

Study on the Path of Integrating Professional Ethics into Student Management in Higher Vocational Colleges

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Abstract: Under the guidance of the educational goal of “integrating moral education and technical training” in vocational education, systematically embedding the cultivation of professional ethics into the entire process of student management in higher vocational colleges is a core measure to solve the dilemma of “valuing technical skills imparting over literacy cultivation” in these institutions. Based on the law of typed development of vocational education and the practice of student management in higher vocational colleges, this paper constructs a three-dimensional path system of “system embedding–scenario construction–collaborative education” from a theoretical perspective, focusing on exploring the theoretical logic, operational framework, and professional adaptability of each path. The study holds that through the refinement of professional ethics in management regulations, the shaping of professional behaviors in immersive scenarios, and the resource support from the linkage of schools, enterprises, and society, the transformation of professional ethics from “concept advocacy” to “behavioral consciousness” can be realized. This research provides a theoretical reference for higher vocational colleges to optimize their student management models and strengthen the effectiveness of ideological and political education.

Keywords: Higher vocational colleges; Student management; Professional ethics; Path construction; Integration of moral education and technical training

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1. Introduction

The *Key Tasks for the Reform of Modern Vocational Education System Construction* in 2024 clearly puts forward the requirement of “integrating the cultivation of professional ethics throughout the entire process of talent cultivation and promoting the in-depth integration of ideological and political education with student management and professional teaching,” which points out the direction for the reform of student management in higher vocational colleges. As the main front for cultivating technical and skilled talents, student management in higher vocational colleges not only undertakes the basic function of “regulating behaviors and ensuring

order” but also needs to bear the core mission of “value guidance and literacy cultivation.” Currently, student management in some higher vocational colleges has two types of separation: one is the separation between institutional constraints and value guidance, which only emphasizes “what cannot be done” without explaining the professional ethical logic behind “why it cannot be done”; the other is the separation between campus management and workplace requirements, where the content of management is disconnected from the professional norms of the industry, resulting in the need for students to re-adapt to workplace ethical requirements after graduation.

Against this background, exploring the theoretical path of integrating professional ethics into student management is of great significance. From the perspective of theoretical value, it can enrich the research results in the cross-field of ideological and political education and student management in vocational education; from the perspective of practical value, it can provide an operable theoretical framework for higher vocational colleges, helping to transform abstract literacy such as “craftsmanship spirit, sense of responsibility, and professional integrity” into specific management requirements. Based on the theoretical logic of “goal-process-guarantee,” this paper discusses three dimensions of system, scenario, and collaboration, and constructs a systematic path system.

2. Construction of theoretical paths for integrating professional ethics into student management in higher vocational colleges

2.1. System embedding path: Defining professional ethical standards through management regulations

The system serves as the “basic framework” for integrating professional ethics into student management. Its core logic lies in transforming abstract professional ethics into rigid management norms, and avoiding the “generalized advocacy” in the cultivation of professional ethics through “detailed clauses and associated evaluation,” so as to achieve “having rules to follow and regulations to abide by”^[1].

2.1.1. Refinement of professional ethics in management regulations

Higher vocational colleges need to, in combination with the professional characteristics of different majors, targetedly embed the requirements of professional ethics into core systems such as the “Code of Daily Conduct for Students,” “Measures for the Management of Practical Teaching,” and “Regulations on Internship Work,” and form a differentiated framework of “one major, one ethical standard”:

For technical majors (such as mechanical and electrical engineering, auto repair, and computer science): Focus on the “craftsmanship spirit” and “professional integrity,” and clarify the specific requirements of “operational standards, quality control, and sense of responsibility” in the clauses of practical training management. For example, it is stipulated that practical training operations must comply with industry technical standards, truthfully record the operation process and problems, and not arbitrarily modify process parameters or conceal operational errors, so as to ensure that the management requirements are consistent with the professional ethics of “being rigorous and practical, and pursuing excellence” for technical positions.

For service majors (such as nursing, tourism, and hotel management): Centering on the “sense of service” and “humanistic care,” refine the behavioral guidelines of “respect for customers, privacy protection, and emergency response” in the clauses of internship management. For example, nursing majors are required to protect the personal information of patients during practical training, and tourism majors are required to proactively respond to the reasonable needs of tourists during simulated reception, so as to convey the

professional values of “customer-centered” for service positions through institutional clauses.

