

Current Situation Analysis and Development Strategies of International Cruise Crew Management Major Construction: Focus on Higher Vocational Colleges in China

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Abstract: *Driven by the global cruise industry's full post-pandemic recovery to a record 37.7 million passenger volume in 2025, China's cruise economy has been integrated into national strategies for maritime power construction and domestic demand expansion, forming a full industrial ecosystem covering high-end ship manufacturing, modern tourism services, cultural creation and international trade. Official data from the National Transportation Commission shows around 60 Chinese universities offer cruise-related programs with 3,000 annual graduates, which is far from enough to fill the post-pandemic talent gap of nearly 300,000 estimated by industry analysts. As the core base for training frontline practical talents, the International Cruise Crew Management Major in Chinese higher vocational colleges has made notable progress in deepening industry-education integration, building up "dual-qualified" teaching teams, lifting employment quality and expanding cross-stakeholder collaborative education, delivering solid talent support for the sector's high-quality development. Still, restricted by late launch, fast industrial tech iteration and mismatched talent supply structure, the program faces prominent bottlenecks including inconsistent regional construction standards, disconnected course content from latest job requirements, uneven distribution of high-quality educational resources and low professional employment matching rate. Based on verified public data, peer research and practical cases from multiple colleges, this paper sorts out the overall development status of the major, summarizes accumulated practical experience, analyzes its core development bottlenecks, and puts forward targeted optimization strategies covering four dimensions: unified professional standard system construction, integrated practical teaching system upgrade, multi-stakeholder collaborative education mechanism innovation and broader talent development pathways. It aims to align the major more closely with global cruise industry trends, continuously output high-quality skilled talents meeting international cruise post requirements, and provide sufficient talent reserves for China to build a world-class Chinese-characteristic cruise economic belt.*

Keywords: China's cruise industry, International Cruise Crew Management, Higher vocational education, Integration of industry and education, Talent training system, 1+X certificate system.

1. Introduction

In 2023, the global cruise industry achieved comprehensive post-pandemic recovery, and according to official statistics from Cruise Lines International Association, the total global cruise passenger volume reached 31.5 million that year, recovering to 92% of the level in 2019 before the pandemic, and the figure further climbed to 37.7 million in 2025, creating a new all-time historical high. Against the background of the continuous restructuring of the global cruise industrial chain, China's cruise economy has risen to a key strategic position in the construction of national maritime power and the strategy of expanding domestic demand, developing into a comprehensive industrial ecosystem that integrates high-end cruise manufacturing, modern cruise tourism services, cruise cultural creativity and international cruise trade, bringing huge new development opportunities for the cultivation of cruise professional talents. For a long time, the global cruise market has been in a monopoly position dominated by several international cruise giants. These international cruise companies have continuously expanded their capacity layout in the Chinese market in recent years, making the market demand for various high-quality cruise service talents in China rise sharply. Different from ordinary hotel service talents, international cruise staff have extremely high comprehensive requirements for English application ability, post professional skills and comprehensive professional quality. As a result, higher vocational colleges, which focus on cultivating practical technical talents, have

become the core force of China's cruise talent training system, and the professional construction of International Cruise Crew Management has also achieved rapid development in the past decade.

As early as 2015, some leading higher vocational colleges in China began to set up the International Cruise Crew Management Major one after another. For example, the major opened by Qingdao Higher Vocational College has made full use of the location advantage of Qingdao International Cruise Homeport, promoted the in-depth integration of industry and education, realized the synchronous development of cruise vocational education reform and regional industrial development, and built a new model of "port-industry-city-education" integrated development. According to the statistical data released by the National Transportation Commission, as of 2025, there are about 60 universities in China offering cruise-related courses or setting up cruise majors, with about 3000 professional graduates every year. However, relevant industry analysis points out that the total demand for various cruise professionals in China in the post-epidemic era is nearly 300,000, and the annual output of talents is far from meeting the huge demand of the market, forming a long-term structural talent shortage. Especially after China realized the milestone delivery of the first domestically built large cruise ship Adora Magic City in November 2023, with the successive launch of follow-up domestic large cruise projects, the demand for front-line high-quality service and management talents in the domestic

cruise industry will further increase, which puts forward higher requirements for the construction quality of the International Cruise Crew Management Major in higher vocational colleges.

