

An Exploration of the Current Situation of Foreign-Related Intellectual Property Talent Cultivation in China from the Perspective of Building a Strong Intellectual Property Country

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Abstract: Under the background of building a strong intellectual property country and continuously promoting high-level opening-up, the supply of foreign-related intellectual property talents in China has failed to keep pace with the speed of economic development and the growth rate of related disputes. The high-level positioning of talents as “international-oriented, interdisciplinary, and application-oriented” coexists with restrictive factors such as regional differences and lagging faculty development. It is difficult to achieve effective cultivation relying only on individual universities or university-enterprise cooperation. It is suggested that a multi-subject collaborative education system should be improved from four aspects: “top-level design, teaching reform, practical training, and feedback optimization”. A government-led foreign-related intellectual property alliance should be established to ensure from top to bottom that talent cultivation goals meet national strategies and regional needs. Universities as the main force and university-enterprise collaboration can effectively solve the connection between theoretical education and practical work. Establishing foreign-related industrial intellectual property institutes led by industry associations can effectively alleviate the pressure on universities in talent cultivation and strengthen students’ practical abilities. In addition, special attention should be paid to the challenges of legal foreign language ability and the cultivation of specialized talents in central and western regions.

Keywords: intellectual property power; foreign-related intellectual property talents; intellectual property alliance; development of central and western regions

1. Introduction of the Problem

The deepening advancement of the “Belt and Road” Initiative has made economic and trade exchanges between China and countries along the route increasingly frequent, while also bringing challenges such as differences in legal application and conflicts in cultural values. Since the establishment of the Intellectual Property Court of the Supreme People’s Court in 2019, it has accepted 2,546 foreign-related cases involving parties, accounting for 10.3%, with an average annual growth rate of 18.7%. (Han, X., 2026) In 2021, the Central Committee of the Communist Party of China and the State Council jointly issued the Outline for Building a Strong Intellectual Property Country (2021-2035), which established the action goal of coordinating the promotion of a strong intellectual property country with Chinese characteristics and a world-class level. China’s determination to continue high-level opening-up and build an open world economy has remained firm. (Wang, W., 2025) In 2025, China’s total import and export volume of intellectual property royalties reached 382.87 billion yuan, an increase of 7.4% year-on-year, while exports increased by 23.1% year-on-year. (Wang, J., 2026)

However, under the rapid development trend of foreign-related intellectual property economy and the continuous increase in foreign-related intellectual property disputes, the supply of foreign-related intellectual property talents has shown a relatively weak trend. During the “14th Five-Year Plan” period, the number of intellectual property talents trained in China exceeded expectations. The number of practicing patent agents exceeded 40,000, the number of intellectual property professionals above the intermediate level exceeded 20,000, and a total of more than 87,000 people passed the patent agent qualification examination. However, during the same period, fewer than one thousand foreign-related lawyers were trained. (Yang, L., 2026,) China has both the economic foundation for cultivating foreign-related intellectual property talents and an increasingly growing practical demand. Why does

the supply of foreign-related intellectual property talents still lack sufficient momentum, and where does the root of the problem lie? The Decision of the Central Committee of the Communist Party of China on Further Deepening Reform Comprehensively and Promoting Chinese-style Modernization, reviewed and adopted at the Third Plenary Session of the 20th Central Committee of the Communist Party of China, clearly proposes to “strengthen foreign-related legal governance and establish a working mechanism that integrates foreign-related legislation, law enforcement, justice, law-abiding practices, legal services, and legal talent cultivation.” Accelerating the cultivation of foreign-related intellectual property talents has become a key task in promoting the construction of China into a strong intellectual property country. (Zheng, L., 2025)