For business majors (such as e-commerce, logistics, and accounting): Emphasize “professional integrity” and “business ethics,” and clarify the requirements of “information confidentiality, fulfillment of obligations, and integrity and self-discipline” in the clauses of daily management and internships. For example, e-commerce majors are required not to disclose customer information, logistics majors are required to complete delivery within the agreed time limit, and accounting majors are required to ensure the authenticity and integrity of accounts, so that the management content is consistent with the ethical norms of “integrity management and compliance practice” in the business field.

2.1.2. Association of professional ethics with evaluation for scholarships and honors

Adjust the selection mechanisms for scholarships, honorary titles, and internship recommendations, and take the performance of professional ethics as a core evaluation dimension to break through the single orientation of “only focusing on academic performance” and guide students to attach importance to literacy cultivation:

Establish a special evaluation dimension for professional ethics. In the selection of scholarships and “merit students,” include the performance of professional ethics in “practical training performance^[2], internship appraisal, and daily behavior” into the evaluation system, and require the provision of relevant appraisal materials from practical training instructors and internship units to ensure that the selection results can reflect the professional literacy level of students.

Implement the “one-vote veto” principle for professional ethics. Students who engage in behaviors that violate professional ethics, such as falsifying practical training data, conducting illegal operations during internships, and having a bad service attitude, shall be disqualified from the selection, and those with serious circumstances shall have their internship credits affected. This strengthens students’ awareness of professional bottom lines through the rigidity of the system^[3].

2.2. Scenario construction path: Shaping professional behavioral habits through immersive experience

Scenarios serve as the “practical carrier” for integrating professional ethics into student management. Their theoretical logic lies in “environment shaping behavior”—by transforming fields such as dormitories, classrooms, and internships into “professional behavior training grounds,” simulating workplace environments and restoring professional scenarios, students can form professional habits in an immersive experience, and achieve the seamless connection between “campus behaviors” and “workplace behaviors.”

2.2.1. Classroom scenarios: Simulation of professional roles and ethical cognition

The classroom is the basic scenario for the cultivation of professional ethics. It is necessary to design management links with “professional identity” as the core to help students establish “professional role cognition”:

For theoretical courses, adopt the “professional scenario-oriented management.” Integrate discussions on professional ethical cases into professional course teaching. For example, in marketing courses, simulate the scenario of “communication between salespersons and customers” to guide students to think about how to balance “sales targets” and “customer interests”; in accounting courses, discuss the integrity principles behind “professional judgment” through cases of “accounting treatment disputes,” so as to promote theoretical learning and professional ethical cognition simultaneously.

For practical training courses, implement “workplace-style process management.” Design practical training links with reference to enterprise production or service processes. For example, in the practical training courses of mechanical and electrical majors, set up the process of “pre-shift safety briefing—standardized operation—post-shift problem review,” and require students to place tools and record the operation process in accordance with enterprise standards; in the practical training courses of computer majors, simulate the “software development project team,” where students work in teams with identities such as “programmers and testers,” and infiltrate the professional ethics of “teamwork and shared responsibility” in the management process.

2.2.2. Daily scenarios: Transfer of professional behaviors and habit formation

Transform daily life scenarios such as dormitories, canteens, and campus activities into “spaces for cultivating professional habits,” and promote the transfer of professional ethics from “classroom cognition” to “daily behaviors”:

In dormitory management, implement the “workplace-style schedule and collaboration mode.” Set a unified schedule with reference to the enterprise attendance system, and require students to take turns being responsible for dormitory hygiene and public affairs. Through “duty division and problem negotiation,” cultivate students’ sense of teamwork and responsibility, and simulate the “colleague collaboration” scenario in the workplace.

In canteen management, integrate the “concept of professional conservation and civilization.” Guide students to practice the code of conduct of “saving resources and respecting others” through management measures such as “advocating the clean plate campaign and supervising civilized dining,” and transform the catering scenario into an extended space for “cultivating professional literacy.”