At present, the construction of International Cruise Crew Management Major in China's higher vocational colleges is in a critical period of transformation from scale expansion to connotative high-quality development. Relevant vocational education research policies and the top-level design of the "1+X" certificate system have continuously promoted the reform of talent training mode in this field. Many higher vocational colleges have carried out a lot of effective exploration in optimizing talent training programs, building a high-level "dual-qualified" teaching team, deepening school-enterprise cooperation, and improving the practical teaching system, and have accumulated a lot of replicable typical experience. However, restricted by factors such as the unbalanced development of regional cruise economy, the different resource endowments of various colleges, and the rapid iteration of post requirements in the post-epidemic cruise industry, there are still prominent imbalances and shortcomings in the construction of the International Cruise Crew Management Major in China's higher vocational colleges. There is still much room for improvement in the connection between the curriculum system and the actual post requirements, the cooperation depth between schools and leading enterprises in the industry, the international level of talent training, and the professional employment matching rate of graduates. This paper systematically sorts out the overall current situation of the construction of International Cruise Crew Management Major in China's higher vocational colleges based on the latest official public data and practical cases of professional construction, deeply analyzes the prominent bottlenecks restricting the high-quality development of the major, and puts forward targeted and feasible development strategies, to provide effective reference for promoting the overall upgrading of the professional construction level and better supporting the high-quality development of China's cruise industry.

2. Current Situation of the Construction of International Cruise Crew Management Major in Higher Vocational Colleges

2.1 Continuous Expansion of School-running Scale and Spatial Layout Aligned with Industrial Pattern

After nearly a decade of development, the International Cruise Crew Management Major in China's higher vocational colleges has formed a certain scale of schooling, and a relatively complete talent training system has been initially built with the support of national vocational education policies and the promotion of industrial demand, which has laid a solid foundation for the continuous output of high-quality talents for the cruise industry. From the overall development situation, the current construction of the major mainly presents a series of remarkable characteristics in the following aspects.

First of all, the scale of professional schooling continues to expand, and the regional layout basically matches the development pattern of China's cruise economy. At present, China's cruise economy has formed a distinct three-level

spatial pattern in the eastern coastal areas, with Shanghai as the national hub, the Bohai Rim and Guangdong-Hainan as regional growth poles, and Jiangsu-Zhejiang-Fujian as emerging pilot zones. The layout of International Cruise Crew Management Major in higher vocational colleges is highly consistent with this industrial spatial pattern. Most of the colleges that set up this major are concentrated in the eastern coastal areas with developed cruise economy, forming a clustered development trend. For example, the schools in the Bohai Rim region represented by Tianjin Maritime College have long been engaged in the construction of International Cruise Crew Management related majors, and their teachers have long been engaged in the research of cruise vocational education teaching reform. The professional construction of higher vocational colleges in Shandong region represented by Qingdao has made full use of the location advantage of Qingdao International Cruise Homeport, and has obtained a number of high-level professional construction honors. The major has become the pilot major of the national 1+X Cruise Operation Service level certificate system, the key component of Shandong Provincial higher vocational curriculum standard formulation major and Shandong Provincial higher vocational brand major group. The teachers of this major have participated in the research and formulation of the national higher vocational cruise major introduction and professional teaching standards, participated in the formulation of the national 1+X Cruise Operation Service level standard, and presided over the construction of the national level teaching resource database sub-database of the cruise major, which has formed a leading demonstration effect across the country. In the Yangtze River Delta region represented by Zhejiang, the higher vocational colleges represented by the Marine Tourism College of Jiaxing University have carried out in-depth exploration of the integrated construction of secondary and higher vocational education, which further expands the training path of cruise talents.

2.2 Deepening Industry-education Integration and High-yield School-enterprise Cooperation Results

Secondly, the integration of industry and education has been continuously deepened, and the cooperation between schools and enterprises has achieved remarkable results. In recent years, all higher vocational colleges offering International Cruise Crew Management Major regard the integration of industry and education as the core starting point of professional construction, and have carried out multi-dimensional in-depth cooperation with leading enterprises in the cruise industry. For example, the major of Qingdao has established comprehensive strategic cooperative relations with Qingdao International Cruise Port Administration and Qingdao Municipal Bureau of Culture and Tourism, jointly built the China Shipbuilding and International Cruise Industry College with China State Shipbuilding Corporation and Shandong International Group, built the smart port industry-education integration training base with Shandong Port Cruise Cultural Tourism Group, and built the "Digital Cruise Course Resource Center" with the Open University of China Ocean College, which has built a complete "government - industry - university - research - innovation" integrated development ecosystem. The school has also been awarded a series of high-level titles such as "Qingdao International Cruise Vocational Training Base", "National

1+X Cruise Operation Service Skill Training and Examination Base”, and “China Cruise Tourism Development Experimental Zone Talent Training Demonstration Base”, forming a highly distinctive professional construction model. Many other higher vocational colleges have also continuously expanded the list of cooperative enterprises in recent years. For example, a college added 4 new cooperative enterprises including Tianjin Great and Hecruise in the 2024-2025 academic year, and jointly built training bases and co-developed teaching teams with enterprises. Through in-depth enterprise research, they accurately grasped the post skill requirements, dynamically adjusted the teaching content, and effectively improved the employment competitiveness of students.

