

# INPLASY

## Implementation paths and effectiveness evaluation of "Curriculum Ideology and Politics" in professional courses of higher vocational colleges under the background of industry-education integration: A systematic review

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### ADMINISTRATIVE INFORMATION

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**Review Stage at time of this submission** - Preliminary searches.

**Conflicts of interest** - None declared.

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**Amendments** - This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 12 March 2026 and was last updated on 12 March 2026.

## INTRODUCTION

**Review question / Objective** What are the specific implementation paths and the practical effectiveness of "Curriculum Ideology and Politics" (CIP) in professional courses of higher vocational colleges under the context of industry-education integration?

To systematically review and synthesize the current models, practical paths, and evaluation indicators of CIP in higher vocational education, providing evidence-based recommendations for future educational reform.

**Condition being studied** "Curriculum Ideology and Politics" (CIP) is a comprehensive educational concept in China aimed at integrating ideological and moral education into all courses. In higher vocational colleges, this concept emphasizes the combination of professional skill training and professional ethics (e.g., craftsman spirit). This review focuses on how CIP is implemented in professional courses specifically under the

cooperative model of "industry-education integration" (school-enterprise cooperation).

## METHODS

**Participant or population** Students and teachers involved in professional courses at higher vocational colleges. (Excluding undergraduate or secondary vocational education).

**Intervention** The implementation of "Curriculum Ideology and Politics" (CIP) models, teaching strategies, or practical paths in professional courses under the background of industry-education integration.

**Comparator** Traditional professional teaching methods without explicit CIP integration. (Note: Since many educational reform studies are observational or descriptive, studies without a formal control group will also be eligible for inclusion).

**Study designs to be included** Empirical studies, mixed-methods studies, quasi-experimental studies, case studies, and high-quality educational reform papers that report specific implementation paths and evaluation results. (Exclusion: Purely macro-level theoretical discussions without practical paths, reviews, and non-academic articles).

**Eligibility criteria** Inclusion criteria: (1) Population: Students and teachers involved in professional courses at higher vocational colleges. (2) Intervention/Context: Teaching practices, models, or educational reforms integrating "Curriculum Ideology and Politics" (CIP) under the specific context of industry-education integration or school-enterprise cooperation. (3) Outcomes: Studies must clearly report specific implementation paths (e.g., teaching design, mechanism construction) and/or effectiveness evaluations (e.g., assessment indicators, student feedback, skill and moral improvement). (4) Study designs: Empirical studies, case studies, mixed-methods research, action research, and high-quality practical exploration papers with concrete evidence. (5) Language: Chinese.

Exclusion criteria: (1) Studies focusing on undergraduate, postgraduate, or secondary vocational education. (2) Studies analyzing purely ideological and political theory courses rather than professional courses. (3) Purely macro-theoretical discussions, literature reviews, or conceptual essays without specific implementation paths, practical cases, or empirical data. (4) Non-academic documents, such as news reports, conference abstracts without full texts, and duplicate publications.

**Information sources** A comprehensive literature search will be conducted to identify relevant studies. Given the specific Chinese educational context of the research topic, the primary information sources will be the three major Chinese academic electronic databases:

1. China National Knowledge Infrastructure (CNKI)
2. Wanfang Data
3. VIP Database (CQVIP)

In addition to the electronic database searches, the following supplementary information sources will be utilized to ensure literature saturation and avoid missing critical studies:

Handsearching: We will manually search the recent issues of key Chinese core journals in the field of vocational education, such as Chinese Vocational

and Technical Education (中国职业技术教育), Education and Vocation (教育与职业), and Vocational and Technical Education (职业技术教育), to identify any articles that might have been missed by the electronic search algorithms.

Citation searching (Snowballing): The reference lists of all ultimately included studies and highly cited foundational papers will be screened to identify further potentially eligible studies (backward snowballing).

Grey literature and Official Documents: Relevant policy documents regarding "industry-education integration" and "Curriculum Ideology and Politics" from the official website of the Ministry of Education of the People's Republic of China will be consulted as supplementary background sources.

**Main outcome(s)** The main outcomes of this systematic review are categorized into two primary dimensions based on the research objectives:

1. Implementation Paths of "Curriculum Ideology and Politics" (CIP):

This outcome synthesizes the practical strategies and models used to integrate ideological and political elements into professional courses under school-enterprise cooperation. Specific details include:

Teaching design and curriculum reform models. Collaborative mechanisms between vocational colleges and enterprises.

Development of CIP teaching resources (e.g., incorporating "craftsman spirit" and corporate culture into practical training).

2. Effectiveness Evaluation and Impacts:

This outcome focuses on how the effectiveness of CIP is measured and the reported impacts on students. Specific details include:

Evaluation indicators: Methods and metrics used to assess CIP outcomes (e.g., formative assessment, student feedback, enterprise evaluation).

Impacts on students: Improvements in students' professional ethics, vocational skills, and comprehensive qualities.

Timing: These outcomes are typically measured at the end of a specific course/semester, or upon completion of enterprise-based practical training and internships.