In campus activities, adopt the “project-based management system.” In activities such as cultural festivals and skill competitions, student teams act as “project managers and executive specialists” and are responsible for project planning, budget control, and result review. In the management process, students’ “sense of responsibility, execution ability, and cost awareness” are examined, and the project operation scenario in the workplace is simulated.

2.2.3. Internship scenarios: Implementation of professional norms and practice of ethics

Internships are the key scenarios for the cultivation of professional ethics. It is necessary to establish a management mechanism for the connection between “campus and workplace” to ensure that professional ethics develop from “simulated training” to “practical practice”:

Implement the dual-tutor guidance mechanism. Professional teachers from the college (ideological and political tutors) and department supervisors from enterprises (professional tutors) are jointly responsible for the management of students’ internships. Ideological and political tutors focus on the guidance of professional ethics, while professional tutors focus on the demonstration of workplace norms. They jointly formulate the requirements of professional ethics during the internship period, communicate the performance of students regularly, and correct improper behaviors in a timely manner ^[4].

Conduct discussions on internship ethical cases. The college regularly collects professional ethical cases during internships (such as “handling of interest conflicts” and “undertaking responsibility for mistakes”), organizes students to conduct discussions, and analyzes the ethical choices in the cases in combination with industry norms; enterprises provide typical cases in the industry to help students understand the ethical risks in the workplace and the corresponding response principles.

Strengthen the ethical orientation of internship assessment. Incorporate the performance of professional ethics into the core content of internship credit recognition. Enterprises are required to issue a “professional literacy appraisal form” to evaluate students’ performance from dimensions such as “work attitude, teamwork, and compliance with operations.” Students who fail the appraisal need to re-take the internship, so as to ensure that students attach importance to the practice of professional ethics during the internship.

2.3. Collaborative education path: Strengthening resource support through the linkage of schools, enterprises, and society

Collaborative education is the “guarantee system” for integrating professional ethics into student management. Its theoretical logic lies in breaking through the “campus boundary,” integrating the resources and expertise of enterprises, industries, and society, making up for the deficiencies of the college in the practical guidance of professional ethics, and constructing an educational pattern of “multi-party participation and collaborative efforts.”

2.3.1. Enterprise participation: Transformation of professional standards and practical guidance

As the formulators and practitioners of professional norms, enterprises are important subjects in the cultivation of professional ethics. Their participation paths mainly include:

Joint construction of management standards. Invite leading enterprises in the industry to participate in the formulation of student management documents in higher vocational colleges (such as internship management measures and practical training specifications), and directly transform the enterprise’s professional behavioral guidelines and post-ethical requirements into management clauses to ensure that the management content is consistent with the actual needs of the workplace. For example, logistics majors, in cooperation with logistics enterprises, incorporate the enterprise norms of “cargo safety and customer information confidentiality” into internship management; nursing majors, in cooperation with hospitals, transform the medical ethics of “patient privacy protection” into practical training requirements ^[5].

Provision of practical resources. Enterprises open places such as production workshops, customer service centers, and project sites as “professional ethics practical training bases” to provide students with real professional scenarios and operation opportunities; donate industry-standard manuals and practical training equipment to help students become familiar with workplace tools and norms, and understand the practical logic behind professional ethics.

Provision of guidance on professional ethics. Technical backbones and ethical models of enterprises regularly come to the college to give professional lectures, sharing their experiences in ethical practice in the workplace; they also serve as off-campus consultants for student management, participate in the evaluation of students’ professional ethics performance, and provide industry perspectives for the college to optimize management measures.

2.3.2. Industry collaboration: Popularization of ethical standards and professional guidance

As a bridge connecting colleges and enterprises, industry associations can play a role in “standard guidance and resource integration” in the cultivation of professional ethics:

Popularization of industry professional ethical standards. Industry associations provide higher vocational colleges with professional ethical norms and behavioral guidelines in their respective fields, and assist colleges in integrating industry standards into student management to ensure that the direction of professional ethics

cultivation in different colleges is consistent with the overall requirements of the industry.

Organization of industry ethical training. Invite industry experts to conduct professional ethics teaching and management training for teachers in higher vocational colleges, so as to improve the teachers' industry cognition and ethical guidance ability; provide students with online courses or case databases on industry ethics to enrich the learning resources of professional ethics.

