

# *Practice-oriented Reform of Application Curriculum Innovation on Tourism Management in Higher Vocational Colleges*

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**Abstract:** Practice-oriented curriculum reform of tourism management in higher vocational education is in line with the laws of educational science, and it is suitable for the teaching reform of modern college students and the social market economy. This paper, putting forward for the stable development of training mode in higher vocational tourism management through the tourism management curriculum reform, and taking the course, *Hotel Service and Management*, as an example, discusses the practice of curriculum reform steps, content, and its remarkable results.

## **1. Introduction**

Vocational education emphasises school-enterprise cooperation and working-learning combination. Jiang Dayuan (2008) noted that it can only be the water moon of the mirror to realise this cultivation mode but not to reform the course. The status of vocational education in the whole education system is becoming more and more important with the expansion of the scale of vocational education in China. But there are still some deep problems that affect the healthy development of vocational education. Zhao Zhiqun etc. (2005) considers "One of the most primary problems is the systematic deviation of personnel training, which reflected in the differences between the effect of the personal training and the market demand, and the most direct cause of this deviation is the course". Jiang Dayuan (2008) considers that course is always the core of vocational education and teaching reform. Ding Jinchagn (2015) noted that the main problems of course construction in higher vocational education in China are that the gap between the course design and the professional post ability lacks in features of higher vocational education and connections between secondary and higher vocational colleges in order to the bring down employment quality and high rate of separation in the higher vocational colleges graduates. The tourism management major is no exception.

Tourism management major in the higher vocational colleges emphasises the talents' comprehensive practical ability (such as well Chinese and English language ability, computer operation ability and good interpersonal communication ability) and innovative ability, to cultivate the high-quality skilled talents in services and management areas for the purpose. This talent training goal requires that the professional curriculum construction should no longer follow the

subject-based curriculum system of ordinary higher education, but should emphasize the practice of students, cultivate the ability of innovation, meet the needs of the market for talents, and achieve higher vocational college graduates' studies and employment zero dockings as well as stable career development. Based on the practice-oriented curriculum reform and curriculum organisation innovation, this paper designs, organises, implements, and assesses the applied courses of tourism management major in higher vocational colleges. It is of great practical significance for the practical realisation of talents training target of tourism management major in higher vocational colleges, which can use for reference in the reform of relevant majors and practical courses.

## 2. Literature Review

He Jianwei etc. (2010) noted that foreign universities attach more importance to the construction of the curriculum system with the emergence of the “dual system” model in Germany, the “TAFE” (Technical and Further Education) model in Australia, the “CBE” (Competency Based Education) model in Canada, British “BTEC” (Business & Technology Education Council) model, and Singapore’ s “teaching factory” model, etc. Xu Chenggang (2014) considers these models take vocational ability training as the standard, meet the market demand as the guidance, deepen the school-enterprise cooperation as the path, and realise the integrity of the sequence and “seamless” docking as the focus of the reform. It is of great significance to guide the development of higher vocational education in China by taking the government’s promotion and the construction of policies and regulations as the driving force and common characteristics.

The construction of tourism management major was started late in China. Domestic scholars summarised their experiences by studying foreign mature management mode of teaching, curriculum system construction and so on, to provide a reference for domestic scholars and educational administrators. At the same time, these studies probe into the major establishment, teaching mode, talent training mode, laboratory construction and the reformed practice of a specific course of tourism management in China. Among them, in the practice of curriculum reform, there are many cases of independent reform with one curriculum, the reform practice research considering the integrity and universality of the practice system is relatively lacking, and the reform results have some limitations.

Under the premise of developing the curriculum system of tourism management major, the aim of this research is to cultivate the needs of students’ post ability, take the practice of professional skills as the guide, and take the course *Hotel Service and Management* as an example, for which explores the innovation mode of applied curriculum for tourism management major, and provides reference and guidance for the reform of applied curriculum for the same type and related major.

## 3. Innovation Practice of Curriculum Reform

### 3.1 Background of Reform

The higher vocational tourism management major of our college started to enrol new students from 2004. In 2006, it listed as the experiments of the teaching reform in our college. In 2009, tourism management major as the key construction of the college ratified. The major has been in series with the Beijing Sheraton Great Wall Hotel, the Xi’ an International Conference Center, the Xi’ an Jianguo Hotel, the Ningbo Marriott Hotel, the Suzhou Wanyi Hotel, the Xi’ an Guangda International Travel Service, the Xi’ an Half-slope Museum. The cooperation relationship has been established by more than 20 companies and institutions, which now become the stable off-campus training base of our college. The course reform and innovation practice discussed in the course, *Hotel Service and Management*, in tourism management major.

