



Research on the Integration Path of Commercial Ethics and Integrity Education in Procurement Management Courses from the Perspective of Curriculum Ideology and Politics

Chan He Xu Xu

Shanghai Dianji University, China

* Corresponding Author: **Chan He Xu Xu**

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Abstract

This study, grounded in the educational concept of Curriculum Ideology and Politics, investigates the integration of commercial ethics and integrity education into the professional course of Procurement Management. Initially, it systematically analyzes the current deficiencies in ideological and political education within existing procurement management curricula. Subsequently, a trinity teaching framework centered on "value guidance - knowledge impartation - ability cultivation" is constructed. Furthermore, specific implementation strategies are proposed, including modular curriculum design, case library development, and practical scenario simulation. The research demonstrates that integrating commercial ethics, professional morality, and integrity education into the procurement management curriculum can effectively enhance students' professional ethical literacy and self-discipline awareness. Consequently, this study provides both theoretical reference and practical guidance for cultivating high-quality procurement management talents who meet the demands of the new era.

Keywords: Curriculum Ideology and Politics, Procurement Management, Commercial Ethics, Integrity Education, Integration Path

1. Introduction

Against the backdrop of the continuous improvement of the market economy system and the deepening of integrity construction, procurement management, as a critical link in enterprise operations, is increasingly valued for its standardization, professionalism, and ethical development. Procurement activities involve commercial decision-making and resource allocation processes, presenting relatively high integrity risks. This underscores the particular importance of fostering professional ethics among procurement management specialists. The high-risk nature of procurement necessitates specific requirements for Curriculum Ideology and Politics construction^[1]. Research indicates that common challenges across various disciplines include insufficient exploration of ideological and political elements within professional courses, lack of innovation in teaching models, and imperfect evaluation systems. These issues make the construction of a Curriculum Ideology and Politics system with distinctive procurement management characteristics particularly urgent^[2].

Curriculum Ideology and Politics represents a significant direction for higher education reform in the new era in China. Its core principle is integrating value guidance throughout the entire process of knowledge impartation and ability cultivation. As a highly applied professional course, Procurement Management inherently contains rich ideological and political elements, such as fairness, integrity, self-discipline, and social responsibility. These elements exhibit high compatibility with commercial ethics and integrity education, thereby providing a solid foundation for implementing Curriculum Ideology and Politics. As emphasized in the teaching reform of veterinary drug creation and application courses, professional courses "contain abundant innovation and entrepreneurship elements and possess unique disciplinary advantages in postgraduate innovation and entrepreneurship education"^[3]. This concept is equally applicable to commercial ethics and integrity education in procurement management courses.

Based on the concept of Curriculum Ideology and Politics and considering the characteristics of procurement management courses, this paper utilizes constructivist learning and moral cognitive development theories. Through theoretical exploration and systematic design, it researches the integration paths and implementation strategies for commercial ethics and integrity education within the professional curriculum. The aim is to provide insights for enhancing the professional ethics level and integrity risk prevention capabilities of procurement management talents, thereby offering a reference for Curriculum Ideology and Politics construction in related professional courses.

2. Literature Review and Theoretical Foundation

2.1. Connotation and Development of Curriculum Ideology and Politics

Significant differences exist in ethics education within Curriculum Ideology and Politics is an educational teaching philosophy that emphasizes the organic unity of value guidance, knowledge impartation, and ability cultivation through professional course instruction. In recent years, research on Curriculum Ideology and Politics has shown a trend of diversification. In science and engineering courses, the focus of ideological and political construction tends to be on scientific spirit and engineering ethics; whereas in humanities and social sciences courses, greater attention is paid to social responsibility and professional ethics, among other aspects [4]. As an interdisciplinary and applied discipline, the Curriculum Ideology and Politics construction for Procurement Management needs to integrate its professional characteristics, highlight elements of commercial ethics and integrity education, and build a distinctive ideological and political education system.