In recent years, taking advantage of this opportunity, some Chinese universities have gradually begun experiments in cultivating foreign-related intellectual property talents. Several questions urgently need to be answered and addressed. What are foreign-related intellectual property talents, and what are the training objectives and principles? How can the structural contradiction between supply and demand be resolved to maintain coordination between talent supply and industrial demand? How can the practical problem of asynchronous talent cultivation caused by the imbalance between eastern and western development in China be solved, so as to achieve overall coordinated development among different regions? Professor Ma Yide innovatively proposed that foreign-related intellectual property talents are interdisciplinary talents with “innovative cognitive ability, industrial strategic thinking, and a global governance perspective”. Compared with general foreign-related legal talents, foreign-related intellectual property talents require stronger integration of legal, technical, and practical knowledge. Their work often involves international patent disputes, cross-border licensing, and overseas intellectual property compliance. (Li, Y., 2025) Member Zhao Wen pointed out the root cause

of the difficulty in forming the “peak and plateau” pattern of intellectual property talents. (Li, Y., 2024) Other scholars have also provided many valuable responses from different perspectives, but a systematic discussion has not yet been formed. This article starts from the deconstruction of the connotation of foreign-related intellectual property talents, first clarifies the positioning of foreign-related intellectual property talents, and then explores the negative factors currently restricting the cultivation of such talents. It further attempts to promote and improve the four-in-one talent cultivation system involving the government, universities, enterprises, and industry associations from four aspects: top-level design, teaching reform, practical training, and feedback optimization. Finally, it proposes action ideas and policy suggestions focusing on the common issue of strengthening legal foreign language ability and the special issue of cultivating specialized talents in central and western regions.

2. Analysis of the Difficulties in Cultivating Foreign-Related Intellectual Property Talents

2.1 Structural Defects Exist in University Discipline Cultivation Systems, and International Teaching Construction Lags Behind

The talent cultivation framework of domestic law and intellectual property-related majors has long been established based on traditional domestic law teaching systems, and there are systematic shortcomings in the arrangement of international courses. The curriculum design of most universities' intellectual property programs focuses on domestic legal norms such as patent law, trademark law, and copyright law. Systematic courses covering the rules of the World Intellectual Property Organization, international intellectual property conventions, and cross-border intellectual property dispute resolution mechanisms are relatively limited, and a complete international curriculum system has not yet been formed. Foreign-related courses offered by some institutions are mostly elective modules, with a low proportion of class hours and fragmented

course content. They lack systematic analysis and in-depth interpretation of the international rule system, making it difficult for students to establish a complete understanding of international intellectual property legal governance. Essentially, the speed of updating teaching content lags behind changes in global intellectual property governance, and it cannot meet the needs of foreign-related intellectual property governance in emerging fields such as the digital economy, artificial intelligence, and cross-border e-commerce. Current university textbooks and regular teaching content mainly focus on traditional industrial property rights and copyright protection rules, while new foreign-related legal issues such as cross-border data intellectual property protection, ownership determination of artificial intelligence-generated content, resolution of cross-border standard essential patent disputes, and responses to intellectual property barriers in digital trade receive relatively limited attention. The knowledge system therefore shows obvious lagging characteristics. Students have relatively limited exposure to foreign-related legal scenarios during university study and lack sufficient understanding of international judicial practices, differences in the application of extraterritorial laws, and the construction of cross-border compliance systems.

In other words, the rigid teaching model has resulted in a serious separation between theory and foreign-related practical work. Foreign-related intellectual property teaching in domestic universities mainly focuses on classroom theoretical instruction, lacking regular practical teaching activities such as international simulated arbitration, cross-border case discussions, foreign-related law firm training, and international academic exchanges. Conventional teaching emphasizes the explanation and memorization of legal provisions while neglecting the application logic of international legal rules and methods for resolving conflicts across different legal jurisdictions. This results in a common problem among students: they understand theoretical rules but lack practical operational abilities. Graduates find it difficult to directly engage in frontline work

such as handling foreign-related intellectual property disputes, overseas patent layout, and cross-border compliance review. The lack of interdisciplinary cultivation mechanisms has also resulted in a single knowledge structure among talents. Foreign-related intellectual property practice combines multiple attributes of law, technology, economy and trade, and foreign languages, requiring practitioners to master knowledge from fields such as law, science and engineering, international trade, and cross-cultural communication. At present, domestic university talent cultivation mostly adopts a single-discipline division model. Law students lack knowledge backgrounds in mechanical engineering, electronics, computer science, and other technical fields, making it difficult for them to accurately identify technical dispute focuses in foreign-related patents in high-tech fields. Students from science and engineering backgrounds have not received systematic legal training and lack the ability to apply international legal rules and handle disputes. The disciplinary barriers restricting the cultivation of interdisciplinary talents have remained unresolved for a long time.

