

Teaching Standards for Customs Affairs and Foreign Trade Service Specialty

(Higher Vocational Education, Junior College Level)

1. Overview

To adapt to the new changes brought by scientific, technological, and industrial advancements to production, construction, management, and service in various sectors, and to align with the digital, networked, and intelligent development trends of the customs affairs and foreign trade service fields, this standard has been formulated. It responds to the new requirements of emerging industries, new business formats, and new models for positions (groups) such as customs clearance, processing and review of foreign trade documents, import and export commodity classification, customs operations, international freight forwarding operations, customs solution planning and consulting, international logistics solution planning and consulting, and cross-border trade compliance management. The standard aims to continuously meet the demand for high-quality skilled personnel in the field of customs affairs and foreign trade services, promote the upgrading and digital transformation of vocational education programs, improve talent training quality, and follow the general requirements for advancing the high-quality development of modern vocational education. Prepared in accordance with relevant national standards, this document serves as a foundational guide for teaching in this specialty.

Professional teaching directly determines the quality of high-quality skilled personnel training; thus, these teaching standards are the fundamental basis for conducting professional education. This standard represents the national benchmark for higher vocational education (junior college level) for the Customs Affairs and Foreign Trade Service specialty. Institutions should formulate their own talent training plans based on this standard, considering regional industry realities and their specific educational positioning. Institutions are encouraged to exceed this standard and develop programs with distinctive features.

2. Professional Name (Code)

Customs Affairs and Foreign Trade Service (530503)

3. Basic Admission Requirements

Graduation from a secondary vocational school, regular senior high school, or possession of equivalent academic qualifications.

4. Basic Length of Schooling

Three years

5. Career Orientation

Major Category (Code)	Finance, Economics, and Commerce (53)
Major Class (Code)	Economic and Trade (5305)
Corresponding Industries (Codes)	Road Transport (54), Water Transport (55), Air Transport (56), Multimodal Transport and Transport Agency (58), Loading, Unloading, Handling and Warehousing (59), Postal Industry (60), Internet and Related Services (64), Business Services (72)
Main Occupational Categories (Codes)	Customs Declaration Personnel (2-06-07-12), Logistics Service Division L (4-02-06-03)
Main Positions (Groups) or Technical Fields	Customs Clearance & Foreign Trade Document Processing/Review Group, On-site Customs Operations, International Freight Forwarding On-site Operations, Customer Service & Quality Control Group, AEO Certification Service, Bonded Processing & Bonded Logistics Service Group, Cross-border E-commerce Service Group, Import/Export Commodity Classification Technology, Import/Export Tax Calculation Technology, International Logistics Scheme Design & Cost Accounting Technology...
Vocational Certificates	Customs Proficiency Test, Customs Vocational Skill Level Evaluation...

6. Training Objectives

This program cultivates high-skilled talents who can practice the core socialist values, inherit the civilization of skills, and develop comprehensively in morality, intelligence, physique, aesthetics, and labor. Graduates should possess a certain level of scientific and cultural literacy, good humanistic, scientific, digital, and professional ethics, along with innovative awareness, professional dedication, and the spirit of craftsmanship (pursuit of excellence). They should have strong employment and entrepreneurship capabilities and sustainable development potential. Graduates will master the professional knowledge and technical skills required for the industry, possessing comprehensive professional qualities and practical abilities. They will be competent for occupations such as Customs Declaration Personnel and Logistics Service Division within the aforementioned industries, capable of performing tasks including customs declaration form completion and review, import/export commodity classification, tax calculation, customs clearance services, customs consulting, and AEO certification services.

7. Training Specifications

Students should systematically study professional knowledge and complete relevant internships and practical training to comprehensively enhance their knowledge, ability, and quality. They must master and apply the core technical skills required for their positions, achieving all-round

development. The following requirements must generally be met:

- (1) Firmly uphold the leadership of the Communist Party of China and the socialist system; use Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era as guidance; practice the core socialist values; and possess firm ideals, deep patriotic sentiments, and a sense of national pride.
- (2) Master national laws and industry regulations related to professional activities; master knowledge and skills related to environmental protection, safety protection, and quality management; understand industry culture; possess professional dedication; abide by professional ethics and codes of conduct; and demonstrate social responsibility and accountability.
- (3) Master the basic cultural knowledge necessary for learning and sustainable development (Chinese, Mathematics, Foreign Languages [English, etc.], Information Technology); possess good humanistic and scientific literacy; and have career planning capabilities.
- (4) Possess good language expression, writing, communication, and cooperation skills; have a strong sense of collectivism and teamwork; and be able to apply at least one foreign language in a professional context.
- (5) Master foundational theoretical knowledge in International Trade, Customs Supervision and International Rules, Cross-border E-commerce, AEO Certification Management, and Modern Logistics Management.
- (6) Master technical skills in customs documentation processing, commodity classification, import/export tax calculation, and international freight forwarding; possess the ability or practical competence in customs scheme design, international supply chain scheme design, and emergency handling.
- (7) Master foundational information technology knowledge and possess digital skills adapted to the digital and intelligent development needs of the field.
- (8) Possess the ability for inquiry-based learning, lifelong learning, and sustainable development; integrate and comprehensively apply knowledge to analyze and solve problems.
- (9) Master basic knowledge of physical exercise and at least one sports skill; meet the National Student Physical Health Standard; develop good habits regarding exercise, hygiene, and behavior; and possess a certain level of psychological adjustment capability.
- (10) Master essential aesthetic knowledge; possess cultural cultivation and aesthetic appreciation; and develop at least one artistic specialty or hobby.
- (11) Establish a correct view of labor; respect and love labor; possess labor literacy suitable for professional development; carry forward the spirit of model workers, labor, and craftsmanship; and uphold the era's trend that "labor is glorious, skills are precious, and creation is great."

8. Curriculum Provision and Credit Hours Arrangement

8.1 Curriculum Provision

Includes public foundational courses and specialized courses.

8.1.1 Public Foundational Courses

Public foundational courses must be fully offered in accordance with national regulations.

Institutions must offer Ideological and Political Theory, Physical Education, Military Theory and Training, Mental Health Education, and Labor Education as public foundational required courses. Courses such as Marxist Theory, History of the Party and Nation, Excellent Traditional Chinese Culture, University Aesthetic Education, Physical Education and Health, Foreign Languages, National Security Education, Information Technology, Career Development and Employment Guidance, Innovation and Entrepreneurship Education, and Economic Mathematics shall be designated as required courses or limited electives.

Institutions may offer school-based courses with local characteristics based on actual circumstances.

8.1.2 Specialized Courses

Specialized courses generally include specialized foundational courses, specialized core courses, and specialized extension courses. Specialized foundational courses consist of the foundational theoretical knowledge and skills that require prior learning; they serve as the basis for providing theoretical and skill support for specialized core courses. Specialized core courses are established based on job content and typical work tasks, and constitute the backbone courses for cultivating core vocational competencies. Specialized extension courses are designed for the horizontal expansion and vertical deepening of students' developmental needs, serving as advanced courses for enhancing comprehensive vocational capabilities.

Institutions shall autonomously determine courses based on regional/industry realities, educational positioning, and talent training needs, and conduct modular curriculum design. Relying on real production projects and typical work tasks that embody new methods, technologies, processes, and standards, institutions shall carry out project-based and scenario-based teaching, and implement the digital transformation of curriculum teaching by integrating technologies such as artificial intelligence. Qualified specialties may explore innovative curriculum systems based on actual teaching conditions.

(1) Specialized Foundational Courses

Primarily cover the following areas: Theories and Practices of International Trade, Customs Clearance Fundamentals(including Customs-related Laws and International Rules), Modern Logistics Management, Cross-border E-commerce, AEO Certification Management, International Business Data Analysis and Management, and Industry Vocational Competence.

(2) Specialized Core Courses

Primarily cover the following areas: Customs Clearance Practice, International Freight Forwarding Practice, Import/Export Commodity Classification Practice, Import/Export Tax Calculation Practice,

Entry-Exit Safety and Control Practice, Cross-Border Trade Compliance Management, and Customs Documentation Practice. Specific courses shall be autonomously set by institutions based on actual circumstances and in accordance with relevant national requirements.

