transformation channel from "learning" to "using" at the mechanism level [6]. Under this framework, we should re-examine the logic of the connection between internship and employment, no longer regard it as two isolated stages of linear transition, but build a dynamic closed-loop system driven by industrial demand, supported by educational resources and guaranteed by institutional arrangements.

Based on the institutional logic of the industry-academic integration, this study focuses on the transformation mechanism of university graduates from internship to employment. The purpose of this study is to clarify the internal mechanism of the convergence of the two from the theoretical

level, identify the current structural obstacles, and propose a mechanism optimization path with deep industrial participation as the core. By analyzing the roles and cooperative ways of government, universities and enterprises in this chain, this study attempts to provide theoretical support for building an efficient and sustainable employment support system and respond to the dual policy demands of high-quality employment and high-quality technical and technical personnel training.

2. Industry-academic integration and internship and employment convergence theory

The theoretical basis of the industry-academic integration and the convergence of internship and employment is rooted in the theory of human capital and collaborative governance. The theory of human capital points out that the knowledge, skills and experience accumulated by individuals through education and practice constitute their core competitiveness. As a key link in the formation of human capital, high-quality internship can significantly improve graduates' employment adaptability and career development potential [7]. Collaborative governance theory emphasizes that education and industry, as two complex systems, need to achieve goal alignment and resource integration through institutionalized cooperation mechanism. The industry-academic integration is the institutional carrier of this cooperation. It internalizes industrial standards into talent training norms by building a curriculum system between schools and enterprises, setting up a practice platform and evaluating the training effect together, so that practice no longer stays in formal experience, but becomes a substantive process of pre-cultivation of employability [8]. Therefore, the connection between internship and employment is reconstructed into the optimization of talent supply chain under the deep industry-academic integration, and its theoretical core lies in the dynamic matching between educational output and industrial demand through structural coordination.

3. The main dilemma of the connection between internship and employment in universities

At present, there are multiple structural dilemmas in the process of connecting internship and employment in universities. These dilemmas are not only due to the lag of the internal mechanism of the education system, but also due to the lack of external industry participation motivation, which together leads to the difficulty in effectively transforming internship into stable employment. First of all, it is common that the internship content is out of touch with the actual needs of the industry [9]. Some universities still focus on completing credit tasks in internship arrangements, failing to fully meet the development direction of regional key industries or post ability standards, resulting in a significant deviation between the skills learned by students and the expectations of employers. Secondly, the enthusiasm of enterprises to participate in internships is limited. Due to the lack of effective incentive mechanism and institutional guarantee, most enterprises regard accepting interns as an extra burden, unwilling to invest resources to carry out systematic on-the-job training, and lacking institutional arrangements for giving priority to excellent interns [10]. As a result, the internship only stays at the level of short-term employment, and it is difficult to form a talent reserve channel. Thirdly, the practice management system in universities is still not perfect. Many universities lack dynamic tracking and quality evaluation of internship process, vague internship objectives, lack of guidance and lack of feedback mechanism, which makes internship a mere formality and cannot effectively support students' professional ability growth and employment decision. The lack of policy coordination has also aggravated the convergence fault. The lack of a unified coordination mechanism among education authorities, human and social departments and industry organizations has led to the fragmentation of internship certification, skill identification and employment services, and failed to form a through support system. Figure 1 shows the behavior deviation and obstacle types of different subjects in the internship-employment connection.