2.2 Imbalanced Talent Competence Structure and Significant Shortcomings in Comprehensive Adaptability

Insufficient foreign language application ability and cross-cultural communication ability are common weaknesses among foreign-related intellectual property talents. Current university foreign language teaching in law generally has problems such as limited content, insufficient class hours, and separation from practical work. Teaching focuses mainly on legal English vocabulary and basic text reading, while lacking practical training in international courtroom debates, foreign-related document writing, and cross-jurisdictional business communication. Most graduates can only complete basic foreign language literature reading and cannot skillfully use foreign languages to participate in international arbitration hearings, cross-border negotiations, and foreign-related legal

consultations. Foreign-related intellectual property talents with minor language abilities are particularly scarce, making it difficult to cover diversified foreign-related business scenarios in countries along the Belt and Road. At the same time, talents generally lack cross-cultural awareness and have insufficient understanding of differences in legal traditions, judicial practices, and business cultures among different countries. When handling cross-border intellectual property disputes, they are likely to encounter problems such as inaccurate rule application and communication barriers.

International rule application and dispute resolution abilities are significantly insufficient. The global intellectual property governance system contains differences among multiple legal systems. The intellectual property legislation and judicial practices of major economies such as Europe, the United States, Japan, and South Korea differ considerably from China's domestic legal system. In addition, the handling of international intellectual property disputes integrates multiple normative foundations, including legal rules, technical standards, and international trade rules. Talents cultivated domestically are generally familiar with local judicial reasoning but lack systematic knowledge of extraterritorial intellectual property substantive rules and procedural rules. They have an unclear understanding of the practical procedures of WTO intellectual property dispute settlement, the adjudication rules of international arbitration institutions, and cross-border intellectual property judicial assistance mechanisms. When dealing with complex foreign-related cases such as high-value patent licensing disputes, cross-border infringement litigation, and standard essential patent negotiations, their abilities in rule adaptation and risk management are insufficient.

The overall ability of foreign-related compliance and risk assessment in emerging fields remains weak. The development of the digital economy has generated a large number of new types of cross-border intellectual property disputes. Intellectual property disputes in emerging fields are characterized by rapid technological changes,

unclear rules, and complex boundaries of disputes. The current talent cultivation system has not established specialized ability training modules for emerging fields. Most practitioners lack mature experience in handling new issues such as cross-border artificial intelligence intellectual property protection, cross-border short video copyright disputes, intellectual property ownership of digital collectibles, and cross-border data intellectual property compliance. They find it difficult to help enterprises effectively avoid overseas intellectual property barriers and compliance risks, and cannot meet the intellectual property protection needs of enterprises entering overseas markets in emerging fields. The imbalance is not limited to practical ability alone. Incomplete knowledge structures may directly affect the ability to handle foreign-related disputes and compliance matters, and further restrict long-term professional development.

2.3 Incomplete Industry Cultivation and Support Mechanisms and Insufficient Motivation for Continuous Talent Development

The lack of regular on-the-job cultivation systems has resulted in delayed ability improvement among practitioners. Foreign-related intellectual property legal rules, international economic and trade policies, and extraterritorial judicial practices are continuously updated, while new types of disputes in emerging fields continue to appear, requiring practitioners to constantly update their knowledge systems. At present, a systematic and regular on-the-job training mechanism has not yet been established at the domestic industry level. Internal training conducted by law firms, enterprise legal departments, and intellectual property service institutions mainly consists of scattered business exchanges, lacking systematic training on international new regulations, typical cross-border cases, and compliance requirements in emerging fields. The speed of knowledge updating among in-service talents cannot keep pace with industry changes. Many practitioners rely on established experience to conduct their work for a long time,

resulting in slow improvement of professional abilities.