Effect measures: Given the anticipated methodological heterogeneity of educational reform studies, effect measures will primarily be synthesized qualitatively (e.g., thematic categories, narrative descriptions of moral/skill improvements) alongside available descriptive quantitative metrics (e.g., student satisfaction rates, passing rates, and assessment scores).

**Quality assessment / Risk of bias analysis** The methodological quality and risk of bias of the included primary studies will be assessed using the Mixed Methods Appraisal Tool (MMAT), version 2018.

Given that research on educational reform and "Curriculum Ideology and Politics" typically encompasses diverse study designs—including qualitative research, quantitative descriptive studies, and mixed-methods studies—the MMAT is highly appropriate. It provides specific, tailored criteria for appraising the methodological quality of different categories of study designs.

Assessment Process:

1. Independent Appraisal: Two reviewers will independently assess the quality of each included study.

2. Scoring: Reviewers will first apply the two MMAT screening questions. If a study passes, it will then be evaluated against the five specific methodological criteria corresponding to its specific study design.

3. Disagreement Resolution: Any discrepancies or disagreements between the two reviewers during the quality appraisal process will be resolved through discussion and consensus. If a consensus cannot be reached, a third reviewer will be consulted to make the final arbitration.

Use of the Assessment:

The results of the quality assessment will not necessarily be used to exclude studies, given the exploratory and practical nature of current teaching reform literature. Instead, the appraisal results will be used to contextualize the narrative synthesis, weight the strength of the generated evidence, and discuss the methodological limitations of current research in this field.

**Strategy of data synthesis** Due to the anticipated methodological, contextual, and interventional heterogeneity across the included educational studies, a formal quantitative meta-analysis will not be feasible. Instead, a systematic narrative synthesis and thematic analysis will be conducted to analyze and summarize the data. The synthesis process will include the following steps:

1. Data Tabulation: Extracted data from all included studies will be systematically presented in summary tables, detailing study characteristics, participant demographics, specific "Curriculum Ideology and Politics" (CIP) interventions, and reported outcomes.

2. Thematic Analysis for Implementation Paths: The qualitative descriptions of CIP implementation strategies will be analyzed using an inductive thematic approach. Similar teaching practices, school-enterprise collaborative mechanisms, and instructional designs will be coded, compared, and

categorized into broader themes to map out the current practical pathways.

3. Narrative Synthesis for Effectiveness: The evaluation indicators and intervention effects will be synthesized narratively. We will summarize how effectiveness is currently measured (e.g., formative assessments, employer feedback) and describe the reported impacts on students' professional ethics and vocational skills, integrating both qualitative findings and available descriptive quantitative metrics (e.g., satisfaction rates).

4. Subgroup Analysis (if applicable): If sufficient data is available, subgroup narrative synthesis may be explored based on different categories of professional disciplines (e.g., engineering vs. humanities/social sciences).

**Subgroup analysis** If sufficient data and a sufficient number of included studies are available, a qualitative subgroup analysis (subgroup narrative synthesis) will be conducted to explore potential variations in implementation paths and effectiveness. Potential subgroups for comparison include:

1. By Professional Discipline Categories: Comparing engineering/manufacturing majors (which may focus more on "craftsman spirit" and safety awareness) with service/humanities majors (which may focus more on professional ethics and service dedication).

2. By Depth of Industry-Education Integration: Comparing deep collaborative models (e.g., modern apprenticeships, order-based training classes) with general collaborative models (e.g., short-term enterprise internships, guest lectures by corporate experts).

If the data is insufficient to support these subgroup comparisons, this will be reported as a limitation of the current literature.

**Sensitivity analysis** Given that a formal quantitative meta-analysis is not planned due to the anticipated methodological heterogeneity, a traditional statistical sensitivity analysis will not be performed.

Instead, a qualitative sensitivity analysis will be conducted to assess the robustness of the synthesized findings. This will involve re-evaluating the narrative synthesis and thematic categories after temporarily excluding studies that are assessed as having a high risk of bias or low methodological quality (based on the lowest MMAT scores). The purpose is to determine whether the main conclusions regarding the implementation paths and effectiveness of "Curriculum Ideology and Politics" are robust or if they are heavily influenced by lower-quality evidence.

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**Country(ies) involved** China.

**Keywords** Curriculum Ideology and Politics; Higher Vocational Education; Industry-Education Integration; Professional Courses; Systematic Review.

**Contributions of each author**

Author 1 - Jingshu He - Jingshu He conceptualized the study, developed the systematic review protocol, conducted the primary literature search, led the data extraction and thematic analysis, and drafted the original manuscript. conceptualized the study, designed the systematic review protocol, developed the search strategy, conducted the literature search and data extraction, performed the qualitative synthesis.

Author 2 - Huale Song - Huale Song acted as the independent second reviewer for literature screening and methodological quality assessment (using MMAT), assisted in data synthesis, and critically revised the manuscript. Both authors read and approved the final manuscript.