Exploration on the practical education path of tourism management specialty under the background of high-quality development of employee health tourism

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Abstract: The rapid expansion of employee health tourism is changing the problem context of practical education in tourism management major. When recuperation has changed from trade union welfare arrangement to cultural and tourism growth pole with independent industrial logic, the challenge faced by practical education is no longer ´ lack of practical opportunities ´, but the structural dislocation between practical content and industrial operation logic : students are arranged in the service process of scenic spots, hotels and rehabilitation bases, but rarely guided into the organizational chain of recuperation, welfare system and cross-regional cooperation mechanism to understand how service judgment is formed. Based on this, on the basis of outlining the characteristics of employees ´ health and wellness tourism industry and the changes in talent demand, this paper examines the misplaced performance of goal embedding, superficial content, scenario isolation and evaluation disconnection in the current practical education of tourism management major, and then puts forward the analysis perspective of ´ system embedding ´, and constructs the practical education path from four dimensions : target reconstruction, content organization, scene design and evaluation traction. The key to deepening the practical education of workers ´ health tourism is to enable students to obtain a practical ability to form a basis for judgment between institutional constraints and industrial logic, rather than superimposing health skills training modules on the existing business practices.

Keywords: employee health tourism; tourism management; practice education; institutional embedding

1. Transformation of industrial logic and resetting of practical education

The rapid expansion of employee health tourism in recent years is not a simple increment of the existing health tourism industry, but carries a set of institutional logic different from conventional tourism into the vision of tourism management personnel training. At the beginning of 2026, the All-China Federation of Trade Unions, the Ministry of Culture and Tourism and other departments jointly issued opinions to clearly expand the scale of workers ´ recuperation, encourage grass-roots trade unions to carry out up to four spring and autumn tours per year, and propose to basically build a wide-coverage and clear-level system of cultural and sports activities for workers by 2030. The significance of this policy signal is not to add a source of tourists to the tourism market, but to push a form of tourism demand based on the network of trade unions and the welfare system to the foreground. The relevant person in charge of China Workers ´ International Travel Service said bluntly, ´ Workers ´ recuperation is the largest B-end incremental market for wellness tourism ´. The practical data of Zhejiang Province provide empirical support for this judgment : since 2015, the first to carry out inclusive staff recuperation, only five years from 2020 to now, the province ´s trade unions at all levels have organized a total of 6.5 million staff recuperation, directly driving the consumption of more than 20 billion yuan ; the funding standard for recuperation and recuperation was increased from 400 yuan per person per day to 600 yuan per person per day, and the amount of cultural tourism consumption was superimposed. Xiangyang, Hubei Province, designs the healing and recuperation as the entrance of the " consumption chain, " and leads the

consumption of cultural and creative products and agricultural products with immersive cultural lessons and forest healing experience. These signs point to a common judgment : workers ´ health tourism is evolving from a " landing link of trade union welfare " to a cultural and tourism growth pole with its own organizational logic and industrial traction.

However, there is a gap between the practical education arrangement of tourism management major and this requirement. Practice is usually understood as sending students to scenic spots, hotels, health care bases or pension institutions, familiarizing themselves with the operation process and accumulating job experience in real or simulated service scenarios. This kind of arrangement is of course valuable, but it still responds to the problem of ´ format docking ´ : students know what functional partitions are available in the health care base, experience the design details of aging facilities, and participate in the design discussion of residential products. However, they rarely have the opportunity to enter the organizational process of employee recuperation – they do not understand the complete chain of a recuperation activity from the release of indicators, program approval, base selection to the implementation of the itinerary and effect evaluation, and have not faced the real judgment situation of ´ how to make a trade-off between health intervention, cultural experience and rest needs under the same standard of recuperation funds ´. The gap between practical education and industrial logic lies not in whether practice exists or not, but in which level of industrial operation practice is placed.

Therefore, the core question of this paper is : under the condition that the institutional logic of employee health tourism has been clearly presented, what path should the practical education of tourism management major be reconstructed according to, so that the practical ability obtained by students can match the operation mode of this industry ? The essence of this problem is not whether to increase the content of health care in practical education, but where practical education should be embedded. Based on this, this paper first examines the structural dislocation between the current practice education and the logic of the workers ´ health and wellness tourism industry, and then introduces the analysis perspective of ´ system embedding ´, and discusses the construction of the practice education path from the four dimensions of goal, content, scene and evaluation.

2. Dislocation: the disconnection between practical education and industrial logic

By examining the current practical education arrangement of tourism management specialty in front of the industrial logic of workers ´ health tourism, we can find some dislocations that are not accidental. The reason why these dislocations are worthy of being taken seriously is that they jointly maintain a state of ´ practice is occurring, but not related to the key links of industrial operation ´.

