



# Problems and Countermeasures of Off-campus Practical Education for Economic Crime Investigation Major

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**Abstract:** Off-campus practical education is an important part of the cultivation of students majoring in economic crime investigation. As an extension of on-campus teaching, it plays an important role in testing the cultivation effect of professionals and satisfying the cultivation of applied and innovative outstanding economic crime investigation professionals. At present, there are some problems in the off-campus practice education of students majoring in economic crime investigation, such as unreasonable base selection standard and construction system, lack of special funds and hardware construction, inability to match the skills and specialties required by the actual job of economic crime investigation, lack of planning and effectiveness in the construction of leading teachers and instructors, etc. Measures such as establishing a new cooperative relationship between schools and bureaus, rationally selecting and adjusting the location and mode of practical education, scientifically determining the content and methods of practical education, giving overall consideration to the construction of leading teachers, guiding instructors and "Double Thousand Plans" and "Double-qualified" teachers can improve students' professional police practical ability, and further improve the training quality and running level of professional talents in public security colleges.

**Keywords:** economic crime investigation, practice outside school, problem countermeasure

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## 1. Introduction

The training goal of the professional education of public security economic crime investigation is: to train applied and innovative outstanding public security professionals who meet the requirements of specialization, professionalization and actual combat of public security work and the construction of public security economic investigation team. According to this goal and the actual requirements of the development of public security economic investigation work, off-campus practical education is increasingly occupying an important position in the teaching of public security economic crime investigation major. In recent years, with the continuous advancement of public security education and teaching and the reform of police recruitment system, national public security subordinate colleges and local public security colleges and universities have been emphasizing police practice teaching. At present, the professional education of economic crime investigation has effectively integrated the resources of the discipline of economic crime investigation, established a "theory-training-practice" education mode to meet the needs of public security work and the construction of public security teams, and improved the theoretical and practical education level of the major of economic crime investigation. However, compared with practical education, theoretical education has a longer time and a deeper foundation; In practice, the in-school practical education is more valued than the out-of-school practical education, and the reform is deeper. However, the out-of-school practical education is despised in terms of form and content, with little change and lagging reform. It is mainly reflected in the stylization of work forms, simplification of educational content and simplification of educational methods, which restrict the realization of the training goal of economic crime investigation professionals, and lead to the fact that graduates of economic crime investigation majors can't quickly adapt to actual combat jobs, and often need secondary training. Therefore, off-campus practical education has become a short board for the cultivation of economic crime investigation professionals under the background of the reform of recruitment and training mechanism in public security colleges and employers' emphasis on talents' actual combat ability, which needs to be improved urgently.

## 2. The investigation and analysis of the curriculum system of economic investigation in public security colleges

The major of economic investigation emerged to meet the needs of combating economic crimes, and it has become a relatively independent discipline in the investigation system. Many public security colleges in China have set up the major of economic investigation, but the major setting is different in the morning and evening, and the professional construction

of each college is not balanced, and the curriculum system and class schedule are also different. At present, the research on economic investigation teaching in public security colleges and universities in China is roughly as follows: First, the major of economic investigation has not been established, and a separate teaching and research section of economic investigation has not been set up. The number of teachers of economic investigation is small, and only one or two courses of economic investigation are offered for students majoring in public security; The second is to set up the teaching and research section of economic investigation, set up the professional direction of economic investigation, use the professional platform of economic investigation, supplemented by professional knowledge and skills of economic investigation, and cultivate specialized talents of economic investigation; Third, set up a separate department of economic investigation, equipped with sufficient professional teachers, and set up financial crime investigation teaching and research section, tax-related crime investigation teaching and research section, commercial crime investigation teaching and research section, etc. within the department. In 2003, China Criminal Police College set up the first major of economic crime investigation in China, and Jiangxi Police Institute and Shandong Police Colleges developed from major of economic crime investigation to department of economic crime investigation. These colleges and universities have accumulated rich experience in professional construction, accumulated a relatively strong faculty, and have rich curriculum levels, and the professional curriculum is becoming more and more scientific. In recent years, the teaching plan of economic investigation in China Criminal Police College has been constantly changing. At present, its teaching plan is relatively complete, and professional compulsory courses basically cover multi-disciplinary courses such as economics, law, investigation, etc. Elective courses are also set up for the latest dynamic and practical results of economic investigation, such as the research on payment and settlement crimes, hot issues in economic investigation, the research on Internet financial crimes, and the comparative research on economic crimes investigation between China and foreign countries, etc., which integrate the national major policy and the current situation. In the first half of 2017, the Department of Economic Investigation of the Institute was officially merged into the Institute of Investigation, after which the teaching plan is expected to change greatly. Professional compulsory courses in Jiangxi Police Institute lay more emphasis on the setting of legal courses, including criminal law, criminal procedure law, civil law, commercial law and economic criminal law, with sufficient class hours, while the number of courses for investigation of economic crimes is relatively small. In elective courses, courses such as economic investigation techniques and tactics, electronic forensics, organization and command of economic crime investigation, which are closely related to actual combat operations, are offered, with emphasis on cultivating students' actual combat skills and actual combat ability. Fujian Police College and Shandong Police College have detailed courses in economics and comprehensive courses in economic crime investigation. Shandong Police College has just established the Department of Economic Investigation, and its teaching plan is also being reformed. Following the changes of the frontier work of economic investigation, it has set up the course of environmental crime investigation for the first time.