2.2. Current Status of Ethics Education in Procurement Management Education

Significant differences exist in ethics education within procurement management programs domestically and internationally. Yang Xuhong (2025) points out that "current ethics education in professional courses is often supplementary, lacking systematization and depth" [1]. This issue is not confined to procurement management but is a common challenge faced by various professional disciplines. Empirical analysis reveals that over 70% of professional courses treat ethics education as an add-on rather than a core teaching objective, leading to insufficient cultivation of students' ethical decision-making abilities. This finding highly aligns with the 现状 of procurement management education, indicating that the systematic lack of ethics education is a widespread problem in professional education, urgently requiring the construction of a distinctive ethics education system. Foreign universities typically offer dedicated courses such as "Procurement Ethics" or "Social Responsibility in Supply Chains," treating ethical decision-making as a core competency for procurement professionals. In contrast, ethics education within domestic procurement management courses is often ancillary, lacking systematization and depth.

Existing research primarily exhibits the following limitations: a focus on theoretical discussion with a lack of systematic implementation path design; insufficient research specifically on Curriculum Ideology and Politics construction in procurement management, particularly regarding the combination of commercial ethics and integrity education; and inadequate exploration of implementation methods for Curriculum Ideology and Politics, resulting in a shortage of operable teaching strategies.

Table 1: Limitations of Existing Research on Curriculum Ideology and Politics in Procurement Management Courses

Limitation Type	Specific Manifestation	Impact
Theoretical	Lack of systematic theoretical framework guidance	Fragmented Curriculum Ideology and Politics construction
Content-related	Insufficient integration of commercial ethics and integrity education	Superficial exploration of ideological/political elements
Methodological	Lack of diverse teaching methods	Poor teaching effectiveness
Evaluative	Lack of scientific effectiveness evaluation system	Difficulty assessing actual outcomes

This study is based on constructivist learning theory and moral cognitive development theory. Constructivist learning theory emphasizes the authenticity of learning contexts and the active construction by learners, providing theoretical support for case-based teaching and scenario simulation. Moral cognitive development theory focuses on the formation process of individual moral judgment, offering guidance for the phased design of ethics education.

2.3. Integration Path Design for Curriculum Ideology and Politics in Procurement Management

2.3.1. Restructuring Teaching Objectives

Traditional teaching objectives for procurement management courses primarily revolve around knowledge and ability goals, with insufficient attention paid to value goals. Based on the concept of Curriculum Ideology and Politics, teaching objectives need repositioning by adding a value guidance dimension. Specifically, this includes:

Knowledge Objectives: Master basic procurement management theories and methods; understand the importance of commercial ethics and integrity construction.

Ability Objectives: Possess professional competencies such as procurement planning and supplier management, as well as ethical decision-making and integrity risk prevention capabilities.

Value Objectives: Establish values such as self-discipline, fairness, integrity, and social responsibility [4].

2.3.2. Teaching Content Design and Integration of Ideological/Political Elements

Procurement management course content can be divided into modules such as procurement fundamentals, supplier management, procurement negotiation, and contract management. Each module contains rich ideological and political elements. For instance, the procurement fundamentals module emphasizes procurement transparency

and fair-trading principles; the supplier management module focuses on supplier diversity and fair competition; the procurement negotiation module highlights the prevention of commercial bribery; the contract management module

strengthens the spirit of contract and legal awareness; and the performance evaluation module stresses objectivity and impartiality.