Main Teaching Content and Requirements of Specialized Core Courses

No.	Course Field	Typical Work Tasks	Main Teaching Content and Requirements
1	Customs Clearance Practice	① On-site operation implementation and management (preparation, declaration, inspection coordination, tax calculation, scheme design) ② Approval and verification operations (processing trade contracts, bonded goods, special supervision zones, duty-free procedures, temporary imports/exports)	① Covers types of supervised goods, clearance procedures, document standards, and policies ② Students will become familiar with the supervision system, master license usage, and master operational techniques for each stage of the clearance process
2	International Freight Forwarding Practice	① Shipping route design ② Freight calculation (sea, air, land) ③ Container transport operations ④ On-site forwarding operations ⑤ Chartering and booking ⑥ Transport document preparation	① Covers knowledge of international transport and forwarding, mode selection, booking, document preparation, cost accounting, warehousing, and specific procedures for sea, air, rail (China-Europe Express), and multimodal transport ② Students will master the ability to prepare international freight documents and perform on-site operations
3	Import/Export Commodity Classification Practice	① Determine commodity codes, tax rates, and regulatory certificates ② Provide consolidated classification services ③ Provide pre-classification services	① Covers the principles of the <i>Harmonized System (HS)</i> , the arrangement rules of the <i>Import and Export Tariff of the People's Republic of China</i> , and General Rules for Classification ② Students will be able to quickly and accurately find codes, regulatory certificates, and tax rates
4	Import/Export Tax Calculation Practice	① Provide dutiable value assessment and origin determination services ② Provide tax exemption consulting ③ Provide cost accounting services	① Covers composition of taxes/fees, calculation elements, dutiable value determination, levy methods, rate application, and origin determination ② Students will master the ability to accurately calculate dutiable value,

			determine origin, and calculate tariffs, consumption tax, VAT, etc
5	Entry-Exit Safety and Control Practice	① Handle entry-exit inspection and quarantine declarations ② Perform on-site inspection and quarantine operations ③ Handle enterprise registration and approval procedures ④ Provide policy consulting	① Covers China's entry-exit safety measures, on-site operation procedures, and enterprise registration/approval procedures ② Students will master declaration, on-site operation, and enterprise registration capabilities
6	Cross-Border Trade Compliance Management	① Provide compliance system construction and value-added services for enterprises ② Handle international trade rule dispute consulting ③ Provide compliance management schemes and consulting	① Covers relevant international standards, rules of major economies, and customs clearance requirements ② Students will master compliance system construction, supervision, auditing, dispute handling, and consulting capabilities for different economies
7	Customs Documentation Practice	① Review and amendment of Letters of Credit (L/C) ② Prepare commercial invoices, packing lists, certificates of origin, insurance policies, bills of lading, drafts, etc ③ Handle discrepancies and common document issues	① Covers L/C operations, preparation of settlement documents (invoice, packing list, CO, insurance, B/L, draft), and full-set document preparation ② Students will be able to prepare settlement documents meeting the requirements of "correctness, completeness, timeliness, conciseness, and neatness"

(3) Specialized Extension Courses

Includes Smart Customs Affairs, Service Trade Practice, Bonded Practice, Foreign Trade Documentary Practice, Cross-border E-commerce Operation, Cross-border E-commerce Logistics, Cross-border E-commerce Customs Clearance, Cross-border Supply Chain Operation, Cross-border Supply Chain Data Analysis, etc.

8.1.3 Practical Teaching Links

Practical teaching should run through the entire talent training process, including experiments, internships, graduation projects, and social practice. Both public and specialized courses should strengthen practical components.

(1) Practical Training

Practical training, including the preparation and review of customs clearance documents, preparation and review of international freight documents, commodity classification, and

import/export tax calculation, shall be conducted both on and off campus. This encompasses single-skill training, comprehensive capability training, and productive training.

(2) Internship

Internships shall be undertaken in customs declaration, freight forwarding, and foreign trade enterprises within the customs affairs and foreign trade service industry, involving customs operations, international freight forwarding operations, and customs consulting. These include cognitive internships and post internships. Schools shall establish stable and adequate internship bases, assign dedicated internship instructors and personnel, organize and implement specialty-relevant internships, and strengthen the guidance, management, and assessment of student internships.