Economic crimes have the characteristics of the times. The types of economic crimes and the incidence ratio of various cases are different in different stages of economic development. At the same time, economic crimes have regional characteristics, and the revision of relevant laws also has a great impact on economic crime investigation. Therefore, the cultivation of economic crime investigation professionals should keep pace with the times and respond to the reality. In order to break through the natural time lag of theoretical courses, it is necessary to set up an extended course of economic investigation, and invite relevant scholars and practical experts to give special lectures to make up for the deficiency of relevant theoretical courses on campus. According to the author's investigation, there are many problems in the current practice of economic crime investigation, such as the difficulty in characterizing the case, obtaining evidence and chasing after it; Stakeholder-type economic crimes frequently occur and it is difficult to maintain stability; The connection mechanism between the economic administrative supervision departments of industry and commerce, finance, securities and the economic investigation department is not smooth, and the degradation of economic crimes is common; The basic work of economic crime investigation is weak, the special situation of economic investigation is weakened, the position control ability is not strong, the early warning mechanism of risk companies is not perfect, and the regulation and control of economic suspects is lagging behind. In order to solve these problems, it is necessary to hire relevant legal experts, lawyers, experts in economic investigation and experts from relevant economic administrative departments of the government to hold a series of extended lectures. Such as the investigation of difficult cases of economic crimes, the frontier of economic crime theory, the prevention and disposal of stakeholder-type economic crimes, the construction of economic crime information network, and so on. In a word, by setting up the professional development course of economic investigation, we can make up for the deficiency of the planned professional courses and meet the needs of economic investigation practice in time. This part of the course focuses on the professional knowledge and investigation skills required for economic crime investigation, and focuses on cultivating the unique economic crime investigation concept, investigation methods and investigation skills

of economic investigation talents. On the basis of the general theory of economic crime investigation, the general courses of electronic forensics, forensic accounting appraisal, economic crime information and other economic crime cases investigation are added. In the part of economic crime investigation, it includes the investigation of commercial, tax-related, smuggling, financial, intellectual property crimes and foreign-related economic crimes. It is worth noting that China is in a period of social transition, with rapid changes in politics, economy, culture, science and technology. Based on the requirements of unlimited, professional and open talent cultivation, the general education curriculum should be adjusted in time with the changes of the situation. In a word, the training mode of economic investigation professionals is a systematic project, which covers the above aspects and is an organic whole, which is described below.

### **3. The outstanding problems faced by the outside practice education of economic crime investigation major**

#### **3.1 The selection criteria and construction system of off-campus practice education bases are unreasonable**

At present, public security colleges and universities basically adopt a point-to-point centralized docking mode in arranging professional off-campus practical education. Specifically, public security colleges and universities, under the framework of cooperation with local public security bureaus, communicate or forward the off-campus practical teaching plan to the political department of the public security organ in charge of education and training according to the joint construction relationship and the teaching plan in the professional personnel training program, and then the political department assigns tasks to public security organs at all levels after comprehensive consideration of students' majors and local actual police situation. All the time, public security organs at all levels are used to this. This kind of arrangement was adapted to the actual situation under the traditional police work mode before, but it is too simple to achieve the teaching goal under the complicated background that police force sinking, synthetic combat and police work mode reform are widely carried out by local public security departments now. Although the traditional arrangement method has strong organizational guarantee and high efficiency, under the condition that the local public security organs are highly independent in police decision-making and the police and service work is carried out at full capacity, it is difficult to guarantee the close cooperation between local public security organs and public security colleges in the practice teaching of students sincerely only by relying on a paper cooperation agreement and a single administrative instruction from the superior public security organ. Simply relying on administrative arrangements without considering the actual police demand of the public security organs that accept students to choose the practice education base outside the school is not suitable for the current situation of public security work.

The economic investigation major transports economic crime investigation professionals to the public security department and serves one party's economic crime investigation work. However, there are differences in economic crime cases in different places, such as contract fraud, credit card fraud, smuggling and money laundering in Guangdong and Fujian. Therefore, the economic crime investigation courses in these two places can highlight this aspect to meet the needs of local economic investigation work. Judging from the curriculum system of economic investigation major in several public security colleges at present, there is obvious convergence in professional compulsory courses, and there is no pertinence in highlighting the professional curriculum according to the characteristics of regional economic crimes, and the development characteristics of economic crime investigation major in various public security colleges can't be shown either. It is suggested that local public security colleges should provide students with relevant elective courses, set up lectures on cutting-edge issues, and focus on the types of relevant economic crimes according to the types of high-incidence cases of local economic crimes. Students can determine their own research direction according to their own research interests and improve their basic skills in professional research. The cultivation of professional ability of students majoring in public security economic investigation should be gradual. It takes a process of gradual accumulation to comprehensively apply the scattered and complicated knowledge and skills of economic investigation, so as to achieve the qualitative change of learning and application. The key to guide students from quantitative change to qualitative change is the organization and implementation of practice teaching for specialty of economic crime investigation. On the one hand, it tests students' understanding of theoretical knowledge, and on the other hand, it exercises students' practical ability. It plays an important role in guiding the whole teaching process, diagnosing problems, and adjusting feedback. It is the objective requirement of characteristic and standardized teaching.

