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Practical Case of Curriculum-Certificate Integration and the "Three-Teaching" Reform for New-Energy Vehicle Marketing Under School-Enterprise Collaboration

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Abstract:This paper introduces a school-enterprise collaborative reform case for new-energy vehicle marketing in vocational education. Targeting outdated curricula, curriculum-certificate separation and insufficient practical training, the reform adopts curriculum-certificate integration and the "Three-Teaching" reform. It improves graduates' job adaptability and enterprise satisfaction, and builds a replicable talent-cultivation model. The results show that school-enterprise cooperation can align talent training with industrial needs.
Keywords:School-enterprise Collaboration; Curriculum-certificate Integration; the "Three-Teaching" Reform; New-energy Vehicle Marketing; Vocational Education

1.CASE BACKGROUND

With the rapid expansion of the new-energy vehicle industry, competency requirements for automobile marketing positions have undergone fundamental changes. The traditional talent-training system for automobile marketing suffers from outdated curricula, separation between academic credentials and vocational certificates, and insufficient practical-training scenarios. Graduates struggle to quickly meet the job requirements at new-energy vehicle dealerships. Based on the automobile-marketing major of a vocational college, this case carries out talent-training reform in cooperation with local new-energy vehicle enterprises.

2.MAJOR PRACTICES

2.1 School-Enterprise Joint Research on Post Competency Standards and Restructuring of the Curriculum System

A specialty-construction team is formed, consisting of full-time college teachers, sales directors and store supervisors from new-energy vehicle enterprises. The team breaks down job tasks for new-energy vehicle sales positions, and translates job tasks such as popular-science introduction to the "three-electric" system, short-video production for new-energy vehicle new-media marketing, design of new-energy vehicle purchase plans, and handling of customer objections (regarding driving range and battery warranty) into curriculum modules. Obsolete teaching content related to fuel-powered vehicles is phased out.

2.2 In-depth Implementation of Curriculum-Certificate Integration to Achieve the Integration of Posts, Curricula and Certificates

Assessment requirements for vocational skill certificates are embedded into curriculum projects, and curriculum assessment tasks are aligned with certificate assessment criteria. Separate intensive exam-oriented cramming sessions are cancelled. Upon completing curriculum-project learning, students acquire competencies for certificate application as well as hands-on skills for real-world enterprise positions. Situational practical operations are added to assessments to simulate real-world scenarios including showroom reception and customer Q&A.

2.3 Solid Advancement of the "Three-Teaching" Reform

2.3.1 Teachers

The system for teachers to gain work-practice experience in enterprises is enforced. Major teachers participate in on-the-job practice at new-energy vehicle stores every year. Front-line marketing backbones from enterprises serve as part-time teachers and deliver lectures using real-world dealership cases.

2.3.2 Teaching Materials

Loose-leaf work manuals for new-energy vehicle marketing are developed, supplemented by digital resources such as short videos and vehicle specification documents. Resources are dynamically updated in response to new-vehicle launches and changes in marketing policies.

2.3.3 Teaching Methods

Project-oriented teaching is promoted. A simulated exhibition hall and a new-media creation training room for automobiles are built on campus. Students work in groups to complete practical assignments including vehicle feature presentations, marketing copywriting for official accounts and Xiaohongshu posts, and short-video shooting.

3.IMPLEMENTATION OUTCOMES

1.Students'pos-adaptation capacity has improved significantly. After graduation and employment at new-energy vehicle stores, graduates require shorter pre-job training periods, and enterprise satisfaction keeps rising.

2.Curriculum-certificate integration delivers tangible results. Students obtain certificates while mastering practical job skills, which enhances the practical value of the certificates.

3. A replicable and promotive school-enterprise collaborative talent-cultivation model of "vocational college + new-energy vehicle enterprise" has been formed, offering references for curriculum reform of similar automobile-marketing majors.

4. CASE ENLIGHTENMENT

Talent training for new-energy vehicle marketing must keep pace with industrial transformation. Through school-enterprise collaboration, setting curricula based on job requirements, integrating curricula with certificates, and simultaneously advancing the "Three-Teaching" reform, the gap between talent-training output and industrial post demands can be effectively narrowed, continuously delivering high-quality marketing talents for the automobile service industry.

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