2.3 Systematic Promotion of “Dual-qualified” Teaching Team Construction

Thirdly, the construction of “dual-qualified” teaching teams has achieved remarkable results, and the overall teaching ability has been continuously improved. All higher vocational colleges have taken the construction of high-level teaching teams as the core support for the development of the major, and adopted a variety of measures to promote the professional ability of teachers. Many colleges have organized teachers to go to the cruise industry for on-site investigation and post practice. For example, two teachers of a major boarded Royal Caribbean’s Spectrum of the Seas to conduct on-site investigation, from cabin layout to catering service, immersed in learning the international cruise operation standards, and injected fresh practical cases into the daily teaching. 8 teachers also went to the Zhengding International Hotel for 42 rounds of post practice, from front office reception to cabin cleaning, personally polished their service skills, and fed the practical experience back to the classroom teaching. At the same time, the colleges also actively organize teachers to carry out cross-school further study, participate in the national and provincial teachers’ quality improvement plans, learn advanced teaching methods, and promote the transformation of the classroom from “knowledge transfer” to “ability cultivation”. A large number of teachers have obtained relevant professional skill certificates, including seaman certificates, tea art masters and other high-level professional qualifications, and the proportion of “dual-qualified” teachers who can teach in the classroom and operate on the deck has been increasing year by year.

2.4 Sustained Improvement of Talent Training Quality and Breakthroughs in Employment Outcomes

Fourthly, the quality of talent training has been continuously improved, and the employment of students has achieved successive breakthroughs. In recent years, the employment situation of graduates of International Cruise Crew Management Major in higher vocational colleges has been continuously optimized. For example, the major in Qingdao has cultivated more than 700 students in seven years, of which more than 70% of the graduates are engaged in cruise-related jobs, with a monthly salary of more than 8000 RMB, the overall employment rate reaches 98%, and the employer satisfaction is more than 95%, which has formed a good professional reputation. Many colleges have also achieved new breakthroughs in the employment of international cruises.

For example, in April 2025, 7 students from the Cruise 2301 class of a college participated in the pre-job training interview of Royal Caribbean Group. After English resume polishing and simulated interview special training, 5 students successfully passed the first round of assessment, setting a new record of international employment for the major. The first batch of students of the major boarded the ship for internship in June 2024, 6 students from Cruise 2201 class passed the interview and entered Chongqing Century Cruises for internship, 3 of them stayed in the catering department after graduation, successfully realizing the transition from intern to formal cruise staff.

2.5 Diversified Exploration of Characteristic Talent Training Modes

Fifthly, the innovation of the talent training model is continuous, and a variety of characteristic education models have emerged. Many higher vocational colleges have explored the formation of distinctive talent training models that are in line with their own school-running characteristics. For example, the major in Qingdao has fully promoted the modern apprenticeship and on-site talent training, and formed a new cruise talent training model of “three-stage progressive, four-section integrated, five-cooperation and five-coordination”. A number of colleges have carried out exploration under the background of the “1+X” certificate system, integrating the certificate requirements into the daily teaching system of the major. At the same time, the exploration of the integrated construction of secondary and higher vocational education is also advancing in depth. For example, the Marine Tourism College of a university carried out in-depth exchanges with Zhoushan Tourism and Commerce School around the integrated construction of International Cruise Crew Management Major in October 2025, and carried out full discussion on the curriculum connection, skill standard unification, curriculum resource sharing, talent training program optimization and other core issues of the secondary and higher vocational major. The two sides also clarified that the integrated construction of the major must closely follow the trend of industrial development and the actual demand of posts, and focus on promoting four key tasks: establishing a monthly regular meeting system to carry out themed teaching and research activities around teaching difficulties and professional hotspots, realizing the sharing of secondary and higher vocational teachers’ resources, breaking the barrier of teachers’ resources, jointly promoting the construction of scientific research and teaching reform projects to enhance the scientific research support of professional construction, and organizing the competition exchange activities of secondary and higher vocational students to promote learning and practice through competitions, which has opened up a new path for the connected cultivation of cruise talents.