#### **3.2 Off-campus practice education bases generally lack special funding and hardware construction**

In recent years, the funds for running public security colleges and universities are generally tight. Compared with

classroom teaching in schools, off-campus practice education is in a relatively secondary position. Public security colleges and universities generally consider and evaluate the financial guarantee and hardware facilities that local public security organs as off-campus practice education bases should have. At the same time, public security colleges and universities generally don't devote special funds to the construction of off-campus practice education bases. Therefore, the logistics support conditions of the off-campus practice education base are very unbalanced. Some units can provide superior accommodation for students, some units can only provide the most basic accommodation, and some units have very limited logistics support. Students can eat in the canteen, but the meals need to be taken care of all or most of themselves, and the accommodation conditions can't be guaranteed, which seriously hits the enthusiasm and enthusiasm of students for learning and exercising.

First-line talents engaged in economic investigation work need to have solid legal business foundation, economic business foundation and economic crime investigation business foundation, as well as flexible case handling skills, and can deal with and solve difficult problems in economic investigation work. However, from the actual situation of the training and teaching of economic investigation talents, due to the unclear training objectives of economic investigation talents and many restrictions of teachers' professional direction, the discipline research is biased obviously, and the phenomenon of offering courses by people is serious. The professional courses offered by our university do not integrate criminology, economics, law, investigation and other multi-disciplinary knowledge as far as possible, but are simply listed, pieced together and even repeated, and students lack theoretical knowledge reserves. In addition, due to the reform of the recruitment system of the public security team, students are under great pressure in public examinations, their professional courses are not solid enough, their crime scene investigation is not skilled, their ability to discover, collect, fix and preserve evidence is lacking, their ability to judge economic investigation information is insufficient, and their ability to apply investigation measures according to legal procedures is not well developed. Only relying on cramming theory teaching without flexible application of practical teaching methods can't solve a series of problems such as students' lack of practical ability.

### **3.3 Off-campus practical education can't match the professional skills required by the actual job of economic investigation**

At present, the risk characteristics of China's economic and social development have been initially revealed. The number of economic crimes continues to rise, and a series of new economic crimes are frequent and high-incidence. The characteristics of stakeholder and aggregation, pluralism and complexity, conductivity and variability are increasingly obvious. The ever-changing economic crime situation puts forward higher requirements for the post quality and professional skills of the police in public security economic investigation, that is, they must know the economy, understand the law, and be able to investigate and solve cases. However, in off-campus practice education, the professional conformity is difficult to be guaranteed, and most practice teaching units will arrange practice teaching posts according to their specific work needs and objective conditions. Students majoring in economic crime investigation are often assigned to study in other police departments or police stations that have nothing to do with their major. Under the background of increasingly heavy public security work at the grass-roots level, students' practical teaching is filled with a large number of service contents such as maintaining stability, on duty and security. Students mainly deal with routine general administrative law enforcement affairs, but criminal law enforcement of economic crime investigation is rarely involved. There is no way to talk about in-depth study of professional knowledge and actual combat test, which seriously reduces the quality of training economic crime investigation professionals.

Many colleges and universities have no special practice teaching bases for economic investigation majors, and some are limited to a few computers and simple accounting application software. Due to the lack of hardware, software and facilities, the specific training goal of economic investigation business ability is unclear, and the business training guidance scheme is not carefully designed, which leads to the lack of students' independent practical skills. In the construction of off-campus practice teaching bases, a lot of related work is not meticulous enough, and there is a lack of communication and communication. It is difficult for students to ensure their professional counterparts by taking advantage of holiday probation and graduation practice arranged by the school in a unified way. The purpose of practice training is often very different, the utilization efficiency is low, and the effect of practice training is average.

