

Study on the Impact of Constructing “Double-Qualified” Teacher Teams on the Quality of Talent Cultivation in Higher Vocational Tourism Majors

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Abstract: Against the backdrop of the high-quality development of vocational education, the construction of “double-qualified” teacher teams has shifted from focusing on quantity growth to emphasizing the improvement of “double-qualified” competencies. How to strengthen the quality-oriented construction of “double-qualified” teacher teams, give full play to the role of “double-qualified” teachers, promote the construction and teaching reform of tourism majors, and enhance the quality of tourism talent cultivation have become key issues faced by higher vocational tourism majors. Taking higher vocational tourism majors as an example, this paper analyzes the problems encountered in the construction of tourism-related “double-qualified” teacher teams, puts forward strategies for such construction, and explores the impact of building “double-qualified” teacher teams on the quality of talent cultivation in tourism majors. It aims to provide references for the coordinated improvement of the construction of “double-qualified” teacher teams and the quality of talent cultivation in higher vocational tourism majors.

Keywords: “Double-qualified” teacher teams; Construction; Higher vocational tourism majors; Talent cultivation; Impact

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1. Introduction

According to *Opinions on Promoting the High-Quality Development of Modern Vocational Education* and *Notice of the General Office of the Ministry of Education on Doing a Good Job in the Identification of “Double-Qualified” Teachers in Vocational Education (Jiaoshi Ting [2022] No. 2)*, “double-qualified” teachers refer to compound talents who possess both theoretical and practical teaching capabilities, keep pace with industrial development trends and industry talent demands... and master cross-field competency structures, being able to integrate new standards, new technologies, and new norms into teaching^[1]. In the process of talent cultivation

for higher vocational tourism majors, “double-qualified” teacher teams serve as the main link connecting actual industry needs with professional teaching content, and play a crucial role in bridging the industrial chain and the education chain. Compared with ordinary teachers, “double-qualified” teachers in tourism vocational colleges have certain particularities: they not only need to have the theoretical and practical teaching ability to guide students in applying theories to tourism management and production practice, but also need to adapt to the innovative development trend of the tourism industry, grasp the development context of the industry such as cultural and tourism integration and smart tourism, understand the latest concepts and methods of tourism operation and management, and possess strong innovative capabilities and practical operation skills. They should be able to carry out talent cultivation and teaching research with an open and original mindset. Therefore, it is imperative to strengthen the construction of “double-qualified” teacher teams and promote the improvement of tourism vocational education and the quality of talent cultivation.

2. Problems faced in the construction of “double-qualified” teacher teams for higher vocational tourism programs

2.1. Insufficient team size: Prominent imbalance between supply and demand

- (1) Significant shortage of teachers for traditional positions: The enrollment expansion of tourism programs has led to a severe shortage of “double-qualified” teachers in fields such as hotel management and tourism planning. Some institutions have to assign theoretical teachers to take on practical courses concurrently.
- (2) Severe lack of teachers in emerging fields: In emerging areas like smart tourism and tourism big data, the proportion of “double-qualified” teachers with digital skills is extremely low, failing to meet the needs of digital teaching^[2].

2.2. Weak practical competence: Disconnection from industry development

- (1) Lagging digital skills: Most “double-qualified” teachers have not systematically mastered technologies such as AI tour guides and VR tourism experience design, making them unable to guide students in conducting digital practical activities.
- (2) Lack of experience in new business forms: Most teachers only have experience in traditional tourism positions and have not participated in cross-border projects such as cultural and tourism integration and “tourism + sports,” resulting in outdated teaching cases.
- (3) Insufficient innovative teaching capabilities: Only a small number of “double-qualified” teachers attempt project-based and flipped classroom teaching methods, and it is difficult for them to transform industry innovations into innovations in teaching methods^[3].