3. Prominent Bottlenecks Restricting the High-quality Development of International Cruise Crew Management Major in Higher Vocational Colleges

3.1 Inconsistent Construction Standards and Regional Imbalanced Development

Although the construction of International Cruise Crew Management Major in China's higher vocational colleges has achieved remarkable phased results at present, there are still a series of prominent bottlenecks and shortcomings in the overall development process, which restrict the further improvement of the quality of talent training, and can not fully match the rapid development demand of China's cruise industry for high-quality practical talents.

The first prominent problem is that the overall standard system of professional construction is not unified, and the development level of different higher vocational colleges is seriously unbalanced. Because the construction of International Cruise Crew Management Major in China started relatively late, and there was no unified national professional teaching standard at the initial stage of development, the orientation of talent training, curriculum setting, skill assessment standards and other core links of different colleges are quite different at present. A large number of non-key higher vocational colleges that set up the major later have insufficient cognition of the cruise industry, lack of in-depth research on the latest post requirements of the industry, and their professional construction still stays at the level of copying the hotel management major, and can not highlight the cross-professional characteristics of the cruise major covering navigation, tourism, service, language and other fields. Especially at present, the distribution of high-quality professional resources is highly concentrated in a few leading higher vocational colleges with regional advantages, while most colleges in the central and western regions and regions without cruise homeports have weak school-running strength, insufficient investment in teaching resources, and the gap between the overall professional construction level and the leading colleges is gradually widening, which is not conducive to the overall coordinated development of China's cruise talent training system.

3.2 Disconnection Between Curriculum Content and Upgraded Post Requirements

The second outstanding problem is that the connection between the content of the curriculum system and the latest post requirements of the post-epidemic cruise industry is not tight enough, and the updating rhythm of teaching content lags behind the iterative speed of industrial development. In recent years, the global cruise industry has undergone tremendous changes after going through the pandemic, a large number of new cruise ships have been put into operation, the new service scenarios and new operation models of cruises have been emerging, and the post skill requirements for cruise crew have been continuously updated. However, the curriculum system of many higher vocational colleges is still staying at the stage before the pandemic, and the new technologies, new processes and new specifications in the cruise industry have not been fully integrated into the daily teaching content. Especially for the new domestic large cruise ships that have been delivered one after another in China, their special operation management specifications, characteristic service process design and other related contents are rarely involved in the curriculum of most colleges, resulting in the knowledge learned by students in the school can not be directly connected with the actual post work of the new cruise ships. In addition, in the setting of practical courses, a

considerable number of colleges still have the problem of emphasizing theory over practice, and the proportion of practical teaching related to cruise posts is insufficient. The practical training content can not cover the full process operation requirements of cruise catering, cabin, passenger service and other core posts, which leads to the fact that some students can not quickly adapt to the post work after employment, and need a long cycle of re-training by the enterprise.

3.3 Insufficient Proportion of Teachers with Long-term Frontline Cruise Experience

The third prominent problem is that the overall strength of the "dual-qualified" teaching team still has obvious shortcomings, and the proportion of teachers with long-term practical experience in the front line of international cruise posts is low. At present, most of the professional teachers in higher vocational colleges are transformed from hotel management, tourism management and other related majors. Few teachers have long-term working experience on international large cruise ships, and their cognition of cruise operation management is mostly obtained through short-term investigation and learning, which can not systematically master the full set of international cruise service standards and practical operation skills. Although many colleges have organized teachers to carry out post practice and enterprise training in recent years, the practice cycle is often short, and most of the practice is carried out in star hotels on land, which can not be truly combined with the special operation scenarios of cruises at sea. As a result, there is a general situation that the professional practical teaching content is separated from the actual cruise posts. In addition, the introduction of high-level professional talents with cruise front-line working experience in most higher vocational colleges is restricted by the staffing and salary system, and it is difficult to attract senior cruise crew with rich working experience to join the teaching team full-time, which further restricts the improvement of the overall teaching level.