Insufficient practical training platforms and resources restrict the improvement of practical abilities. Foreign-related intellectual property practice has characteristics such as special scenarios, complex procedures, and strong cross-border features, making it highly dependent on practical training environments and operational resources. At present, regular cooperation mechanisms between domestic universities and foreign-related law firms, international arbitration institutions, and overseas intellectual property service platforms are not sufficiently developed. Students have difficulty obtaining opportunities to practice real cross-border cases during university study, while simulated training often simplifies procedures and cannot reproduce the complex situations of international dispute resolution. Meanwhile, cross-border joint cultivation, overseas internship, and exchange programs have limited coverage and relatively high participation requirements, leaving most students without sufficient channels for international practical experience. In addition, incomplete industry incentive and support mechanisms have intensified talent loss. Foreign-related intellectual property business requires a long learning period, high professional difficulty, and considerable work pressure, requiring practitioners to make long-term investment and commitment. However, the current industry salary system, career development channels, and support mechanisms are not yet fully developed. The workload and salary returns of grassroots foreign-related intellectual property service personnel are not well matched. High-level talents lack sufficient support in career advancement, professional recognition, and access to international exchange resources. As a result, many professional talents shift to areas with relatively lower barriers, such as ordinary civil and commercial legal services and enterprise compliance, leading to a low retention rate of industry talents and further increasing the shortage of high-level talents.

2.4 Insufficient Cross-Departmental Governance Coordination and an Incomplete Overall Talent Cultivation System

The cultivation of foreign-related intellectual property talents involves multiple departments responsible for education, justice, intellectual property, commerce, and foreign-related legal governance. It requires multiple parties to cooperate and establish a cultivation system. At present, the work of different departments remains relatively independent, and a regular coordination mechanism has not yet been established. Problems exist in terms of scattered resources, inconsistent standards, and poor connection. The discipline construction and talent cultivation plans of education departments have not fully matched the practical needs of the intellectual property industry and enterprises' overseas compliance needs. The professional training, qualification recognition, and ability evaluation systems of industry authorities have not been effectively integrated into university teaching. The collaborative cultivation mechanism among universities, practical institutions, and industry authorities remains largely formal.

The lack of cross-departmental information sharing and demand transmission mechanisms has resulted in deviations in cultivation orientation. Data on foreign-related disputes, industry talent demands, and compliance risks in emerging fields held by different competent departments have not been effectively circulated. Universities cannot accurately capture the latest changes in industry talent demands and practical difficulties. Adjustments to talent cultivation plans therefore show delays, making it difficult to optimize teaching content and cultivation directions according to industry weaknesses. At the same time, the professional qualification evaluation, industry standards, and position requirements for foreign-related intellectual property talents have not yet been fully unified. The evaluation of talent cultivation quality lacks an authoritative and unified reference system, which is unfavorable for the construction of a standardized and professional talent team.

Insufficient integration of foreign-related legal resources restricts the improvement of cultivation quality. International academic exchanges, cross-border practical training platforms, extraterritorial legal research resources, and high-level foreign-related faculty resources face problems of insufficient supply and uneven distribution. High-quality resources are mostly concentrated in key political and legal universities and universities in major cities, while local universities lack resources. Significant regional differences therefore exist in the quality of talent cultivation. The lack of overall resource integration and sharing mechanisms prevents high-quality education resources from achieving broader access, and a nationwide standardized and high-quality foreign-related intellectual property talent cultivation system has not yet been formed.

3. Improvement of the Foreign-Related Intellectual Property Talent Cultivation System

The basic positioning of foreign-related intellectual property talents is "international-oriented, interdisciplinary, and application-oriented". It is of great significance and also highly difficult for universities to independently complete this talent cultivation task. Even university-enterprise collaborative cultivation is difficult to fully achieve this goal. Therefore, it is necessary to coordinate various parties and establish a phased and progressive cultivation model for foreign-related intellectual property talents. (Zhao, L., & Jiang, H., 2025) A "foreign-related intellectual property alliance" led by the government can determine the direction and objectives of talent cultivation from top to bottom, ensuring that they meet national strategies and regional needs. Cooperation between universities and enterprises in talent cultivation can effectively solve the "one-to-one" connection problem between theoretical education and practical education. A "foreign-related industrial intellectual property institute" can effectively solve the "one-to-many" efficiency problem in the connection between universities and enterprises, and timely reflect market demands and university

talent supply, playing a “traffic light” function. Based on this, this article proposes that, on the basis of the traditional single-university model and university-enterprise collaborative model, the four-in-one talent cultivation system involving “government, universities, enterprises, and industry associations” should be comprehensively promoted and improved from four aspects: “top-level design, teaching reform, practical training, and feedback optimization”.