2.3. Inadequate safeguard mechanisms: Restricting the development of team building

- (1) Single incentive mechanism: The evaluation of professional titles still focuses on papers and research projects as the core, while the incentives for teachers to participate in corporate practice and guide students’ competitions are insufficient, which has dampened teachers’ enthusiasm.
- (2) Disconnected training system: Most of the existing training programs are general theoretical courses, and there is no collaboration with leading tourism enterprises to carry out “order-based” practical training. As a result, the content does not align with industry needs.
- (3) Insufficient resource support: Colleges and universities lack resources such as smart tourism practical

training platforms and industry databases, making it difficult for “double-qualified” teachers to conduct high-quality practical teaching.

2.4. Vague recognition standards: Uneven team quality

- (1) Ununified recognition standards: Some institutions only take “double certificates” as the basis for recognition, ignoring teachers’ actual industry experience and teaching capabilities, which leads to the existence of the “fake double-qualified teacher” phenomenon.
- (2) Lack of dynamic assessment: There is a lack of regular assessment for double-qualified teachers. After obtaining the qualification, some teachers fail to continuously update their industry knowledge, resulting in the gradual degradation of their practical abilities^[4].

3. Strategies for strengthening the construction of “double-qualified” teacher teams in higher vocational tourism programs

3.1. Expanding talent introduction channels: Focusing on “digital + innovative” talents

- (1) Precisely introduce industry elites: Collaborate with leading tourism enterprises such as Ctrip and Mafengwo to recruit talents with digital skills and rich industry experience—including senior executives from smart tourism departments and tourism big data analysts—as full-time teachers. Provide them with special annual salary subsidies and research funding support to enrich the team of digital “double-qualified” teachers.
- (2) Flexibly introducing experts in new business formats: Employ experts in emerging fields (e.g., inheritors of intangible cultural heritage, rural tourism entrepreneurs, and study travel instructors) as part-time teachers. These experts will offer characteristic courses and guide students in targeted practical projects, addressing the shortage of teaching resources in emerging areas^[5].
- (3) Targeted training for in-house teachers: Select young teachers from the college to participate in the “Digital Double-Qualified Teacher Training Program,” and send them to work in the digital departments of leading tourism enterprises for on-the-job training. Encourage teachers to obtain digital skill certifications. For teachers who complete the training and meet the standards of “double-qualified” teachers, preferential treatment will be given in professional title promotion to cultivate localized digital “double-qualified” teachers.

3.2. Innovating training models: Enhancing teachers’ comprehensive competence

- (1) Carrying out school-enterprise collaborative training: Jointly develop specialized training programs (e.g., “Smart Tourism Operation” and “Cultural Tourism IP Planning”) with tourism enterprises based on industry development needs. Adopt a combined model of “theoretical learning + enterprise practical operation” to enable teachers to systematically acquire theoretical knowledge while participating in the operation of actual enterprise projects, thereby improving their practical abilities and industry adaptability^[6].
- (2) Building digital practice platforms: Establish a “Smart Tourism Training Center” and introduce digital teaching resources such as AI tour guide systems, tourism e-commerce simulation platforms, and VR scenic spot training equipment. This provides platform support for “double-qualified” teachers to conduct digital teaching, carry out technological R&D, and engage in project practice, helping them enhance their digital teaching capabilities^[7].

- (3) Organize cross-boundary exchange activities: Regularly hold events such as “Cultural Tourism Innovation Forums” and “Digital Tourism Teaching Seminars.” Invite “double-qualified” teachers to engage in dialogue and exchanges with experts in the technology field, scholars in the cultural field, and senior executives of tourism enterprises. This expands teachers’ industry horizons and innovative thinking, and promotes the integration of cross-boundary concepts into their teaching and practice.