3.4 Uneven Distribution of High-standard Simulation Training Resources

The fourth prominent problem is that the construction of practical training conditions is unbalanced, and the high-quality cruise simulation practical training resources are not widely shared. The cruise practical training involves a number of special scenarios such as cruise catering layout, cabin layout, cruise safety escape, etc., which needs a lot of special practical training equipment and site support, and the construction cost is far higher than that of the ordinary hotel management major. At present, only a few leading higher vocational colleges with abundant funds have built a complete cruise simulation practical training base, and most of the ordinary higher vocational colleges have insufficient investment in practical training equipment. The practical training sites are still the common hotel service training sites, which can not simulate the special operation scenarios on cruises, resulting in the lack of targeted practical training for students, and it is difficult for them to master the special cruise service skills before employment. Especially for the special practical training content such as cruise safety operation, crew management at sea, and emergency disposal at sea, the vast

majority of colleges do not have corresponding practical training conditions, and students can only understand the relevant content through textbook description, which makes it difficult to form practical cognitive ability.

3.5 Student Comprehensive Quality Gap with International Posts and Low Professional Employment Matching Rate

The fifth prominent problem is that the comprehensive quality of students still has a big gap with the requirements of international cruise posts, and the overall professional matching rate of employment needs to be further improved. International cruise posts have extremely high requirements for students' English application ability, especially the ability of oral English communication in professional scenarios. However, at present, a considerable number of higher vocational colleges' English teaching still stays in the stage of basic English examination oriented teaching, and the professional cruise English targeted training module is insufficient. Students can not skillfully use English to complete the communication of cruise service scenarios, which directly leads to many students can not pass the interview assessment of international cruise companies, and can not be employed in the posts they have learned. In addition, the cruise crew needs to work at sea for a long time, which puts forward special requirements for students' psychological quality, adaptability to the marine environment, and team cooperation ability across nationalities. Many colleges have not set up targeted training content for these special qualities, resulting in a considerable number of students giving up cruise related jobs after graduation, and turning to land hotels and other related industries, which further reduces the professional matching rate of employment, resulting in a waste of educational resources. According to the existing public data, the proportion of graduates from many non-key higher vocational colleges who are actually employed in international cruise posts is less than 20%, which is far lower than the level of leading colleges, and there is a large room for improvement.

4. Targeted Development Strategies for the Construction of International Cruise Crew Management Major in Higher Vocational Colleges

4.1 Unified National Teaching Standard System Construction and Coordinated Regional Development

In view of the prominent bottlenecks existing in the current professional construction, combined with the development demand of China's cruise industry for high-quality practical talents, the construction of International Cruise Crew Management Major in higher vocational colleges in the next stage should focus on the following development strategies, to promote the overall high-quality upgrading of the professional construction level.

First of all, it is necessary to speed up the construction of a unified national professional teaching standard system, and promote the coordinated and balanced development of the major across different regions. Relying on the existing cruise

vocational education research institutions and leading higher vocational colleges, we should organize industry experts, enterprise technicians and frontline teachers to jointly develop a unified national professional teaching core standard for International Cruise Crew Management Major, clarify the ability requirements of talent training, core curriculum system, skill assessment standards, practical training construction specifications and other core contents, form a unified baseline requirement for professional construction across the country, and avoid the problem of non-standard professional construction in different colleges. At the same time, we should give full play to the demonstration and leading role of high-level majors in leading colleges, build a national shared professional teaching resource database, open high-quality course resources, practical training operation videos, teaching cases and other resources to all colleges offering this major for free, narrow the resource gap between different regions, and promote the overall coordinated development of the professional construction in the country. We should also further promote the exploration of the integrated construction of secondary and higher vocational majors, connect the talent training system of secondary vocational schools and higher vocational colleges, form a connected talent training channel from basic skill cultivation to high-level post ability improvement, and continuously expand the training scale of high-quality cruise talents.

4.2 Dynamic Curriculum System Aligned with Latest Industrial Post Requirements

Secondly, we should continue to deepen the integration of industry and education, and build a dynamic curriculum system that is fully connected with the latest post requirements of the industry. All higher vocational colleges should establish a regular school-enterprise joint teaching committee, invite technical backbones of leading cruise enterprises to participate in the whole process of talent training program formulation and curriculum setting, regularly carry out in-depth enterprise research, timely incorporate the latest service standards, new process specifications and new operation scenarios in the cruise industry into the daily teaching content, and dynamically adjust the curriculum system according to the post demand changes. Especially for the operation and service characteristics of China's independently built large cruises, we should develop special characteristic courses, combine the practical cases of domestic large cruises in operation, update the teaching content in real time, and ensure that the knowledge and skills learned by students can be directly connected with the actual post work. We should further promote the integrated development of the "on-the-job course competition certificate" model, integrate the requirements of the 1+X Cruise Operation Service vocational skill level certificate into the daily teaching system, promote the organic connection between course teaching, skill competition and post certificate, improve the students' practical operation ability through multi-dimensional assessment, and realize the synchronous improvement of students' theoretical level and practical skills.