Construction of communication platforms. Organize seminars on professional ethics cultivation for higher vocational colleges and enterprises, share management experiences and practical cases, and promote resource sharing and experience learning between colleges and between colleges and enterprises.

2.3.3. Social support: Creation of an ethical atmosphere and value guidance

Social forces (such as public welfare organizations, communities, and media) can provide external support for the cultivation of professional ethics through atmosphere creation and practical carriers:

Carrying out public welfare practice activities. Colleges, in cooperation with communities and public welfare organizations, organize students to participate in voluntary services (such as community services, helping the elderly and the disabled, and cultural promotion), cultivate students' sense of social responsibility and service awareness in practice, and take public welfare behaviors as an extension of professional ethics cultivation.

Disseminating the positive energy of professional ethics. Publicize the professional deeds of industry ethical models and outstanding alumni through campus media and local media, create a campus atmosphere and social environment of "advocating professional ethics and practicing professional norms," and guide students to establish correct professional values.

3. Theoretical logic of path integration and practical implications

3.1. Theoretical logic of path integration

The three-dimensional path of "system—scenario—collaboration" is not independent of each other but forms an organic whole: the system provides rigid standards for scenario construction and clarifies the "professional ethics that should be followed"; the scenario provides a practical space for the implementation of the system and transforms "abstract clauses" into "specific behaviors"; the collaboration provides resource support for the effective connection between the system and the scenario and makes up for the deficiencies of the college's single management. The three work together to realize the closed loop of "standard—practice—guarantee" and ensure that the cultivation of professional ethics runs through the entire process of student management.

From the perspective of theoretical essence, this path system conforms to the law of literacy cultivation of "knowledge—belief—behavior": system embedding helps students "know" (cognize professional ethical standards), scenario construction guides students to "believe" (identify with professional values), and collaborative education promotes students to "act" (practice professional norms), ultimately realizing the gradual progress of "cognition—identification—practice."

3.2. Practical implications

3.2.1. Based on professional characteristics, focusing on path differentiation

When applying the path, higher vocational colleges need to combine the professional ethical characteristics of the industry to which the major belongs and avoid the "one-size-fits-all" approach. For example, technical majors can focus on the "quality standards" in the system and the "operational standards" in the practical

training scenario, while service majors can focus on the “service guidelines” in the system and the “customer interaction” in the internship scenario, so as to ensure that the path is highly compatible with the professional training goals^[6].

3.2.2. Strengthening the consensus between teachers and students and promoting full participation

The integration of professional ethics into student management requires a consensus between teachers and students: teachers need to clarify their role as “ethical guides” and actively convey professional values in the management process; students need to understand the importance of professional ethics for their career development and transform from “passive compliance” to “active practice,” forming a good situation of “teacher-student collaboration and joint promotion.”

3.2.3. Dynamically optimizing and adjusting to adapt to industry development

With the iteration of industry technology and the update of the connotation of professional ethics, higher vocational colleges need to regularly revise the professional ethical clauses in the management regulations, update the professional scenarios in the scenario construction, and adjust the cooperative subjects in the collaborative education, so as to ensure that the path system is always in line with the industry development and workplace requirements.

4. Conclusion

Integrating professional ethics into student management in higher vocational colleges is an inevitable requirement for implementing the fundamental task of “fostering virtue through education” and an inherent need for the typified development of vocational education. The three-dimensional path system of “system embedding—scenario construction—collaborative education” provides a systematic framework for this integration process from a theoretical perspective: system embedding clarifies the “standards,” scenario construction shapes the “behaviors,” and collaborative education strengthens the “guarantees.” The three support each other and progress step by step, which can effectively promote the transformation of professional ethics from “concept advocacy” to students’ “behavioral consciousness.”

In the future, higher vocational colleges need to, under the guidance of the theoretical path, combine their own school-running orientation and professional characteristics, explore more targeted practical models, and continuously improve the operability and adaptability of the path system, so as to lay a solid foundation for cultivating high-quality technical and skilled talents with “integrated moral education and technical training.”

Disclosure statement

The author declares no conflict of interest.

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