3.1 Establishing a Foreign-Related Intellectual Property Alliance with Multi-Party Participation

Top-level design is the foundation for effectively carrying out the cultivation of foreign-related intellectual property talents. A foreign-related intellectual property alliance should include multiple participants such as the government, universities, enterprises, and industry associations. At the government level, although the responsibility for talent cultivation belongs to the education departments, the China National Intellectual Property Administration, as the external window responsible for coordinating foreign-related intellectual property affairs, has natural advantages in understanding the characteristics and trends of foreign-related intellectual property development. In simple terms, the Ministry of Education understands how to cultivate talents, while the China National Intellectual Property Administration knows what kinds of talents need to be cultivated. More specifically, the foreign-related intellectual property alliance is a ship sailing overseas, the China National Intellectual Property Administration is the bow of the ship, and the Ministry of Education is the body of the ship. How many people can be carried and how they are carried are determined by the body of the ship, but where these people will go in the future is determined by the bow of the ship. Therefore, when education departments formulate cultivation plans, it is necessary for the China National Intellectual Property Administration to provide “directional” opinions, and to work together with foreign affairs departments, judicial departments, industry

associations, and other multiple parties to connect with the actual needs of different regions and related industries, as well as the development level of universities in different areas, and formulate differentiated foreign-related intellectual property talent cultivation plans and professional standards. The basic principles, including cultivation objectives, knowledge structures, ability requirements, curriculum systems, and practical standards, should be clarified. At the same time, universities and university-enterprise collaborative cultivation should be provided with space for independent exploration.

Regarding the imbalance of regional cultivation resources, the systematic concept of “mutual support between the east and the west” should be incorporated. The intellectual property alliance should coordinate cultivation resources nationwide, promote cooperation and exchanges between high-quality universities in eastern regions and universities in western regions, and facilitate the flow of talent cultivation technologies, management experience, and capital from eastern universities to the central and western regions. The central and western regions should rely on deeper opening-up toward the west under the framework of the “Belt and Road” Initiative, further explore market demands in countries along western routes, transform them into their own advantages, and then provide feedback to eastern regions.

In addition, the intellectual property alliance itself serves as a channel for breaking communication barriers between foreign-related intellectual property industries. Industry associations should collect and organize talent supply and demand data from various industries and promptly report the current situation of talent cultivation to the Ministry of Education. After consulting the China National Intellectual Property Administration, the Ministry of Education should dynamically adjust cultivation plans. This can improve the timeliness and adaptability of talent cultivation in overall direction and ensure that talent cultivation work matches national strategies and the needs of the times. Government departments should focus on

coordination and standard setting, universities on teaching, enterprises on practical support, and industry associations on resource connection. Regular information sharing and evaluation can help maintain long-term cooperation.

3.2 Promoting Teaching Model Reform Led by Universities and Supported by University-Enterprise Collaboration

Universities are the primary positions for cultivating foreign-related intellectual property talents. Enterprises are the “touchstone” for testing the quality of foreign-related intellectual property talents. In theory, talent cultivation with universities and enterprises in equal positions would produce better results. However, as profit-oriented entities, enterprises naturally pursue higher economic benefits. This does not fully conform to, and may even conflict with, China’s fundamental educational principle of “fostering virtue through education”. Foreign-related intellectual property talents must always adhere to the principle that national interests and the interests of the people are above all else. Therefore, teaching model reform still needs to maintain universities as the main body, deeply integrate university-enterprise collaboration, and promote a three-in-one cultivation structure consisting of the “foundation + professional” curriculum system, the “internal cultivation + external introduction” faculty system, and the “domestic + overseas” internship base system. (Zhang, H., & Hou, Y., 2022)