### 3.2 Reform of the Personnel Training Model

Before the reform of the curriculum system of tourism management major, the traditional “2+1” culture mode adopted, that is, the systematic study of the basic courses, the specialised theoretical courses and the professional courses in the two years of the three-year culture period. In the two semesters of the last year, students went to the enterprise for internship and graduation internship respectively. This training mode has played a very positive role in higher vocational education in the long run and promoted the cultivation and development of students’ vocational skills.

However, modern higher vocational education has put forward higher training objectives and higher requirements for talents’ vocational skills. This “2+1” training model disconnects the students’ professional courses from practice links, resulting in separation and discontinuity of training and professional knowledge in time and space. It makes the enterprise reflect many students’ professional skills and comprehensive qualities inexperience after accepting the students. Therefore, this reform will be theoretical knowledge fragmentation, practice-oriented, professional post group skills as the goal of the “theory and practice parallel” innovation training model.

### 3.3 Construction of Innovative Curriculum System

In the reform of the curriculum system, through the cooperation of schools and enterprises, a professional steering committee incorporating the discipline leaders, professional responsible persons and enterprise executives of the school has been set up, and through the organization of the professional steering committee, the practice-oriented innovation design of the professional curriculum system is carried out to overcome the disadvantages of the traditional “2+1” training model (Table 1).

Table 1 Curriculum System Innovation of Tourism Management Major

Tourism Management Major		First Academic Year	Second Academic Year		Third Academic Year	
Target Post group		Student	Tourism Enterprise Prospective Staff		Skilled staff in tourism enterprises	
Target Post		Student	Travel Agency, Front line waiter of scenic, Salesman, Guide	Hotel front line service, technician	skilled service staff, travel agencies and high-star foreign-related hotels, technical and grass-roots management personnel	
Curriculum System	Specialized Course	<i>Introduction on Tourism Science 64; Management Science 64; Tourism Economics 64; Tourism Policies and Regulations 64; Public Relations</i> 32	<i>Tourism Psychology</i> 64; <i>Travel Agency Service and Management</i> 96; <i>National Tour Guide Foundation</i> 64; <i>Simulated Tour Guide Training</i> 64	<i>Hotel Service and Management</i> 96; <i>Food Nutrition and Hygiene</i> 64; <i>Hotel Management Information System</i> 64; <i>Spoken Tourism English</i> 64;	<i>Modern Service Etiquette</i> 64; <i>Introduction to Electronic Commerce</i> 64; <i>Physique Training</i> 64; <i>Post Practice</i>	<i>Graduation Practice and Design</i> (sixth semester)
	Vocational Basic Elective Course		<i>Tourism Resources Science</i> 48; <i>Tourism Planning Principle</i> 64; <i>Tourism Aesthetics</i> 32	<i>Knowledge of Ordering Drinks</i> 48; <i>Emergency Rescue</i> 64; <i>Chinese and Foreign Folklore</i> 32		
	Public Lessons	<i>College English; Military Theory; Computer Foundation; PE; Practical Writing; Career Development and Employment Guidance</i>				

### 3.4 DACUM—A Case of *Hotel Services and Management*

DACUM, the Develop A Curriculum, was widely used in Canada in the 1960s and 1970s. The essence of DACUM is to “proceed from the social reality, cooperate with the employer, and draw up a teaching plan, syllabus, teaching materials and methods based on ability-building.” (He Jianwei etc. 2010).

#### (1)Curriculum Analysis

According to the principle of DACUM, relying on the school-enterprise cooperation enterprise, the DACUM committee is established, which selects ten managers of five-star foreign-related hotels to serve as the manager of different departments (Table 2), and will be described by their professional responsibilities for each post of the hotel service. The skill and capability level requirements for each post shall be listed separately, and the capacity description chart shall be formed.

Table 2 DACUM Committees

NO.	post	Relevant Industry Qualification
1	General Manager	MBA, Professional Manager
2	Director of Human Resources	Professional Manager, Trainer
3	Security Manager	Professional Manager, Building Fireman
4	Head of the Engineering Department	Trainer, Advanced Electrician
5	Catering Manager	“Sunflower” Trainer
6	Bar Manager	“Sunflower” Trainer, Wine Blending Technician
7	Housekeeping Manager	Professional Manager
8	Front Office Manager	Professional Manager, “Sunflower” Trainer
9	Director of Sales	Professional Manager, “Sunflower” Trainer
10	Head of Finance Department	Professional Manager, Accounting Qualification Certificate

The hotel service and management courses offered by the traditional tourism management major are mainly divided into *Hotel Lobby Service and Management*, *Hotel Room Service and Management*, *Hotel Catering Service and Management* and so on, leading to the occurrence of at least two aspects. The first is that the content of the course is under comprehensive, the students learn only about the main department of the hotel industry through the study of the course, and the whole organisational structure of the industry in the operation of the hotel is missing. The second is that the teaching content divided into multiple courses, and no consideration is given to the interconnection and impact of the various sectors of the hotel industry so that the students lack the integration and global grasp of the vocational skills. Therefore, the innovation of this course reform is to organically combine the hotel service with the multiple courses of management to form the *Hotel Service and Management*. This course has 96 class hours. Of which, the theoretical class 48, the practice class 48.