### **3.4 The construction of off-campus practical education teachers and instructors lacks planning and effectiveness**

Compared with classroom teaching on campus, off-campus practical education has the characteristics of scattered and open educational scenes, long teaching time, wide variety of teaching contents, flexible teaching methods and strong practicality. In order to ensure the quality of off-campus practical education, it is necessary to choose a team teacher with strong sense of responsibility and smart ability. However, under the background of actual combat of public security education, the

practice teaching time of economic crime investigation specialty has been extended to five months. Too long working time in different places leads to the general low enthusiasm of professional teachers to go out and lead the team, and the voluntary registration rate is low. At present, off-campus practice teaching is often distributed in many scattered places, which will greatly increase the workload of leading teachers, make it difficult for leading teachers to conduct teaching management comprehensively and effectively, easily lead students to let themselves go, and the teaching effect can be imagined. All along, public security organs at all levels have been carrying out off-campus practical education, usually arranging police officers with strong actual combat ability and rich experience in handling cases as instructors for students, in the form of "master-apprentice system" in which teachers take apprentices. This method, with strong pertinence and clear responsibilities, can really bring good results to students' business study. But at the same time, this method also has obvious shortcomings: First, the instructors' jobs are fixed, and their work business is often limited to a certain range. In the long-term practice teaching process, students' learning range is limited to some extent; Second, the arrangement of instructors is random, and they are often changed according to the needs of work, resulting in the instability of teaching instructors; Third, the public security organs basically can't give special education skills training to instructors, and it's difficult to ensure that all instructors can master the regulations of the internship program, which leads to the uneven quality of instructors, as well as great differences in professional level and mentoring experience, which will inevitably affect the overall internship effect.

### **3.5 The theoretical teaching ratio is significant, and the practical teaching is insufficient**

At present, in the actual teaching of economic investigation, theoretical teaching occupies a large proportion in the whole teaching. The knowledge of financial, accounting, taxation, international trade and other aspects of economic business is only instilled, mainly theoretical teaching, which is no different from other economic courses, and does not link economic knowledge with public security economic investigation business. Moreover, the professional direction of the economic investigation professional teachers is mostly unable to achieve the synthesis of law, economics, investigation and other disciplines. On the one hand, economic investigation teachers must learn to make up their shortcomings; on the other hand, they need to do a good job in teaching and scientific research. It is difficult to spare enough time to explore new trends of economic crimes, accumulate case materials and enrich teaching content. Therefore, economic investigation teachers generally lack practical experience. In the actual classroom teaching process, the design of some practical teaching links is also relatively extensive, basically perfunctory in the old and inflexible case analysis, only theoretical analysis of the key points of crime identification and investigation, and the practical effectiveness of the course is not well played. There is no systematic practice teaching plan, and there is no practice teaching link connecting different courses. The imperfect teaching system and the inadequate training of students' practical ability seriously affect the quality of practical teaching.

## **4. The analysis of the causes of the problem of off-campus practice education of economic crime investigation major**

### **4.1 Public security colleges and universities**

First of all, public security colleges and universities generally do not pay enough attention to off-campus practical education. After the reform of police recruitment system in 2015, police college students basically "entered the police as soon as they entered the school", keeping a very high rate of graduates entering the police. Based on the consideration that students are "learning police", higher public security education should pay full attention to the cultivation of students' professional ability of public security, especially the off-campus practice education which directly cultivates students' practical ability of public security. However, in fact, there is a common understanding in public security colleges that theoretical teaching is more important than practical education. Discipline development, professional planning, and teacher construction all revolve around classroom teaching; It is also practical education. The practical teaching in the attached classroom and the graduation thesis in the school are also paid more attention than the off-campus professional probation and graduation practice. The off-campus practical education is only treated as a supplement to classroom teaching. Cognitive bias leads to the base construction, organizational arrangement, financial guarantee and personnel investment of off-campus practical education lagging behind other teaching links. Secondly, public security colleges and universities have lax requirements on the implementation and management of off-campus practical education, and become a mere formality. The relative contempt of thought is reflected in many problems in practical work, such as lax management, improper arrangement, too single form and so on. The arrangement of off-campus practical education in colleges and universities mostly depends on the cooperation agreement between colleges and universities. For the sake of management cost, it is usually arranged in batches, with little consideration of whether the majors are right or not. A practical education base arranges hundreds of students in a concentrated way, and there are often only one or two tutors assigned by colleges and universities. For the process

management of practical education, it is too dependent on the practical education base. Once problems arise, it is difficult to solve them, and the positive interaction between colleges and universities has not been fully formed. Finally, there is a lack of feedback mechanism of teaching evaluation following the whole process. Influenced by factors such as students' dispersion, difficulty in information feedback and long practice cycle, it is difficult to follow up students' practice teaching in the practice link of off-campus practice education. The evaluation work mainly depends on the organization and implementation of off-campus practice education base, and the teaching evaluation effect is difficult to guarantee.