In terms of interdisciplinary curriculum design, under the principles established by the Ministry of Education, universities should rely on enterprises to provide overseas business practice data, cases, and platforms, presenting current difficulties and future needs. Universities should supplement and expand the teaching and research of national laws based on enterprise needs and regional development requirements, and emphasize country-specific practical orientations. (Zhang, Z., 2025) Differentiated interdisciplinary course modules should be established, and modular and cutting-edge courses should be developed based on

university characteristics, such as courses like “Transportation Foreign Language” and “Railway Intellectual Property” offered by Jiao Tong University. For courses with insufficient enrollment, “micro-majors” and small-credit courses can be established. Throughout the entire process, ideological and political education should also be deeply integrated. The proportion of ideological and political education courses in cultivation plans should be increased, the exemplary role of Party members should be utilized, and students should regularly participate in group activities and visits to historical sites. Exploration should be conducted through both theoretical and practical approaches to strengthen students’ sense of national belonging and national identity, avoiding formalistic curriculum arrangements. In terms of the application of new technologies, digitalization should be used to empower the innovative development of traditional teaching models. Digital tools and methods such as AI-assisted legal provision retrieval, digital case analysis, and simulated international negotiations should be introduced into course teaching. (Liu, Z., 2026) Combined with cutting-edge issues in foreign-related intellectual property practice provided by enterprises, teaching content should be updated, allowing students to gain timely access to the latest industry developments and enhance their international perspectives. In terms of joint construction and sharing of faculty resources, universities and enterprises should attempt to implement a dual-mentor system. External practical mentors should mainly consist of enterprise legal personnel, supplemented by lawyers, judges, arbitrators, and other foreign-related practitioners. External practical mentors are mainly responsible for guiding practical skills and explaining practical rules. The forms can include special lectures, simulated confrontations, and practical guidance. Enterprises and universities can attempt to promote the rotation training of legal personnel and university teachers, fundamentally improving the practical abilities of university teachers and creating

a compound teaching team that combines theoretical foundations with practical experience.

3.3 Constructing a Practical Training Model Led by Industry Associations

The model of strengthening the practical abilities of foreign-related intellectual property talents through university-enterprise collaboration is a commonly used approach, but enterprises that can regularly provide practical mentors are limited in number. In addition, these enterprises are mostly concentrated in eastern regions. As a result, universities in eastern regions can enjoy a “one-to-many” model, while most universities in central and western regions may face the dilemma of “many-to-one” or even the absence of “one”. Therefore, it is particularly important for industry associations to take the lead in establishing a “foreign-related industrial intellectual property institute”, providing long-term centralized training for a group of intellectual property teachers from universities and regularly inviting practical professionals to conduct practical teaching. In addition, current cultivation models for foreign-related intellectual property talents in universities are mostly “micro-majors” and “pilot classes”, with limited training scale. The establishment of an industrial intellectual property institute can rely on existing provincial-level intellectual property institutes and utilize their existing facilities and other conditions. On this basis, the cultivation process of foreign-related intellectual property talents can be divided into two steps. The first step is for universities to provide systematic theoretical learning for foreign-related intellectual property talents. The second step is that, for universities which have established cooperation with enterprises, students should be supported in entering enterprises or foreign-related institutions provided by enterprises in advance for practical training. For universities that have not established cooperation with enterprises, joint cultivation should be carried out by the “foreign-related intellectual property institute”. After entering the industrial institute, students should receive arrangements from the institute for practical

mentors to conduct foreign-related intellectual property practice and accumulate practical work experience. Specifically, students can regularly take different roles, such as lawyers, judges, arbitrators, and parties involved in disputes, and conduct negotiations according to international models. After a period of simulated experience, the industrial intellectual property institute should organize unified assessments to evaluate differences between students’ practical abilities and theoretical abilities. Based on these characteristics, students should then be recommended for internships in different positions at enterprises, judicial departments, and other foreign-related institutions. This model is more suitable for universities in central and western regions. It can reduce internship pressure on graduating students and decrease the burden of talent cultivation on universities. The participation of industry associations in the talent cultivation process can also provide better access to student cultivation quality data and accurately compare evaluation results with social demands, allowing timely adjustments. Therefore, industry associations should also establish a “talent reservoir” for foreign-related intellectual property talents to fill periodic gaps between talent supply and social demand and reduce possible adjustment difficulties.