Table 2: Integration Points between Teaching Modules and Ideological/Political Elements in Procurement Management

Teaching Module	Core Knowledge Points	Ideological/Political Integration Point	Commercial Ethics/Integrity Education Elements
Procurement Fundamentals	Procurement process, principles	Fairness and integrity education	Procurement fairness, transparency
Supplier Management	Supplier selection, evaluation	Social responsibility education	Eliminate discrimination, fair competition
Procurement Negotiation	Negotiation strategies, techniques	Integrity education	Reject commercial bribery, negotiate in good faith
Contract Management	Contract formulation, execution	Rule of law education	Contract spirit, legal awareness
Performance Evaluation	Evaluation indicators, methods	Responsibility awareness education	Objectivity, fairness

Based on the above integration points, specific ideological and political teaching content can be designed for each module. For example, within the procurement fundamentals module, introduce explanations of procurement transparency and fair-trading principles. In the supplier management module, emphasize the importance of supplier diversity and fair competition. Similarly, the procurement negotiation module can explore the harms and preventive measures against commercial bribery.

2.3.3. Case Library Construction

Universities Case-based teaching is an effective method for Curriculum Ideology and Politics. For the procurement management course, a dedicated case library for commercial ethics and integrity education can be developed, comprising both positive and negative cases.

Positive cases primarily showcase good procurement practices, such as open and transparent procurement processes, fair supplier selection, and honest negotiation conduct. Negative cases, conversely, expose ethical misconduct in procurement, like accepting kickbacks, favoring specific suppliers, or leaking tender information. Each case should be accompanied by detailed analysis guidelines and discussion questions to guide students in deeply considering ethical issues in procurement.

2.4. Implementation Strategies and Teaching Methods

2.4.1. Integrating Ideology and Politics into Theoretical Teaching

During theoretical instruction, systematic design should be employed to organically integrate commercial ethics and integrity education. Based on educational theory, a step-by-step integration strategy can be designed: fostering moral sensitivity during the basic knowledge explanation stage; developing moral judgment during the professional knowledge learning stage; and strengthening moral motivation and behavioral intention during the comprehensive application stage. Specifically, methods such as flowchart illustration, weight analysis, and scenario comparison can be used to emphasize the importance of transparency, ethical standards, and integrity principles.

2.4.2. Application of Case-Based Teaching Method

Case-based teaching is an effective method for commercial ethics and integrity education. A structured case teaching process can be designed, including: identification of case

background and moral issues; analysis of stakeholders and ethical conflicts; evaluation of alternatives and formation of moral judgment; decision-making and behavior selection; and reflective summary and behavior reinforcement. By selecting representative cases and organizing group discussions and role-playing, students can be helped to translate abstract ethical principles into concrete decision-making abilities.

2.4.3. Practical Teaching and Scenario Simulation

Procurement management is a highly practical course, necessitating the reinforcement of commercial ethics and integrity education in practical components. This can be achieved through scenario simulations, role-playing, and other methods to create near-authentic procurement situations, allowing students to experience the complexity of ethical decision-making in practice.

Based on the "Three-Level Scenario Simulation Teaching Method" proposed by Yang Xuhong (2025) ^[1], this study designs a progressive training system for procurement negotiation scenario simulation:

Basic Scenario: Simulates routine procurement negotiations, focusing on training students to identify basic commercial ethics norms (e.g., fair dealing, integrity principles).

Complex Scenario: Introduces gray areas such as suppliers offering small gifts or hinting at special relationships, cultivating students' ethical judgment abilities in ambiguous situations.

Crisis Scenario: Simulates high-risk scenarios like direct bribery by suppliers or internal information leakage, training students' ability to prevent and control integrity risks under high-pressure environments.

2.5. Evaluation System Construction

Drawing on the multi-dimensional evaluation framework proposed by Cai Zhenhua (2025) ^[4], a comprehensive evaluation system is necessary to assess the effectiveness of Curriculum Ideology and Politics implementation. This system should encompass three dimensions: knowledge acquisition, ability enhancement, and value internalization.

The knowledge dimension can be evaluated through traditional examinations; the ability dimension can be assessed based on performance in case analysis and scenario simulation; the value dimension can be evaluated through a combination of student self-assessment, peer assessment, and teacher observation. This multi-dimensional evaluation

system can comprehensively reflect the integration effect of commercial ethics and integrity education, providing a basis for teaching improvement.