Internships and practical training constitute both practical teaching and important components of specialized course instruction; emphasis shall be placed on the integration of theory and practice in teaching. Schools may optimize semester scheduling and flexibly conduct practical teaching based on the patterns of skilled talent cultivation and in alignment with enterprise production cycles. *The Regulations on Internship Management for Vocational School Students* and relevant national standards for specialized post internships shall be strictly implemented.

8.1.4 Related Requirements

Institutions shall fully leverage the educational function of ideological and political courses and all other categories of courses. They shall give full play to the role of ideological and political courses in providing political guidance and value leadership, and organically integrate into such relevant content as the history of the Party, the history of the People's Republic of China, the history of reform and opening-up, and the history of socialist development. In light of actual conditions, institutions shall implement "Curriculum Ideology and Politics," advance holistic education involving all staff, throughout the whole process, and in all aspects, and realize the organic unity of ideological and political education with the cultivation of technical skills. Institutions shall offer extension courses or thematic lectures (activities) in areas such as safety education (including analysis of typical accident cases), social responsibility, green environmental protection, new-generation information technology, the digital economy, modern management, and innovation and entrepreneurship education, and integrate relevant content into course instruction. They shall independently offer other distinctive courses, and organize and carry out moral education activities, volunteer service activities, and other practical activities.

8.2 Credit Hour Arrangement

The total credit hours shall be no less than 2,500 hours. Every 16–18 credit hours shall be converted into 1 credit. Among these, the total credit hours for public foundational courses shall generally account for no less than 25% of the total credit hours. The credit hours for practical teaching shall,

in principle, account for no less than 50% of the total credit hours. The cumulative duration of internships shall generally be 6 months, which may be arranged either in a concentrated block or in phases based on actual circumstances. The cumulative credit hours for all types of elective courses shall account for no less than 10% of the total credit hours. Activities such as military training, social practice, orientation education, and graduation education shall be counted as 1 credit per week.

9. Faculty

Faculty development shall follow the requirements for teachers to be "Four Haves" (good teacher, friend, philosopher, expert), adhere to the "Four Unifications", and act as the "Four Guides". Teacher ethics and conduct shall be regarded as the primary criterion for building the faculty team.

9.1 Faculty Structure

The student-to-full-time teacher ratio shall not exceed 25:1. "Dual-qualified" teachers (those with both academic and professional certifications) shall generally account for no less than 60% of specialized course instructors. Full-time teachers holding senior titles shall account for no less than 20%. The full-time faculty shall feature a rational echelon structure in terms of professional titles, age, and work experience.

Institutions shall integrate high-quality talent resources from both inside and outside the campus, select senior enterprise technicians to serve as industry mentors, and establish a faculty team combining full-time and part-time staff through school-enterprise cooperation. A mechanism for conducting regular teaching and research activities in the specialty (discipline) shall be established.

9.2 Academic Leader

The academic leader shall, in principle, hold an associate senior title or above in this specialty or related fields, and possess strong practical capabilities. They shall have a solid grasp of the development trends of domestic and international industries—including road transport, water transport, air transport, multimodal transport and transport agency, loading/unloading/handling and warehousing, postal services, internet and related services, and business services—as well as the development of the specialty itself. They shall maintain extensive connections with industry enterprises, understand actual talent demands, and demonstrate strong capabilities in leading specialty development, spearheading education and teaching reforms, conducting teaching/research and scientific research, and providing social services, thereby playing a leading role in the reform and development of the specialty.

9.3 Full-time Teachers

Full-time teachers shall: Hold the qualification to teach in higher education institutions; In principle, possess a bachelor's degree or above in Customs Management, International Economics and Trade, Logistics Management, or other related majors; Have a corresponding number of years of work experience or practical experience and meet the required technical skill levels; Possess professional

theoretical knowledge and practical capabilities; Be capable of implementing "Curriculum Ideology and Politics" requirements and identifying ideological and political education elements and resources within specialized courses; Be capable of utilizing information technology to conduct teaching methodology reforms such as blended learning; Be capable of tracking the forefront of new economic and technological developments and conducting technical R&D and social services; Engage in practical training at enterprises or production-oriented training bases for at least 1 month per year, accumulating no less than 6 months of enterprise practical experience over every 5-year period.