4.3 Holistic Competence Promotion of "Dual-qualified" Teaching Team

Thirdly, we should take multiple measures simultaneously to promote the overall ability of the “dual-qualified” teaching team to be improved in an all-round way. We should establish a normalized mechanism for professional teachers to practice in international cruise enterprises for a long time, and require each professional teacher to have the working experience of sailing on international large cruise ships for more than 3-6 years, so that teachers can systematically master the full set of cruise post operation skills in person, and convert the practical experience into teaching cases to feed back to the classroom teaching. At the same time, we should further break the institutional barrier of talent introduction, support higher vocational colleges to introduce senior crew members with rich working experience in international cruise front-line posts as full-time professional teachers, and optimize the structure of the teaching team. We should also increase the support for professional teachers to participate in national and provincial teaching ability competitions, carry out cross-school collaborative teaching and research, promote the mutual exchange of high-quality teachers between different colleges, continuously improve the professional level of teachers, and build a high-level “dual-qualified” teaching team that can not only teach professional theories, but also master the full set of cruise practical skills.

4.4 Co-construction and Sharing of High-standard Practical Training Resources

Fourthly, we should promote the co-construction and sharing of high-standard cruise practical training resources, and build a full-coverage practical teaching system. On the basis of encouraging the colleges to invest in the construction of their own practical training sites, we should promote the joint construction of regional shared cruise comprehensive practical training bases between multiple local higher vocational colleges and cruise industry enterprises, solve the problem of high construction cost of a single college, and realize the open sharing of high-quality practical training resources in the region. The construction of the practical training base should cover all core scenarios of cruise posts, including cruise catering service, cabin service, passenger service, safety escape, etc., fully simulate the real operation environment on international large cruises, realize the zero-distance connection between classroom teaching and actual posts, and ensure that students can master all practical operation skills before boarding. We should also make full use of digital virtual simulation technology, develop a number of high-level cruise virtual simulation practical training courses, break the constraints of time and space, let students complete the simulation operation of high-risk and high-cost cruise practical training contents such as sea emergency disposal and engine room safety operation through digital means, and make up for the shortcomings of offline practical training conditions.

4.5 Targeted Student Comprehensive Quality Improvement to Lift Employment Matching Rate

Fifthly, we should focus on improving the comprehensive quality of students, and continuously increase the professional matching rate of employment. We should set up a special cruise English training module throughout the whole stage of talent training, carry out all-round targeted training for students’ oral English communication ability in cruise service

scenarios, adopt the teaching mode of situational simulation, all-English case teaching and foreign teacher joint teaching, effectively improve students’ professional English application ability, and help more students pass the interview assessment of international cruise companies. At the same time, we should increase the cultivation of students’ sea adaptability, psychological quality and cross-cultural communication ability, set up special courses such as cruise crew psychological adjustment, marine environment adaptation, cross-national team communication, to help students establish correct professional cognition, improve their ability to adapt to long-term work at sea, reduce the loss of professional talents, and further increase the professional matching rate of employment, so as to deliver more high-quality practical talents for China’s cruise industry.

5. Conclusion

With the continuous recovery and high-quality development of China’s cruise industry, the demand for high-quality international cruise service talents will continue to grow at a high speed. After years of development, the construction of International Cruise Crew Management Major in China’s higher vocational colleges has achieved remarkable phased results, forming a certain scale of school running, a continuously improving teaching team, a gradually deepening integration of industry and education, and a continuously improving quality of talent training, which has laid a solid foundation for supporting the development of the cruise industry. At the same time, we should also clearly recognize that there are still a series of prominent bottlenecks in the construction of the major, which restrict the further improvement of the quality of talent training. In the future, with the continuous promotion of the unified professional standard construction, the continuous deepening of the integration of industry and education, the continuous optimization of the teaching team and the continuous improvement of the practical training system, the construction of International Cruise Crew Management Major in China’s higher vocational colleges will surely move towards a higher level of connotative development, continuously output high-quality technical and skilled talents that meet the requirements of international cruise posts, provide sufficient talent reserve for China to build a world-class cruise industrial system, and strongly support China to realize the historic leap from a large cruise consumption country to a world-class cruise power.

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