Table 3: Three-Dimensional Evaluation System for Curriculum Ideology and Politics in Procurement Management

Evaluation Dimension	Evaluation Content	Evaluation Methods	Weight Allocation
Knowledge Dimension	Understanding of commercial ethics and integrity knowledge	Written tests, quizzes	30%
Ability Dimension	Ethical decision-making and risk prevention/control abilities	Case analysis, scenario simulation	45%
Value Dimension	Integrity awareness and professional values	Self-evaluation, teacher observation	25%

3. Discussion and Reflection

3.1. Challenges Faced

Integrating commercial ethics and integrity education into procurement management courses faces multiple challenges. Firstly, the main obstacles include insufficient ideological/political teaching capacity among professional teachers, lack of suitable teaching resources, and low student acceptance of Curriculum Ideology and Politics. Many professional teachers lack systematic training in ideological/political education, existing textbooks seldom cover commercial ethics and integrity education content, and some students believe professional ethics education should be exclusive to dedicated ideological/political courses. Secondly, the scarcity of appropriate teaching resources is another significant barrier. Existing procurement management textbooks rarely include content on commercial ethics and integrity education, requiring teachers to independently develop and collect relevant cases and materials, which involves substantial workload and uncertain quality assurance. Furthermore, student receptiveness to Curriculum Ideology and Politics cannot be overlooked. Some students perceive professional ethics education as the responsibility of ideological/political courses, believing professional courses should focus solely on skill development. This misconception increases the difficulty of implementing Curriculum Ideology and Politics.

3.2. Coping Strategies

In response to the aforementioned challenges, the following strategies can be adopted: Firstly, enhance the training and exchange opportunities for professional teachers. Organize workshops to improve ideological/political teaching ability and invite ideological/political education experts to guide professional teachers in exploring ideological/political elements within their courses. Secondly, establish a shared teaching resource library. Collect and develop high-quality procurement ethics cases and teaching materials to reduce teachers' lesson preparation burden and improve teaching quality. Finally, the methods of pedagogical communication and guidance should be refined. This involves a dual approach combining explicit instruction with implicit integration. Specifically, the critical importance of commercial ethics and integrity education for procurement professionals should be unambiguously stated at the outset of the course. Furthermore, value guidance should be woven into the teaching process through subtle, pervasive means, thereby fostering student acceptance in a more organic and less confrontational manner.

3.3. Future Research Directions

This study provides a preliminary integration path for commercial ethics and integrity education in procurement

management courses, but many issues require further exploration. Future research could focus on the following directions: (1) Differences in the reception of Curriculum Ideology and Politics among students from different professional backgrounds; (2) Construction of a long-term evaluation mechanism for Curriculum Ideology and Politics effectiveness; (3) The impact of technological advancements (e.g., big data, artificial intelligence) on procurement ethics education. Additionally, comparative studies can be conducted to learn from successful experiences in procurement ethics education at foreign universities. By integrating these insights with the actual situation in China, more effective teaching methods and evaluation systems can be developed.

4. Conclusion and Outlook

Based on the concept of Curriculum Ideology and Politics, this study explored the integration path of commercial ethics and integrity education into procurement management courses. The research indicates that through the restructuring of teaching objectives, teaching content design, and teaching method innovation, value guidance can be effectively integrated into procurement management professional education. The ideological/political construction of procurement management courses is a systematic project requiring the joint participation of teachers, students, schools, and enterprises. In the future, efforts should be strengthened in faculty training, teaching resource construction, and evaluation system improvement to promote the in-depth development of Curriculum Ideology and Politics in procurement management. As China's market economy continues to improve and anti-corruption efforts deepen, the professional ethics and self-discipline capabilities of procurement management talents will receive increasing emphasis. Universities, as the primary institutions for cultivating procurement management talent, must bear the critical responsibility of providing value guidance to cultivate high-quality professionals who are both technically proficient and socially responsible.

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