3.3. Improving guarantee mechanisms: Stimulating teachers’ initiative

- (1) Optimizing professional title evaluation criteria: Adjust the evaluation indicators for the professional titles of “double-qualification teachers” (teachers with both teaching qualifications and professional industry experience). Incorporate digital skills certification, achievements in guiding students’ practical training, and contributions to participating in enterprise projects into the core evaluation content. Appropriately reduce the weight of traditional theses and research projects, so that the evaluation criteria are more in line with the work characteristics and competence requirements of double-qualification teachers^[8].
- (2) Establishing special incentive funds: Set up “Digital Double-Qualification Incentive Fund” and “Cultural and Tourism Innovation Guidance Fund.” Provide cash rewards and research funding support to double-qualification teachers who have successfully obtained digital skills certification, guided students to win industry innovation awards, or helped enterprises solve practical problems, so as to stimulate teachers’ enthusiasm for improving their abilities and participating in practical activities.
- (3) Improving the assessment and evaluation system: Build a three-dimensional assessment system consisting of “student evaluation + enterprise evaluation + peer evaluation.” Focus on evaluating double-qualification teachers in terms of the innovation of teaching methods, the effectiveness of students’ skill acquisition, and the quality and satisfaction of their participation in enterprise projects. The assessment results shall be directly linked to performance-based salaries and the selection of excellent teachers, forming an effective assessment and incentive orientation^[9].

3.4. Standardizing recognition and management: Ensure team quality

- (1) Clarifying recognition standards: Formulate a three-in-one recognition standard for double-qualification teachers, which includes “double certificates + industry project experience + teaching ability.” Teachers are not only required to hold relevant qualification certificates, but also need to provide supporting materials for their participation in industry projects and pass the teaching ability assessment. This is to prevent the phenomenon of “fake double-qualification teachers” who are only recognized based on certificates^[10].
- (2) Implementing dynamic management: Establish a qualification review system for double-qualification teachers. Conduct a review every two years on double-qualification teachers’ updates of industry knowledge, practical ability levels, and teaching effects. Require teachers to continuously participate in industry training and practical activities, and revoke the double-qualification teacher qualification for those who fail to meet the standards, so as to ensure the stable quality of the team.
- (3) Establishing a resource sharing platform: Jointly establish a resource pool of double-qualification teachers with higher vocational colleges and tourism enterprises in the region. Integrate the resources of double-qualification teachers in the region, promote cross-school teaching and cross-enterprise practice for teachers, alleviate the uneven distribution of double-qualification teachers among different regions, and realize the optimal allocation of regional double-qualification teacher resources^[11].

4. The impact of “double-qualified” teacher team development on the quality of talent cultivation in higher vocational tourism programs

4.1. Optimizing the curriculum system: Enhancing the practicality of teaching content

- (1) Reconstructing the curriculum structure: Based on their accurate grasp of the competency requirements for industry positions, “double-qualification” teachers reduce the proportion of pure theoretical courses and increase the share of digital practical courses and project incubation courses. This makes the curriculum structure more aligned with skill development goals and forms a progressive curriculum logic of “theoretical learning–practical operation–innovative application”^[12].
- (2) Updating curriculum content: In line with the digital and integrated development trends of the tourism industry, cutting-edge industry case studies such as metaverse tourism and AI-based tourism consulting are incorporated into the curriculum. New courses that meet industry needs are developed to break the limitation of traditional curriculum content being disconnected from real industry practices, ensuring that students’ acquired knowledge is aligned with the latest developments in the industry.
- (3) Developing digital resource libraries: In collaboration with tourism enterprises, digital teaching resources such as VR scenic spot training modules and tourism e-commerce simulation systems are developed to replace traditional paper textbooks and static case studies. Through intuitive and immersive resource presentation, students can more easily understand complex professional knowledge and operational processes, thereby improving teaching effectiveness.

4.2. Innovating teaching methods: Strengthening students’ sense of gain from practice

- (1) Implementing digital teaching: Technologies such as VR and AR are used to simulate real work scenarios, including hotel reception and scenic spot tour guiding. At the same time, teachers guide students to undertake real projects from tourism enterprises. Through the combination of “virtual simulation training + hands-on operation of real projects,” students can familiarize themselves with job workflows in advance, accumulate experience in solving practical problems, and prevent practical teaching from becoming a mere formality.
- (2) Carrying out cross-boundary collaborative teaching: In response to industry development trends such as cultural and tourism integration and the “tourism +” model, “double-qualification” teachers collaborate with instructors from related fields such as computer science and culture to conduct interdisciplinary teaching. They jointly design courses and practical projects to help students break down professional barriers, develop a cross-disciplinary knowledge structure, and cultivate comprehensive competencies that meet the needs of the industry’s cross-boundary development^[13].
- (3) Adopting entrepreneurship-oriented teaching: A dual-mentorship model of “enterprise mentors + double-qualification teachers” is introduced. By integrating teaching resources from higher vocational colleges and industry resources from enterprises, full-process guidance is provided to students, covering everything from entrepreneurship idea conception and project plan design to project implementation and operation. This approach stimulates students’ entrepreneurial awareness and cultivates the planning, execution, and adaptability skills required for entrepreneurship.