The externalization of the goal makes the practice education lack the ability to dialogue with the industrial system. The practical objectives of tourism management specialty are usually expressed as ´ familiar with the operation of the industry ´, ´ have practical operation ability ´, ´ be able to meet the job requirements ´ and so on. These statements are not wrong, but they position practical ability as adaptability at the operational level, rather than understanding at the judgment level. The industrial characteristics of employees ´ wellness tourism require the latter : many decisions in recuperation services – how to match moderate activity intensity for employees with different health conditions, how to find a balance between welfare norms and individual needs, and how to maintain the consistency of service standards in cross-regional reception – are not directly found in the operating manual. When the practical goal stays at " will do " without touching " why to do so " and " under what conditions should different choices be made, " even if students enter the health care base or recuperation place, they are only performing the prescribed process, and cannot form a judgment on the logic of industrial operation.

The superficialization of the content makes the practice of health care stay in the format experience

rather than the system understanding. At present, the practical content related to health care is more manifested in visiting health care bases, experiencing aging facilities, participating in the design and discussion of residential products, or conducting service process training in homestays and resorts. These activities can expand students ´ perceptual cognition of health care formats, but their common feature is to present ´ health care ´ as a set of observable service forms, rather than a set of institutional arrangements that need to be understood. The key features of employee recuperation-index allocation, funding standards, base access, cross-regional collaboration, and effect evaluation-are almost absent in these practical contents. Students may know what is a health care sojourn product, but they do not know what conditions a product needs to meet to enter the employee ´s recuperation catalogue, what procedures it goes through, and what institutional constraints it responds to. The superficialization of content makes it difficult for the knowledge transmitted by practice to connect with the logic of real operation in the industry.

The islandization of the scene separates the practice space from the organizational chain of the industry. The construction of practice scenes is usually promoted along the idea of ´ base ´ : co-building training bases with hotels, scenic spots, and health care institutions, and placing students in them to complete a certain period of practice. The limitation of this idea is that a single base can only present the end of the industrial organization chain. Staff recuperation is a continuous process from trade union organization mobilization, cross-regional transportation of tourists to base reception, health service and follow-up evaluation. Any base only carries fragments. The ´ service site ´ seen by students in the base is already the result of filtering by the organization chain ; they cannot observe how the site is produced, nor can they understand how the coordination between different institutional entities - trade unions, cultural and tourism departments, base operators, and health management agencies - shapes the conditions and boundaries of on-site services.

The disconnection of evaluation makes the quality of practice lack the confirmation method of docking with industrial standards. Practice evaluation is mostly based on attendance, training report, job performance or operation assessment, focusing on the completion of the process and the standardization of behavior. This kind of evaluation can confirm that students participate in practice, but it is difficult to confirm whether students have formed a judgment ability that matches the logic of the employee health tourism industry. When the industry side is already promoting the construction of service standards and personnel capacity standards, if the practical evaluation still stays within the general framework of tourism service skills, it is impossible to convey to students the signal of ´ what is the practical quality valued by this industry ´. The disconnection of evaluation is not only a problem of measurement technology, but also makes the calibration between practical education and industrial demand lose the institutionalized channel.

3. Institutional embedding: an analytical perspective on the reconstruction of the path of practical education

The perspective of " institutional embeddedness " is proposed to respond to the core problem revealed by the above dislocation : which level of practice education should let students enter the industry, so that their experience can have transferable judgment quality. The theoretical basis of this perspective can be supported by the discussion of situated learning and service learning. Situational learning emphasizes that knowledge is not an entity separated from the situation, but is generated by participating in real tasks in the community of practice ; the process of learners from marginal participation to core participation is essentially a process of deepening the understanding of the operation logic of the community. Service learning further points out that quality practice is not the simple juxtaposition of " service " and " learning, " but the organization of service experience by reflective structure, which is transformed into the understanding of system, ethics and judgment. By placing these two clues in the context of workers ´ wellness tourism, a key inference can be drawn : the depth of practical education does not depend on how many wellness scenarios students are in, but on the organizational logic of whether students are allowed to enter

the industry.

The meaning of institutional embeddedness can be defined from three levels. At the organizational level, it means that students ´ practical position is not limited to the service end of the base, but extends to the organizational chain of recuperation activities – to understand how indicators are formed, how programs are designed, how bases are selected, and how cross-regional docking is performed. At the knowledge level, it means that the content of practice is not satisfied with describing ´ what projects are included in health care services ´, but asking why these projects are combined, standardized and evaluated in a specific way, so that tourism management expertise and trade union welfare system, health management norms, and regional cooperation mechanisms form a substantive dialogue. At the level of judgment, it means that students are placed in a situation where they need to make choices based on institutional conditions : how to design a recuperation line under given funding standards and health constraints, how to choose between formal compliance and substantive experience, and how to respond when the expectations of the source party do not match the capabilities of the base in cross-regional reception. The goal of practical education embedded in the system is not to cultivate ´ more skilled service operators ´, but to cultivate practitioners who can make basis judgments in the institutional structure.