3.4 Establishing a Communication Mechanism Integrating the Government, Universities, Enterprises, and Industry Associations

There is a certain time gap between talent supply and social demand. Whether cultivated students meet the development needs of the foreign-related intellectual property industry, whether the talent cultivation model needs optimization, and how it should be optimized require the establishment of a systematic talent evaluation mechanism. Professional knowledge, practical abilities, professional qualities, and other aspects should be included as evaluation indicators. Universities are responsible for assessing professional knowledge and theoretical abilities, enterprises are responsible for evaluating practical abilities and professional

qualities, and industry associations are responsible for evaluating the matching degree between talent supply and social demand. Through comprehensive evaluation from multiple dimensions, the quality of talent cultivation can better reflect the actual needs of employers. Ultimately, these evaluation data should be uniformly reported to departments such as the China National Intellectual Property Administration and the Ministry of Education, with the government leading the adjustment of the next round of overall plans. In addition, the effect of multi-party participation in optimizing talent cultivation should also be reflected in breaking institutional barriers. Efforts should be made to promote mutual recognition and connection between foreign-related intellectual property talent cultivation standards and foreign-related legal professional qualification certification and patent agent qualification. Core requirements in professional qualification certification should be integrated into talent cultivation curricula and evaluation standards, reducing unnecessary and non-professional examination pressure on students. While optimizing university cultivation standards, real-time connection should be achieved to the greatest extent possible, promoting transparency and openness of employer selection standards and reducing barriers between talent cultivation and employment.

4. Two Key Issues in the Process of Cultivating Foreign-Related Intellectual Property Talents

Legal foreign language ability is a basic ability for foreign-related intellectual property talents to carry out their work. It is a key issue in both eastern and central and western regions, and an effective path must be explored. The central and western regions are important areas for the "Belt and Road" Initiative and have an urgent demand for talents. However, due to limitations in location and resources, local universities find it difficult to systematically cultivate foreign-related intellectual property talents. Promoting specialized talent cultivation in central and western regions is also beneficial for supporting talent cultivation in eastern

regions and achieving coordinated regional development.

4.1 Progressively Strengthening Legal Foreign Language Ability

Legal foreign language mainly refers to legal English. Therefore, this article takes legal English as the specific object of discussion. The learning of other languages can refer to the same approach. For minor languages with insufficient enrollment numbers, "micro-majors" and small-credit courses can be promoted within universities, or even joint cultivation across universities can be carried out. Legal English is professional and differs greatly from English used in daily life. Regarding the cultivation of legal English, a phased and progressive curriculum system should be established, ranging from basic legal English to the application of spoken foreign-related legal practice, forming an integrated cultivation model of "teaching, learning, training, and practice". (Bao, H., 2026)

At the initial stage, courses such as legal English vocabulary, legal English grammar, and basic legal text reading and comprehension should be offered. The purpose is to enable students to master basic language knowledge required in foreign-related legal work and understand basic texts such as English legal provisions and judicial documents. During this period, digital technology should be used to improve the online learning platform covering the entire process of legal English learning, providing students with abundant English legal cases, texts, and video resources, allowing students to learn anytime and anywhere. The intermediate stage should focus on improving students' professional application abilities in legal English. Courses such as English legal document writing, interpretation and translation in foreign-related legal negotiations, and legal English literature retrieval should be offered. Combined with specific foreign-related legal scenarios, these courses should train students' practical application skills in legal English. Students should be able to write legal documents such as lawyer letters and arbitration

applications in English, and conduct simple foreign-related legal negotiations and translation work. The later stage should focus on practical training in legal English. Based on foreign-related legal practice cases, training activities such as simulated international arbitration, bilingual debates in foreign-related trials, and bilingual handling of cross-border legal disputes should be carried out, allowing students to use legal English to solve practical problems in authentic legal contexts.

4.2 Differentiated Cultivation of Specialized Talents in Central and Western Regions

Resources in central and western regions are relatively limited, and directly copying the models of eastern regions cannot fully solve local problems. The cultivation of foreign-related intellectual property talents must closely follow regional development needs. The primary task is for the central and local governments to jointly establish special talent cultivation funds to support universities in central and western regions in carrying out teaching reform and faculty training and building integrated practical platforms. High-quality universities in eastern regions and universities in central and western regions should be encouraged to establish counterpart cooperation relationships, promoting resource sharing and teaching assistance, making up for the shortcomings of teaching resources in central and western universities, and supplementing the talent cultivation experience of eastern universities. Based on regional realities, universities in central and western regions can experiment with the cultivation objective of “regional-oriented” talents rather than “international-oriented” talents. The scope of foreign-related practice can first be defined as certain countries along the “Belt and Road”, focusing efforts on cultivating regional foreign-related intellectual property talents who can provide legal, trade rule, and economic and trade practice support for these countries. The target scope can be narrowed to improve the quality of talent cultivation. Teaching of country-specific laws should focus on neighboring countries such as those