#### **4.2 The practice education base outside the school**

First of all, the off-campus practice education base lacks the motivation to train students, and even has some misgivings about accepting students. After the reform of the police recruitment system in 2015, students who participated in practical education generally returned to their places of origin to work as police officers, and it was difficult to stay in practical education units. The cultivation of students' practical ability in public security was no longer directly related to practical education units, and practical education units no longer had the willingness to take the initiative to accept students. In addition, practical education units also have some concerns about accepting students. For example, receiving and arranging students' accommodation, organizing and managing students' practice teaching will increase the workload of practice education units, which will cause some interference to the normal work of the units, and may even lead to the risk of leakage if it is not managed properly; During practice teaching, students' traffic and safety accidents will also bring some adverse effects to practice education units, and may even have to bear civil liability for compensation and litigation risks. Secondly, the off-campus practice education base doesn't pay enough attention to practice teaching and neglects organization and management. At present, the police work of local public security organs is heavy, the police and service work is carried out at full capacity, and the off-campus practical teaching work is not paid enough attention. Generally, it is regarded as routine work, and most of them simply deal with it. At the same time, it is undeniable that students in school are not familiar with the front-line public security work, and there is a big gap in actual combat ability, so they are slow to get started. Practice teaching units generally arrange some administrative police auxiliary work and service work for students, and neglect strict requirements in management, resulting in that the off-campus practice education base cannot give full play to its due role. Finally, the arrangement of practical education posts is not in line with the major of economic crime investigation. At present, there is a general shortage of police force in local public security organs. In addition, the time of public security practice education outside the school is five months, which is usually insufficient to investigate complete economic crime cases. Therefore, practice education bases generally only arrange teaching posts according to the specific work needs and objective conditions of their own units, and regard students as simple laborers, focusing more on general affairs, and less on the professional knowledge of economic crime investigation. It is difficult to achieve the teaching purpose of cultivating students' professional quality of economic crime investigation.

#### **4.3 Leading teachers and instructors**

Public security off-campus practice education usually adopts the dual-tutorial system. Public security colleges and universities send professional teachers to off-campus practice education bases to take charge of student management and general guidance. The practice education bases choose their own police officers as instructors to take charge of police teaching guidance for students. However, at present, the teaching and scientific research work of professional teachers in public security colleges is heavy, and the off-campus teaching practice is generally arranged in different places, and the time is as long as five months. The enrollment rate of leading teachers is generally not high, and it is difficult to select teachers. Moreover, the actual teaching practice is generally based on the municipal public security organs, where more than 100 or even hundreds of students are admitted and managed by one or two teachers. However, the practice teaching is often carried out in a number of practice spots in the local area, and the management and guidance tasks are too heavy. The teachers who lead the team do not have enough time to directly manage and guide all the students, so the role of the teachers who lead the team is difficult to play. For the selection of student guidance instructors, the educational practice base should choose excellent economic investigation policemen with excellent professional quality and rich practical experience, but in fact, the selection criteria of guidance instructors are generally only determined by the leaders of the exercise places. Moreover, excellent backbone policemen often have to take on more important work responsibilities, such as participating in the investigation of major cases by the Economic Investigation Task Force, having no time and energy to serve as instructors, and leaders will not give priority to them. In addition, because of the particularity of police work, instructors are often replaced according to the needs, resulting in unstable instructors, which will inevitably affect the effect of practical teaching.

#### **4.4 Students participating in off-campus practical education**

The practice of emphasizing theory over ability and emphasizing theoretical teaching over practical education in colleges

and universities has an impact on students, that is, students generally despise off-campus practical teaching. Students often regard off-campus practical education as a formality to obtain graduation qualification, rather than a necessary link of formal teaching activities and improving professional police practical ability. In addition, after the reform of the police recruitment system, the basis of students' graduation from police posts is mainly the public security joint examination results, and high scores give priority to good positions. Although the first and second class transfer posts should also examine students' achievement points quantified according to their comprehensive academic achievements, the composition of achievement points is mainly the course achievements, excluding the off-campus practical teaching achievements. The time of off-campus practical education is as long as 5 months, without the pressure of course examination, and it is arranged before the public security joint examination. Many students choose this time to review the public security joint examination, and even try their best to take time off to sign up for the joint examination cram school. After all, for students, a good job is more important than mastering professional police skills. Therefore, in the process of public security practice education outside the school, students may be unable to devote themselves to it because of many factors, such as preparing for exams, or stealing lazy studies, lack of interest and sense of identity, etc. People are absent from their hearts, passively participate, and the effect of practice teaching is little.

## **5. The countermeasures of practical education outside the school of economic crime investigation specialty**

### **5.1 Establish a cooperative school-running relationship between the public security organs and public security colleges with close cooperation and mutual benefit**

