

ICS 03.180
CCS A 18



**NATIONAL STANDARD OF THE
PEOPLE'S REPUBLIC OF CHINA**

GB/Z 145-2025

**Course development guide for education about standardization
- Logistics standardization**

标准化教育课程建设指南 物流标准化

Issued on: December 3, 2025

Implemented on: December 3, 2025

**Issued by: State Administration for Market Regulation;
Standardization Administration of China**

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Foreword

This document is a standard or guiding technical document. This document complies with the provisions of GB/T 1.1-2020 "Standardization Work Guidelines Part

1.Structure and Drafting Rules of Standardization Documents". Drafting. Please note that some content in this document may involve patents. The issuing organization of this document assumes no responsibility for identifying patents. This document was proposed and is under the jurisdiction of the National Standardization Education Standardization Working Group (SAC/SWG27). This document was drafted by: Nantong University of Science and Technology, Shenzhen Technology University, Hangzhou Hezhi Standard Technology Service Co., Ltd., and Jiangsu Provincial Quality and Standardization Administration. Standardization Research Institute, Qingdao Institute of Standardization, China Jiliang University, Certification and Accreditation Technology Research Center of the State Administration for Market Regulation, China The Second Research Institute of Civil Aviation Administration of China, Taiyuan University of Science and Technology, Nantong University, Jinan University, Hebei University, Beijing Institute of Technology (Zhuhai), Southeast University Universities and colleges including Chongqing University of Posts and Telecommunications, Liuzhou Vocational and Technical University, Shanghai University of Traditional Chinese Medicine, Shenzhen Xindong Supply Chain Management Co., Ltd., Lanzhou University, and Shenzhen University. Qingdao Municipal Institute of Standards and Technology, Qingdao Municipal Institute of Technical Standards and Science, Nanjing Zhongke Pharmaceutical Co., Ltd., Guangdong Polytechnic University, Suzhou Jianxiong Vocational College Technical College, Guangdong Academy of Sciences Institute of Biological and Medical Engineering, and 9001 Quality Research Institute (Shanxi) Co., Ltd. The main drafters of this document are. Cheng Lin, Guo Ning, Zhang Cailing, Sun Yamin,

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To implement the "National Standardization Development Outline" and the "Special Action Plan for Standardization Talent Training (2023-2025)" regarding standards To meet the requirements for cultivating standardized logistics talent, we must establish a professional, vocational, international, and systematic mechanism for cultivating standardized logistics talent, and comprehensively promote the development of standardized logistics talent. Standardized research personnel, logistics standardization management personnel, logistics standardization application personnel, logistics standardization education personnel, and international logistics standardization personnel. This document is formulated to support the development of various logistics standardization talent teams. This document aims to provide directional guidance for standardized logistics curriculum education in general higher education, outlining curriculum design, implementation, and evaluation. Specific suggestions regarding pricing, etc., will help popularize logistics standardization education and improve the comprehensive skills of logistics professionals. This document can also serve as a reference for vocational education. This will provide a reference for the development of logistics and other interdisciplinary fields, cultivate comprehensive logistics talents with a foundation in standardization and an international perspective, and contribute to the country's development. Standardized talent cultivation broadens pathways and provides talent support for my country's implementation of its standardization strategy and the development of new productive forces. Guidelines for the Development of Standardized Educational Curriculum Logistics Standardization

1 Scope

This document gives guidance on building a course on logistics standardization: pallet and container modules, packaging dimensions, labelling and coding, and the data interchange formats that let a consignment be tracked across operators. Logistics standardization is the clearest case of a standard paying for itself. A pallet that fits the truck, the rack and the container is worth more than any efficiency programme, and a code that survives from the shipper to the last mile is what makes tracking possible at all. The subject is unglamorous and enormously consequential, which is a good reason to teach it deliberately. Issued on 3 December 2025 by SAMR and SAC as a guiding technical document, in force from the same day, under the technical jurisdiction of the Standardization Administration of China.

This document establishes the general principles for the development of standardized logistics courses and provides guidelines for curriculum design and teaching materials. Guidelines for source, course implementation, course evaluation, and continuous

improvement. This document applies to the development and implementation of standardized courses in logistics engineering and management in regular higher education. It also applies to vocational education, continuing education, and social education. The development of standardized logistics courses, such as training sessions, can be implemented with reference to this approach.

2 Normative references

The contents of the following documents, through normative references within the text, constitute essential provisions of this document. Dated citations are not included. For references to documents, only the version corresponding to that date applies to this document; for undated references, the latest version (including all amendments) applies. This document.

GB/T 18354-2021 Logistics Terminology GB /Z 43946 Guidelines for the Construction of Standardized Educational Curricula. Basic Knowledge of Standardization JY/T 0646 Teachers' Digital Literacy

3 Terms and Definitions

The terms and definitions defined in GB/T 18354-2021 and GB /Z 43946, as well as the following terms and definitions, apply to this document.

3.1 Logistics Based on actual needs, the basic functions of transportation, storage, loading and unloading, handling, packaging, distribution processing, delivery, and information processing are organically integrated. A union is the process by which goods physically move from the place of supply to the place of receipt. [Source: GB/T 18354-2021, 3.2]

3.2 This initiative aims to standardize logistics infrastructure development activities and improve the efficiency of logistics management, including the research, formulation, and implementation supervision of logistics standards. Activities with this as their main content.

4 General Principles

4.1 Systemic To meet the standardized teaching needs of logistics in general higher education, and to take into account the development trends of the logistics industry and the knowledge and skills required for future jobs. Yes, they can form an interconnected and organically unified curriculum system.

4.2 Practicality Guided by the actual needs of the logistics industry, the curriculum is designed to include classroom teaching and practical activities, as well as off-campus internships and industry-university collaborations.