4.3. Enhancing talent quality: Cultivating new cultural and tourism talents meeting industry needs

- (1) Significant improvement in digital skills: Through systematic digital teaching and practical guidance, “double-qualified teachers” (teachers with both teaching expertise and industry experience) help

students master digital skills such as smart tourism system operation and tourism data processing. This enables students to quickly adapt to job requirements amid the digital transformation of the tourism industry and acquire skills that keep pace with the technological development of the sector ^[14].

- (2) Continuous emergence of innovative achievements: By focusing on industry pain points and market demands, double-qualified teachers guide students in conducting innovative practices. They encourage students to design distinctive cultural and tourism products and explore new tourism service models, promoting the transformation of students' professional knowledge into innovative outcomes and fostering their innovative thinking as well as practical innovation capabilities.
- (3) Steady enhancement of employment quality: Under the cultivation of double-qualified teachers, students not only possess solid professional skills but also have good professional qualities and industry adaptability. This makes it easier for them to gain recognition from tourism enterprises and secure jobs in high-quality companies. Meanwhile, they have stronger competitiveness in career development and broader promotion prospects.

4.4. Deepening industry-education integration: Building a university-enterprise symbiotic ecosystem

- (1) Upgrading cooperation models: With a dual understanding of the teaching needs of colleges and universities and the development needs of enterprises, double-qualified teachers promote the upgrading of cooperation between colleges and tourism enterprises from the traditional “internship base” model to the in-depth integrated “industry college” model. This encourages enterprises to deeply participate in curriculum design, teacher training, and talent evaluation, achieving the alignment of talent cultivation goals between universities and enterprises ^[15].
- (2) Realizing resource sharing: Taking double-qualified teachers as a bridge, the sharing of industry data, technical resources, and practical scenarios between colleges and universities and tourism platform enterprises, scenic spots, hotels, etc., is promoted. Colleges and universities can rely on enterprise resources to optimize teaching and scientific research, while enterprises can leverage the talent and research capabilities of colleges and universities to solve development problems, forming a resource-sharing pattern featuring the linkage of “teaching-research-industry.”
- (3) Facilitating talent mobility: The initiative promotes industry experts from enterprises to enter colleges and universities as “industry professors” to participate in teaching. At the same time, double-qualified teachers are encouraged to participate in the operation and management of enterprise projects as “enterprise consultants.” This realizes the two-way flow of talents between universities and enterprises, breaks down the talent barriers between them, and promotes the two-way transformation of knowledge, technology, and experience between universities and enterprises.

5. Conclusion

In summary, the development of a “double-qualified teacher” team is the core driver for higher vocational tourism programs to improve talent training quality. It is directly related to students' skill levels, employment quality, and industry adaptability, and serves as a crucial pillar for promoting the integration of production and education as well as supporting the high-quality development of the tourism industry. Currently, facing the new industry trends of cultural and tourism integration and digital transformation, the “double-qualified teacher” teams in higher vocational tourism programs still confront challenges such as insufficient quantity, outdated

capabilities, and imperfect mechanisms. In the future, it is necessary to build a team of double-qualified teachers with strong theoretical literacy, practical capabilities, digital skills, and innovative thinking by expanding talent introduction channels, innovating training models, improving guarantee mechanisms, and standardizing team management. Only in this way can we cultivate cultural and tourism talents that meet industry needs, inject sustained vitality into the transformation and upgrading of China's tourism industry, and realize the coordinated coexistence and common development of education and industry.

Disclosure statement

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