9.4 Part-time Teachers

Part-time teachers shall primarily be recruited from high-skilled talents in enterprises related to this specialty. They shall possess solid professional knowledge and rich practical work experience, and generally hold intermediate professional titles (or above) or senior technician (or above) vocational skill levels. They shall understand the laws of education and teaching, and be capable of undertaking professional teaching tasks such as delivering specialized courses, guiding internships and practical training, and advising students on career development planning. Institutions may hire high-skilled talents such as skill masters, model workers, and master craftsmen as needed, and formulate specific implementation measures for the appointment and management of part-time teachers in accordance with relevant national requirements.

10. Teaching Conditions

10.1 Teaching Facilities

Teaching facilities shall primarily include specialized classrooms, laboratories, training rooms, and internship and training bases that are capable of meeting the needs of regular classroom teaching, internships, and practical training.

10.1.1 Basic Requirements for Specialized Classrooms

Classrooms shall be equipped to conduct blended learning using information technology. They shall generally be fitted with blackboards (or whiteboards), multimedia computers, projection equipment, and audio equipment, and have internet access or wireless network environment with cybersecurity protection measures. Emergency lighting devices shall be installed and maintained in good condition, complying with emergency evacuation requirements, displaying clear security signs, and ensuring unobstructed escape routes.

10.1.2 Basic Requirements for On-campus and Off-campus Experiment and Training Venues

The area, equipment, facilities, safety, environment, and management of experiment and training venues shall conform to relevant standards (regulations, measures) issued by the Ministry of Education. The experimental and training environment and equipment shall correspond to real occupational scenarios or work contexts. Training projects shall emphasize the integration of work

and study and the combination of theory and practice. The allocation of experimental and training instructors shall be reasonable, and rules and regulations for management and implementation shall be complete, ensuring the smooth conduct of training activities such as the preparation and review of customs clearance and international freight documents, commodity classification, and import/export tax calculation. The application of cutting-edge information technologies such as big data, cloud computing, artificial intelligence, and virtual simulation in training is encouraged.

(1) Customs & Foreign Trade Document Processing Training Room

Equipped with computers, "Single Window" simulation software, and other facilities for training in customs document preparation, review, declaration, and foreign trade document preparation.

(2) Commodity Classification Training Room

Equipped with computers, commodity classification simulation software, and other facilities for training in commodity classification.

(3) Customs Operation Training Room (Base)

Equipped with computers, customs business operation simulation software, customs service counters, and other facilities for simulated customs business operation training.

(4) International Freight Forwarding Operation Training Room (Base)

Equipped with computers, international freight route planning simulation software, international freight forwarding service operation simulation software, and other facilities for training in international freight forwarding operations.

(5) Virtual Simulation Demonstration Base for Customs Affairs and Foreign Trade Service

Institutions are encouraged to build virtual simulation demonstration bases for customs affairs and foreign trade service. These bases shall deeply integrate information technology with training facilities to construct virtual simulation training venues featuring perceptibility, immersion, interactivity, imagination, and intelligence. They shall establish virtual simulation training systems that combine physical and virtual elements—using physical training to drive virtual training and virtual training to assist physical training—and configure corresponding virtual simulation training equipment to effectively address pain points and difficulties in the teaching process of this specialty. Comprehensive training venues may be constructed based on actual conditions.

10.1.3 Basic Requirements for Internship Venues

Internship venues must comply with the relevant requirements for internship units stipulated in the *Regulations on Internship Management for Vocational School Students* and the *Measures for Promoting School-Enterprise Cooperation in Vocational Schools*. Following an on-site investigation, units that are legally operating, managed in a standardized manner, possess complete internship conditions aligned with actual industry development, meet safety production laws and regulations, and have established stable cooperative relations with the school shall be designated as

internship bases. Tripartite agreements among the school, students, and the internship unit shall be signed.

To meet the talent training needs and future employment demands of the specialty, internship bases shall be able to provide relevant, specialty-aligned internship positions such as customs clearance & foreign trade document processing/review groups, on-site customs operation posts, international freight forwarding on-site operation posts, customer service & quality control groups, AEO certification service posts, bonded processing & bonded logistics service groups, and cross-border e-commerce service groups. The bases shall cover the mainstream technologies of current relevant industry development and be capable of accommodating a certain scale of student internships. The school and the internship unit shall jointly formulate internship plans and allocate a corresponding number of instructors to guide and manage student internships. The internship unit shall arrange experienced technical or managerial personnel to serve as internship instructors, conduct professional teaching and vocational skill training, complete internship quality evaluations, and ensure proper service and management of student internships. There shall be rules and regulations guaranteeing the daily work, study, and life of interns, along with safety and insurance safeguards to protect the basic rights and interests of students in accordance with laws and regulations.