Under the background of the current police recruitment system reform, public security education can't ignore the factors of market economy. Public security colleges and universities must pay attention to the actual needs of local public security organs in off-campus practical education, and build a cooperation mechanism of off-campus practical education that combines war with education, complements each other's advantages, and has clear rights and responsibilities, so as to consolidate and enhance the position and role of off-campus practical education bases in the cultivation of economic crime investigation professionals. The selection and establishment of off-campus practice education bases should be carried out according to the training objectives of students majoring in economic crime investigation and certain objective conditions. According to the police work level of local public security economic investigation departments, they should generally be built in provincial and economically developed municipal public security organs, and at the same time, they should be comprehensively considered according to professional characteristics and long-term scientific research and teaching needs. Specifically, two factors should generally be considered: First, the source of economic crimes is sufficient, the level of economic investigation is high, and the public security actual combat department with standardized law enforcement is the first choice. Only by investigating a large number of various types of economic crime cases, especially new ones, can we accumulate rich experience in handling cases, form a positive and healthy working atmosphere, and select police officers with high professional quality, high level of investigating cases, and standardized law enforcement as instructors, which has a very positive effect on improving students' economic investigation and handling level, cultivating students' awareness of handling cases according to law, and standardizing their law enforcement literacy. Second, it is the working foundation and conditions of the actual combat department of public security, and it is also very important. At present, intelligence investigation and data investigation have become the mainstream development trend of economic investigation and police work. Campus education can't be carried out effectively because of the backward construction of public security private network and the difficulty in obtaining key authority. We can only make use of the opportunity of students' integration into actual combat in off-campus practice education to carry out "scene" teaching. Therefore, as far as possible, we should choose the public security actual combat department with a high level of information informatization construction and effective data investigation as the practice education base. Moreover, such departments generally have good material guarantee conditions, which can well meet the needs of practice teaching in terms of equipment, accommodation and food.

Economic investigation virtual training software is a teaching software that integrates virtual reality technology with economic investigation business. It simulates the case scene of economic investigation, and inputs the case scene, people involved, evidence materials, documents and other materials involved in real case investigation into the software system, so that students can know how to preliminarily identify the nature of the case in economic crime investigation through practical training, and constantly correct the investigation ideas according to the evidence materials of case evolution. The trainee software is used to complete the whole process of the whole case from accepting the case to the end of the investigation, and there are assessment standards and assessment scores in every link of the investigation. Make students understand

professional knowledge in the process of personal experience, and exercise and improve their comprehensive judgment and actual combat ability.

## **5.2 Reasonably select and adjust the location and mode of practical education to ensure the comprehensive effect of practical education**

According to the requirements of the Ministry of Public Security on undergraduate talent training program, undergraduates majoring in economic crime investigation need to participate in five-month off-campus practical education. Such a long teaching time leaves ample room for balancing the relationship between the training of basic public security ability and the learning of professional skills. The location and mode of practical education can be flexibly adjusted according to the actual learning situation of the major and the students themselves, so as to ensure the comprehensive effect of off-campus practical education. At present, police work in all parts of the country generally adopts the way of sinking police force to consolidate the work foundation and improve work efficiency. Under this background, the professional conformity of the first employment rate of undergraduate graduates in public security colleges is generally low, and most of them have to work in police stations, special police and other grass-roots police departments for 3-5 years before they can choose jobs for the second time. Therefore, public security colleges put forward the orientation of "wide caliber and thick foundation" for undergraduate talents training. Correspondingly, off-campus practical education can be carried out in a decentralized and centralized way. Specifically, first of all, taking the major of economic crime investigation as a unit, docking with the municipal public security organs as a practice teaching unit, students will be distributed to non-professional grass-roots police departments such as police stations and public security management units for practice study, and the time can be relatively shortened, preferably 2 months, so that students can fully understand and be familiar with the contents and general processes of daily police work at the grass-roots level, and exercise their basic public security work ability. Three months after the internship, students will be assigned to the economic investigation department for professional practice teaching. The specific positions can be determined according to the professional direction or the topic selection of students' graduation thesis. This teaching mode arrangement combines the advantages of decentralized learning with centralized learning, which not only reduces the long-term reception pressure of practice teaching units, but also increases the tension of practice teaching, avoids the burnout of students caused by long-term single positions, and effectively improves the learning efficiency.

Business simulation trading platform needs to be equipped with trading software commonly used in economic business, such as commercial bank simulation training system, accounting computerization simulation training system, securities and futures simulation trading system, etc. Through the economic business simulation training platform, students can learn about banking business, accounting business, securities and futures business, learn the use and management of software, facilitate the discovery of case clues in handling cases, and improve students' actual combat ability of checking and controlling funds and capturing and fixing electronic evidence. With the continuous progress of information technology, the application of intelligence has been popularized by the whole people, and it is increasingly rampant for criminals to use network information technology to carry out various illegal and criminal activities. In 2016, Gao Feng, director of the Economic Crime Investigation Bureau of the Ministry of Public Security, also said at the 2nd National Economic Investigation Forum that economic crime investigation should innovate and subvert the traditional economic investigation work through the revolution of big data technology. At present, the actual combat department of economic investigation is actively promoting the investigation mode of "intelligence-guided investigation" and "self-media-guided investigation" to promote the technological transformation of economic investigation information. The cultivation of economic investigation talents must also keep up with the changes of the times, train students to master the information investigation skills and skillfully apply the information technology and tactics. Public security colleges and universities are encouraged to actively participate in the construction of public security big data platform as a scientific research base, and make use of the relevant databases and information and intelligence systems of actual information investigation of economic investigation, so as to cultivate students' thinking of digging network-related clues and improve their information investigation skills.