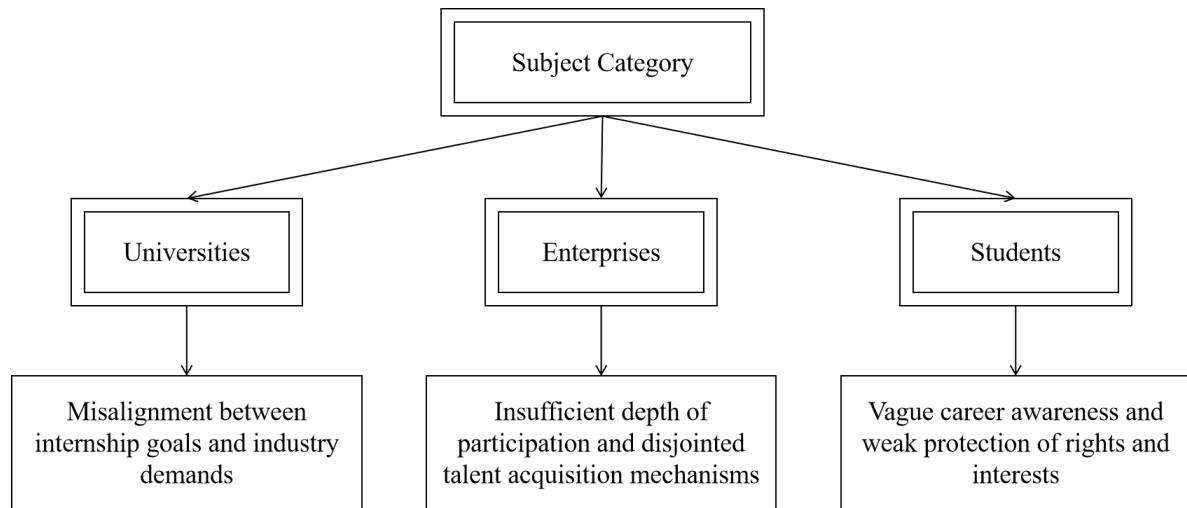


Figure 1 Comparison of Multi-Subject Dilemmas in the Linkage between Internships and Employment

It summarizes typical problems from three dimensions: universities, enterprises and students, reflecting the systemic shortcomings of the current convergence mechanism. These problems are intertwined, which weakens the functional value of internship as a pre-employment link, and it is urgent to reconstruct the institutional arrangement and operational logic through the deep industry-academic integration.

4. The construction path of convergence mechanism

Under the background of deepening the integration strategy of production and education, it is necessary to go beyond the traditional superficial mode of school-enterprise cooperation and turn to an institutionalized, systematic and dynamic collaborative structure to build an effective mechanism for connecting internship and employment of university graduates. The core of this mechanism is to deeply embed industrial logic into the whole process of talent training, so that practice is no longer an additional link at the end of teaching, but a front platform for employment ability generation and job adaptation. Universities need to unite with industry associations and leading enterprises to sort out the post competency map of regional key industries, and reconstruct the internship content system accordingly, so as to ensure that students can acquire transferable and certifiable vocational skills in real work scenes. The government guides enterprises to bring interns into the talent reserve system through policy tools such as tax incentives, internship subsidies and customized training programs. At the same time, it is necessary to set up assessment indicators such as the intern's positive rate and training investment, and strengthen its responsibility as the main body of educating people. Universities need to optimize the practice management process and build a "before-during-after" full-cycle support system. Specifically, we should strengthen the guidance of professional cognition and job matching before the internship, realize process supervision and ability feedback by relying on the dual tutorial system during the internship, and continuously optimize the training scheme through employment tracking and quality retrospective mechanism after the internship. In addition, it is necessary to build a collaborative platform led by the government and participated by many parties, and integrate system resources such as education, human society, and industrial information, so as to promote the seamless connection between internship results and policies such as vocational skill level identification, employment recommendation, and entrepreneurial support. Refer to Table 1 for the key components of the cohesion mechanism and their functions.

The table outlines the institutional framework of the convergence mechanism from four dimensions: mechanism positioning, implementation subject, core function and operation carrier. These paths don't run in isolation, but bite each other through institutional interfaces, forming a closed-loop system with industrial demand as the traction, education supply as the support and

policy guarantee as the link. In this way, internship can truly become a "rehearsal field" and "incubator" for employment, rather than a one-time temporary arrangement.

Table 1 Core Module Table of the Internship-Employment Linkage Mechanism

Mechanism Module	Implementing Subjects	Core Functions	Examples of Operational Carriers
Competency Alignment Module	Universities, Industry Associations, Leading Enterprises	To match internship content with job competency standards	Job competency maps; Modular internship course packages
Enterprise Participation Module	Enterprises, University Employment Guidance Centers	To incentivize enterprises to deeply engage in training and hiring	University-enterprise talent workstations; Intern electronic files
Process Management Module	University Academic Affairs and Student Affairs Departments	To ensure internship quality and competency development	Dual-mentor recording platforms; Multidimensional evaluation systems
Policy Coordination Module	Departments such as Education, Human Resources and Social Security, and Industry and Information Technology	To facilitate the conversion of internship achievements into employment qualifications	Internship certification and mutual recognition of skill levels mechanisms