4. Construction of practical education path

4.1 Target reconstruction: from operational adaptability to judgment in institutional context

The goal of practical education needs to shift from the plane expression of ´ familiar with the health care format and master the service process ´ to a unified ability quality : to make a professional judgment based on the situation of the staff recuperation system. This quality can be decomposed into three progressive levels. The basic level is institutional cognition, that is, to understand the organizational process, funding norms, base management requirements and cross-regional cooperation mechanism of employee recuperation, and to know what institutional constraints and institutional resources exist behind a service arrangement. The middle layer is the situation migration, that is, in the structured design or reception situation of the recuperation plan, the system knowledge is used to identify the key conditions, weigh the reasonable expectations of different subjects, and form a reasoned plan choice. The high level is exception handling, that is, when there is tension between institutional conditions – such as the conflict between the unity of welfare standards and the individual differences of employees ´ health needs – it can identify the nature of tension, invoke relevant norms, make rational choices and explain its limitations. The three levels share the same quality core, and the design of practical activities gains direction accordingly, rather than corresponding to isolated ´ health care skills ´.

4.2 Content organization: Taking the judgment node in the chain of recuperation organization as the unit

The key to the content organization is to break the linear splicing of ´ visit base-experience service-writing report ´, and to structure the practical content with the real judgment nodes in the chain of recuperation organization. The so-called judgment node refers to those links that need practitioners to weigh between institutional constraints and specific situations in the operation of employee health tourism.For example, the " matching of funding standards and experience quality " in the design of recuperation routes, the " trade-off between facility conditions and service capabilities " in the selection of bases, the " adjustment between customer expectations and local resources " in cross-regional reception, and the " adaptation of activity intensity and employee health status " in health service arrangements. Taking these nodes as organizational units means that practice is no longer observing a formed service site from the side, but entering the decision-making process that is so formed on the site. The role of theoretical knowledge also changes : the curriculum content such as trade union welfare system, tourism service management, and health

management norms is no longer an independent module that ´cooperates´ with practice, but is actively invoked by students at the judgment node to support judgment. Reasoning resources. The depth of the content of practice is no longer measured by ´how many kinds of health care formats have been contacted´, but by ´how many judgment nodes have formed a basis for judgment´.

4.3 Scene design: from the base island to the presentation of institutional relations

Scene construction needs to shift from the idea of " base " to the idea of " institutional relationship presentation. " This does not mean canceling the practice of the base, but requires the establishment of a practice link that can present the chain of recuperation organizations outside the practice of the base. Specifically, the scene can be expanded along three clues. First, the organization process scenario : let students participate in or simulate the program design, approval and docking links of the recuperation activities, so that they can understand how the base service site is produced by the system process. Second, cross-subject collaboration scenario : using the real collaborative relationship between trade unions, cultural and tourism departments, base operators, and health management agencies to design tasks that require students to talk with different institutional subjects, such as soliciting multi-party opinions and making adjustments on a cross-regional recuperation reception program.Third, standards and evaluation scenarios : introduce service specifications, base access conditions, and effect evaluation indicators into practice, and require students to evaluate a certain service arrangement based on standards and propose improvement basis. The common function of the three types of scenarios is to make the system from " background knowledge " to " observable, operable and questionable. " The base is still an important place for practice, but it is no longer the whole of practice, but a visible node in the institutional chain.

4.4 Evaluation traction: taking judgment quality as the confirmation method of practical education

The direction of evaluation reform is to make the quality of judgment the core object of practical evaluation, rather than taking attendance, report length or operational norms as the main basis. Judgement quality can be observed from three dimensions. Appropriateness of basis : whether students invoke institutional norms and professional knowledge that match the situation when facing the design or reception decision-making tasks of recuperation, rather than relying solely on intuition or general service experience. Coherence of reasoning : whether there is a traceable logical chain from condition identification to scheme conclusion, and whether students can explain why they have made the current choice among several possible schemes. Limited consciousness : whether students can explain the institutional premise and information conditions on which the judgment is based, and the adjustments that may be needed when these premises change. These three dimensions can be applied to a variety of practical results such as project design report, simulation decision record, base practice reflection and cross-subject dialogue summary, so that the evaluation is no longer dependent on a specific form. When the evaluation clearly points to the quality of judgment, the focus of students´ participation in practice may shift from ´completing the prescribed actions´ to ´making informed choices in the institutional context´, and the evaluation thus becomes an institutionalized mechanism for the continuous calibration of practical education and industrial logic.

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