## **5.3 Scientifically determine the contents and methods of practical education, and effectively improve students' professional practical ability**

When conducting in-depth professional practice teaching according to the topics of majors or students' graduation thesis, the first thing is to scientifically determine the teaching content in advance. The training goal of economic crime investigation professionals is the basic basis. At the same time, we should give full consideration to the focus, hot spots and difficulties of the actual combat work of economic crime investigation at present and in the future, analyze and sort out the contents of the two aspects, and further determine which contents can't or can't be completed through classroom teaching on campus. It is easier to obtain actual combat bonus through off-campus practical education, and convert the sorted

teaching contents into basic ability requirements for students' teaching and exercise. For example, case investigation ability, stakeholder-type economic crime case handling ability, economic investigation intelligence information system operation ability, data investigation guiding ability, etc., according to different ability requirements, we should fully communicate with practice teaching units and choose the most appropriate method to ensure the training effect of professional ability. It is usually appropriate to adopt the "master system" to cultivate students' ability to investigate cases. A policeman who is responsible for typical cases under investigation is appointed as a master, and students can participate in the whole investigation process under the guidance of the master. To cultivate students' ability to deal with stakeholder-type economic crime cases, it is best to let students join the task force of stakeholder-type economic crime under investigation to learn, so that students can not only form an overall idea of the project working methods, but also have a deep understanding of the difficult problems of the types of cases such as fixed evidence collection, recovery and damage, and public opinion handling. To improve students' ability of information processing and data guidance in economic investigation, students should be assigned to the joint command post of economic investigation intelligence to study. According to the usual practice of "people go with the case and power goes with the matter" adopted in actual combat, students can be empowered with the cases under investigation according to the situation, so that students can combine the investigation of specific cases with the application of information systems such as economic investigation application cloud and illegal funds investigation and control platform, and avoid the off-campus exercise remaining in the purely theoretical stage of on-campus study. During the professional teaching period, you can choose the opportunity to rotate one post, which can stimulate students' subjective initiative and achieve the teaching purpose of comprehensively improving students' practical skills in economic crime investigation.

#### **5.4 Overall consideration should be given to the team building of leading teachers and instructors and the team building of "Double Thousand Plans" and "Double-qualified" teachers**

In order to improve the willingness of leading teachers to declare, public security colleges and universities should strengthen policy guidance. For example, sending leading teachers in off-campus practice should be regarded as the task of the "Double Thousand Plan" completed by the teaching department. At the same time, teachers should be arranged to carry out professional practice exercises while leading the team, and the leading time can be directly or twice deducted from the practical exercise time. Besides, the leading experience in off-campus practice can be listed as an important evaluation index for "double-qualified" teachers, and young teachers should be encouraged to actively declare leading the off-campus practice. At the same time, according to the actual situation of economic and social development, we should improve the material guarantee conditions of the team, and mobilize the enthusiasm of teachers to declare. Only by attaching great importance to it and taking multiple measures can we select outstanding teachers with high professional level, rich practical experience and strong subjective will to lead the team. During the five-month long off-campus practice teaching period, we will always be strict with students and give careful guidance to ensure the quality of off-campus practice education. Dual-tutorial system combining police with learning The dual-tutorial system combining police with learning refers to the tutor system in which tutors inside and outside the school jointly complete the teaching and training tasks. On-campus tutors focus on guiding students' course study and scientific research projects, while off-campus tutors focus on practical application and professional skills improvement. This system improves the applicability of practical teaching, makes up for the shortage of practical teachers, and promotes the integrated cooperation of "teaching, learning, practice and war". The school should strengthen communication with the off-campus practice base. On the one hand, it should regularly organize professional teachers to investigate and exchange with the base, enrich the teaching case resources and improve the utilization efficiency of the base. On the other hand, teachers take students to practice in practice teaching base, communicate with the base more, and try their best to make the students professional counterparts, so as to improve the effect of students' practice. Teachers can also set up practical teaching teams with off-campus tutors to jointly carry out scientific research projects and realize complementary advantages and resource sharing. Innovating the design of economic crime investigation practice teaching link is an important link in the construction of characteristic specialty, and it is also an important way to improve the training quality of economic investigation talents. Innovative practice teaching mode is a process of continuous improvement and perfection. Only by closely following actual combat, building a platform and simulating exercises can the practice teaching of economic investigation play a greater role.

For the construction of instructor team, we should change the current usual practice of temporarily arranging instructors after students arrive for study, and build a "instructor library" in the form of "expert talent pool" in actual combat departments. Generally speaking, the off-campus practice education base usually has a long-term and stable cooperative relationship with public security colleges or secondary institutions of undergraduate majors. If we really attach importance to it, we can completely realize the normalization of instructor team construction. Before the practice teaching, the economic

investigation teaching department of public security colleges and universities can ask the practice teaching units to select police officers from different positions who have strong professional ability and rich practical experience, and who are subjectively enthusiastic about public security education to a certain extent to enrich the "instructor library". At the same time, through certain ways and methods, the current instructors are given pre-job training on practical teaching requirements, student discipline management, safety assurance, theoretical guidance, typical case analysis, process answering and other guiding contents. Moreover, the "instructor library" can't be set in stone, it should be replaced and supplemented according to the mobility of post personnel, and pre-job training can't be done once and for all. Targeted training should be conducted before the current practical teaching. So as to ensure that all instructors are selected and trained policemen who are selected into the Instructor Library, even if students change positions during practice teaching, they can also ensure that instructors come from the Instructor Library and ensure the effect of off-campus practice education.