#### (2) Curriculum Development

Based on professional analysis and post ability analysis of hotel service posts by DACUM committee, the curriculum development is carried out with the professional teaching steering committee (Table 3).

Table 3 Course Contents of Hotel Service and Management

Content	Hours	Practice(Experiment,Internship,Design)	Hours
Item 1: Hotel overview and basic theory.	4		
		Hotel training: visit the various functional departments of the hotel to learn about corporate culture and basic operating procedures.	6
Item2: Human resource management.	4		
		Hotel training: Hotel human resource management system.	6
Item3: Hotel safety management.	4		
		Hotel training: responsibility for the safe operation of hotel departments; fire drill.	6
Item4:Engineering Equipment management	4		
Item5: Hotel room management: Front Office.	4		
		Hotel training: hotel front office service skills training.	6
Item5: Hotel room management: House Keeping Department.	4		
		Hotel training: room service skills training.	6
Item6: Hotel catering management(1)	4		
		Hotel training: catering service skills training—Chinese banquet.	6
Item6: Hotel catering management(2)	4		
		Hotel training: catering service skills training—Western banquet.	6
Item7: Hotel marketing management.	4		
		Hotel training: banquet marketing planning, conference marketing planning, theme event marketing planning.	6
Item8: Hotel financial management	4		
Item9: Service standard and quality management.	4		
Item10: a Quality evaluation.	4		
Total class hours:			96

### 3.5 Organization and Implementation of the Curriculum

*Hotel Service and Management* adopts the “cooperative education” mode, that is, the course is based on the school side, and the school, under the restriction of the rights and obligations of the school-enterprise cooperation agreement, employs the executive of the enterprise to teach the students and carry out the skill training, the principal of this major organizes, coordinates and supervises the school-enterprise cooperation course, and the Professional Teaching Committee is

responsible for guiding, supervising the teaching process and evaluating the teaching quality. The teachers of the school and enterprise regularly conduct the course teaching and research meeting and discuss and exchange the course organisation, the teaching link and the student's learning feedback, to improve the students' learning interest and guarantee the teaching quality.

### 3.6 Implementation of Curriculum Assessment

*Hotel Service and Management* assessment consist of three parts. Firstly, process assessment (20%), mainly including class attendance, task completion after class; Secondly, theoretical assessment (40%), mainly including the hotel service and management related theoretical knowledge; Thirdly, practice examination (40%), mainly including front hall, guest rooms, catering and other major post skills and emergency handling of safety incidents, service etiquette, language exchange and other related skills on-site assessment (Fig. 1, Fig. 2).

In this way, under the premise of the students' grasp of the basic theory, the student's business skills are effectively investigated, and the professional skill level, as well as the future employment competitiveness of the students, can be improved to the maximum extent.



Fig.1 Course written examination. site.



Fig.2 Course skills assessment site.

### 3.7 Results of the Reform

Our college's reform on the course, *Hotel Service and Management*, started in 2015 and has received the obvious effect after three consecutive students. Through the comparative investigation before and after the reform, it has found that *Hotel Service and Management* has achieved remarkable results in at least three aspects:

(1)The introduction of the "cooperative education" model of the school-enterprise makes the classroom break the dreary atmosphere of the original theoretical teaching, the rich practice of the enterprise teachers has fully mobilised the students' enthusiasm for learning, and the attendance is almost 100%.

(2)The "parallel theory and practice" subject culture model is more in line with the students' learning needs. And from the analysis of the assessment results, the learning efficiency of the students is greatly improved;

(3)Through the course reform, the students' theoretical basic knowledge and professional skills greatly strengthened, and the students well accepted by the enterprise.49% of the students who have graduated from 2015 have successfully signed the labour contract with the internships at the end of the internship period, so as to achieve zero connection between the study and the occupation.

## 4. Conclusion

The practice-oriented curriculum reform of tourism management in higher vocational colleges is



in line with the law of education science, suitable for modern college students, and meet the needs of the market economy. Through the innovation and reform of the course of tourism management major, this paper puts forward a training model suitable for the steady development of tourism management major in higher vocational education. Taking the course *Hotel Service and Management* as an example, this paper discusses the steps and contents of the curriculum reform. The remarkable results of the reform not only lie in raising the enthusiasm and efficiency of the students, but also effectively cultivating the students' vocational skills and comprehensive qualities, enhancing the students' competitive power in employment, and reaching the goal of cultivating professional talents.

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