in Central Asia and South Asia that have close economic and trade relations with western regions. Students should become familiar with important legal systems of neighboring countries, including civil and commercial law, economic law, and international trade law, and master legal rules and practical skills for economic and trade cooperation with neighboring countries.

Specifically, courses such as cross-border economic and trade practice, legal application in central and western free trade zones, and “Belt and Road” legal practice can be offered as micro-major courses. Further exploration of specialized fields can be conducted to accumulate practical experience for the later cultivation of international-oriented talents. Regarding the shortage of university faculty and resources, the main approaches should still include university-enterprise collaboration and joint establishment of foreign-related industrial intellectual property institutes by universities. Universities in central and western regions can rely on the Intellectual Property Institute of Jiangxi Province and the Intellectual Property Institute of Southwest University of Political Science and Law as foundations. Both are provincial-level intellectual property institutes and have relatively strong local policy support. Another approach is talent introduction and cross-regional exchanges. However, universities in central and western regions have relatively weaker attractiveness to talents, so the effect may not be ideal. Multiple universities can jointly provide preferential conditions and hire foreign-related intellectual property experts from neighboring Southeast Asian countries as part-time teachers to conduct specialized teaching and practical guidance. After that, local judicial institutions, foreign-related enterprises, and law firms can be jointly involved in establishing practical teaching bases. Combined with practical content such as cross-border economic and trade activities in western regions and free trade zone construction, targeted teaching and practical training can be carried out and tested through practice in these institutions. (Liu, Q., & Zhao, X., 2025)

5. Conclusion

Foreign-related intellectual property talents are positioned as “international-oriented, interdisciplinary, and application-oriented” talents. The cultivation objectives are to provide intellectual support for national strategies, regional development, and industry demands. The cultivation principle is to implement the fundamental task of “fostering virtue through education”, strengthen the national standpoint and people-oriented standpoint. The cultivation content is to integrate traditional intellectual property knowledge with the foundations of science and engineering technology applications, strengthen practical confrontation abilities through multi-party participation, and improve the quality and efficiency of practical work through digital technology. The construction of a new talent cultivation system requires simultaneous promotion from four aspects: “top-level design, teaching reform, practical training, and feedback optimization”. Establishing an “intellectual property alliance” requires cooperation among multiple parties, including the government, universities, enterprises, and industry associations. It should strengthen the “directional” role of the China National Intellectual Property Administration, maintain the leading role of education departments, and give full play to the “traffic light” functions of enterprises and industry associations. Promoting teaching reform led by universities and supported by university-enterprise collaboration should at least include three aspects: interdisciplinary curriculum design, application of new technologies, and joint construction and sharing of faculty resources. Building “foreign-related industrial intellectual property institutes” led by industry associations can utilize existing provincial-level intellectual property institute facilities, cooperate with multiple universities to

conduct practical training, and carry out social demand forecasting to establish a talent reservoir and alleviate periodic contradictions. A feedback optimization mechanism involving multiple parties requires each party to perform its own responsibilities, complete horizontal and vertical communication, and smooth various links. Throughout the entire process of talent cultivation, special attention should also be paid to the common issue of legal foreign language ability. The abilities of foreign-related intellectual property talents should be strengthened progressively and systematically. For central and western regions, talent cultivation should closely follow regional development needs and explore specialized cultivation paths. The scope of the term “international-oriented” can be interpreted in a more limited way, focusing cultivation directions on certain countries along the Belt and Road and offering practical courses with regional characteristics. For courses with insufficient enrollment numbers, “micro-majors” can be offered throughout universities, or cross-university joint cultivation can be conducted with the support of the intellectual property alliance. This can improve the targeted delivery of talents while reducing the pressure of talent cultivation on universities in central and western regions.

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