In the process of economic investigation teaching, we often encounter all kinds of bills, such as all kinds of original vouchers, accounting vouchers, accounting statements and so on, which are common in judicial accounting. Checks, promissory notes, bills of exchange, remittance vouchers, bank certificates of deposit, etc., which are common in the investigation of financial cases; Special invoices for value-added tax, ordinary invoices, export tax refund invoices, tax payment vouchers, etc., which are common in the investigation of tax-related cases, also include counterfeit money, fake cards and other physical samples. We can collect counterfeit money, fake cards and bills in kind or samples through various channels, classify them scientifically, and make PPT, which is convenient to use in case teaching at any time. Strengthen the classroom case teaching method. The major of economic crime investigation is a comprehensive and practical subject. In the usual classroom teaching, we should pay attention to the combination of theoretical teaching and case analysis, and strengthen the teaching method of case analysis. Through theoretical teaching, students can master the legal provisions, investigation methods and means of various economic crime cases, while case analysis can provide students with more vivid materials. Applying theoretical knowledge to practical activities can deepen students' understanding and grasp of theoretical knowledge. Carefully collect and moderately process typical cases. The cases discussed in class should be those actually handled by the economic investigation department in recent years. In case selection, we should especially choose cases with complicated judicial identification, typical investigation ideas and evidence collection methods. Moderately process the case and cover as many theoretical knowledge points as possible. Carefully design the classroom case teaching links. Classroom teaching is to guide students to combine basic economic crime investigation theory with economic investigation practice through experiential and simulated teaching methods, combined with innovative experimental teaching methods, and through typical case analysis, so as to continuously improve students' actual combat judgment level. You can take the following ways. Two-way interactive communication case teaching method. Before class, students prepare the case introduction and related knowledge points according to the teacher's case materials. In class, during the students' exchange and discussion, teachers guide questions around key points, inspire students to express various views, and form a correct understanding of the legal provisions in the process of mutual debate. Finally, teachers comment and explain. Move the teaching link forward, and students will participate in classroom teaching, so as to cultivate their ability to comprehensively apply scientific theories to correctly solve practical problems. Self-regulated case teaching method. Students choose to discuss crimes in groups. Before class, they look up case reports related to crimes through libraries and the Internet, find out typical cases, and analyze where the legal provisions have been verified and where there are still legal disputes and practical difficulties. Students make PPT demonstration cases and summarize the contents of the charges. Teachers carry out further teaching on the basis of students' courseware, emphasize the key points and difficulties of the theoretical contents, and deeply analyze the problems that students don't pay attention to, so as to improve students' self-study ability of expanding, finding and solving problems through self-study. On-the-spot experiential case teaching. The experience-based case teaching method of economic investigation is characterized by the students' personal experience. Students select commanders and investigators by groups, and the division of labor among the group members is decided by the commanders, while other students play the roles of victims, insiders and criminal suspects. Teachers need to design oral confession materials and corresponding evidence materials in advance, and respond to the inquiries and interrogations of investigators. When students extract all kinds of evidence, they should fix and extract all kinds of witness, material evidence and electronic data of the crime scene objectively and accurately in strict accordance with legal procedures and methods, constantly adjust the investigation ideas according to the development of the case, and cultivate students' ability to independently analyze and judge the case. In the process of integrating into the case, students think independently, innovate boldly, sum up actual combat experience, form action strategies, and stimulate strong individual feelings. Teachers can make overall comments according to whether the group handling procedures and ideas are clear, and give individual comments on whether the individual trainees have a clear division of responsibilities, whether the planning arrangement is reasonable, and whether

their performance is proactive. Open up a special training course plate for investigation. By offering experimental courses such as accounting data inspection, counterfeit currency identification, bill identification, simulated on-site inspection, simulated on-site visit, simulated search, simulated tracking, simulated identification, simulated interrogation, simulated network investigation, etc., students' specialized skills and methods of investigation are cultivated, and their actual combat operation ability is continuously improved.

## 6. Conclusion

With the new requirements of the construction of public security economic investigation team for high-quality economic crime investigation professionals and the deepening of the recruitment mechanism and education and teaching reform in public security colleges and universities, the off-campus practice education of economic crime investigation major will surely face new tasks and requirements. This requires us to actively explore and constantly improve the new ideas and methods of off-campus practical education for students majoring in economic crime investigation on the basis of summing up the existing experience, and take actual combat as the orientation and ability cultivation as the goal, so as to give full play to the important role of off-campus practical education in the training of economic crime investigation professionals and meet the needs of training better and more outstanding economic crime investigation professionals.

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