5. Institutional guarantee and policy coordination suggestions

In order to realize the effective connection between internship and employment in universities under the background of industry-academic integration, it is far from enough to rely only on the internal adjustment of the education system. It is necessary to build an institutional guarantee system covering policy design, implementation supervision and effect feedback, and strengthen cross-departmental and cross-disciplinary policy coordination. At present, there are obvious system gaps and policy fragmentation in the internship-employment chain. The education department focuses on internship management, the human and social departments are responsible for employment services, and the competent industrial departments promote the construction of skill standards. The three departments are often fragmented and lack a unified goal and information sharing mechanism. At the national level, we should speed up the promulgation of the Implementation Regulations on the industry-academic integration to Promote the Connection of Internship and Employment, clarify the boundaries of rights and responsibilities between universities, enterprises and the government in terms of the protection of interns' rights and interests, the sharing of training responsibilities and the incentives for employment transformation, and incorporate the participation of enterprises into their social responsibility evaluation system. At the local level, it is necessary to set up an "internship-employment collaborative promotion office" composed of education, human society, industry and information, finance and other departments to co-ordinate the demand forecast of regional industrial talents, internship post development, subsidy allocation and quality monitoring to prevent repeated investment of policy resources or blind spots. See Table 2 for the hierarchical division of labor and the allocation of policy tools guaranteed by the internship-employment convergence system.

The central government focuses on the formulation of legislative norms and standards, such as the introduction of guidelines for the protection of interns' labor rights and interests and the certification standards for enterprises integrating production and education. Provincial governments focus on resource integration and platform construction, such as setting up a regional internship-employment integration information platform, and giving up to 30% of social security

fees back to deeply involved enterprises. City and county governments undertake specific implementation and dynamic feedback functions, including job matching, internship dispute mediation and quarterly effectiveness evaluation. This vertically integrated and horizontally linked institutional arrangement can effectively bridge the gap in the current policy implementation, and transform the internship from a "dispensable additional item" to a "key education link supported by the system". Through the dual role of rigid institutional constraints and flexible policy incentives, the internship-employment convergence mechanism driven by the industry-academic integration can really take root and serve the national strategic goal of high-quality full employment and high-quality technical and skilled personnel supply.

Table 2 Division of Institutional Guarantees for the Linkage Mechanism

Government Level	Core Functions	Main Policy Tools	Implementation Examples
Central	Legislative norms and standard-setting	Formulate regulations on the protection of interns' rights; Certify enterprises integrating industry and education	Specify the maximum daily working hours and minimum subsidy standards for interns
Provincial	Resource coordination and platform construction	Build integrated information platforms; Implement social security rebate policies	Rebate 30% of social security contributions to enterprises with a conversion rate exceeding 40%
Municipal and County-level	Implementation and dynamic feedback	Intelligent job matching; Third-party effectiveness evaluations	Establish a 7-day response mechanism for internship disputes, incorporated into business environment assessments

6. Conclusions

At present, the gap between internship and employment of university graduates is essentially a reflection of the failure to effectively align education supply and industrial demand at the institutional level. The industry-academic integration should not only be regarded as a form of cooperation, but should be understood as an institutional framework to reconstruct the relationship between talent training and use. Under this framework, internship is no longer an accessory arrangement at the end of the teaching plan, but a capability generation node embedded in the real industrial scene. Employment is not a passive result after the internship, but a natural continuation of the process of collaborative education. To realize this change, the key is to establish a trinity connection mechanism with industrial standards as the traction, educational subjects as the support and policy system as the guarantee. Specifically, universities need to actively connect with the regional industrial capacity map, enterprises need to be institutionalized into the responsibility system for educating people, and the government needs to break down departmental barriers and open up the institutional channel from internship certification to job recruitment through the trinity means of legislation, incentive and platform construction. It is worth noting that the effectiveness of the convergence mechanism is highly dependent on the synergy of policy implementation and the refinement of system design. At the central level, standards setting and rights protection should be strengthened, provincial governments should integrate resources to build a regional collaborative platform, and at the city and county levels, they should focus on matching efficiency and process supervision. Only by forming a vertically connected and horizontally linked institutional network, can the internship really serve as a bridge from "learning" to "using", thus serving the dual goals of the national high-quality employment strategy and the modern industrial talent system.

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