10.2 Teaching Resources

Teaching resources shall primarily include textbooks, books, and digital resources that satisfy the needs of students' professional learning, teachers' instructional research, and teaching implementation.

10.2.1 Basic Requirements for Textbook Selection

Textbooks shall be selected through standardized procedures in accordance with national regulations, with priority given to national planning textbooks and national excellent textbooks. Textbooks for specialized courses shall reflect new technologies, new specifications, new standards, and new formats in the industry, and undergo dynamic updates through diverse forms such as digital textbooks and loose-leaf textbooks.

10.2.2 Basic Requirements for Book and Literature Allocation

Book and literature allocations shall meet the needs of talent training, specialty development, teaching, and research. Professional books and literature shall mainly cover customs supervision laws and regulations, international conventions related to international freight, supply chain management, and cross-border e-commerce. Relevant books and literature concerning new economies, new technologies, new processes, new materials, new management methods, and new service methods shall be allocated in a timely manner.

10.2.3 Basic Requirements for Digital Teaching Resource Allocation

Institutions shall develop and equip professional teaching resource libraries related to the specialty,

including audio-visual materials, teaching courseware, digital teaching case libraries, and virtual simulation software. These resources shall be rich in variety, diverse in form, convenient to use, dynamically updated, and capable of meeting teaching needs.

11. Quality Assurance and Graduation Requirements

11.1 Quality Assurance

(1) Schools and their secondary schools/departments shall establish a professional talent training quality assurance mechanism, improve the specialized teaching quality monitoring and management system, refine outcome evaluation, strengthen process evaluation, explore value-added evaluation, and involve industry organizations and enterprises in the evaluation process. Relevant information shall be disclosed in a timely manner to accept educational supervision and social oversight, thereby improving comprehensive evaluation. Institutions shall enhance quality assurance measures for talent training schemes, curriculum standards, classroom evaluation, experimental teaching, internships and practical training, graduation projects, and resource development. Through teaching implementation, process monitoring, quality evaluation, and continuous improvement, institutions shall ensure that talent training specifications are met.

(2) Schools and secondary schools/departments shall refine teaching management mechanisms, strengthen the organization, operation, and management of daily teaching activities, and conduct regular diagnosis and improvement of curriculum development, daily teaching, and talent training quality. Systems for course inspections, classroom observations, teaching evaluations, and student evaluations shall be established and improved. A supervision system for practical teaching links linked with enterprises shall be established, teaching discipline shall be strictly enforced, and the functions of teaching organization shall be strengthened. Regular teaching and research activities such as open classes and model lessons shall be conducted.

(3) Professional teaching and research organizations shall establish a centralized lesson preparation system combining online and offline methods, hold regular teaching seminars, utilize evaluation and analysis results to effectively improve professional teaching, and continuously enhance talent training quality.

(4) Schools shall establish a graduate tracking and feedback mechanism and a social evaluation mechanism. Analyses shall be conducted on student source situations, professional ethics, technical skill levels, employment quality, etc., to regularly evaluate talent training quality and the achievement of training objectives.

11.2 Graduation Requirements

Students who have completed the required internships and practical training, passed all course assessments, or earned sufficient credits as stipulated in the professional talent training scheme are permitted to graduate.

Schools may refine and clarify learning requirements and assessment requirements regarding course completion, academic performance, practical experience, professional competence, and comprehensive quality based on their actual educational circumstances. Strict control shall be exercised over the graduation exit, ensuring that students complete the required credit hours and all teaching links upon graduation, thereby guaranteeing the attainment of graduation requirements. Learning outcomes such as vocational skill level certificates and training certificates obtained through vocational training may be recognized by vocational schools and converted into corresponding academic credits. Individuals who meet the academic requirements of the respective vocational school may be awarded the corresponding academic certificates.