

The Construction of Practice Teaching System for Postgraduate Travel of Tourism Management Major in Vocational Undergraduate Based on "1+X" Certificate System

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Abstract

The objective of this piece is to investigate the establishment of a hands-on educational framework for graduate excursions in tourism management programs at vocational institutions, grounded in the "1+X" certification system. Initially, the article delves into the context and relevance of the "1+X" certification approach, emphasizing the pivotal role of study tours within practical tourism management education. Subsequently, a comprehensive examination of the guiding principles for constructing the practical education system is undertaken. These principles center on student-centeredness, alignment with market demands, a focus on blending practicality with innovation, and fostering deep collaborations with industry partners. Drawing from these principles, the article proposes concrete components for the practical education system. This includes the design of a coursework structure for study tours rooted in the "1+X" certification standards, the development of study tour initiatives that align with professional skill benchmarks, and the establishment of an evaluation mechanism for assessing the effectiveness of study tour experiences. Concluding the discussion, the article charts a course for implementing this practical education system and offers insights into potential future research avenues. Through this exploration, the aim is to introduce an innovative approach to practical education in tourism management, thereby enhancing students' hands-on skills, professional attainments, and ultimately, elevating the caliber of personnel being trained.

Keywords

1+X certificate system; Vocational undergraduate course; Tourism management major; Study tour; Practical teaching system.

1. Introduction

As the tourism industry globally witnesses explosive growth and faces intensifying market competition, tourism management education finds itself at a pivotal moment, confronted with unparalleled challenges alongside new opportunities. The traditional approach to education, focused primarily on theoretical knowledge, has struggled to keep pace with the evolving demands of the modern tourism sector for highly skilled professionals. As a result, there has been a significant shift towards prioritizing the development of practical skills as a key strategy to enhance the competitiveness of graduates in the tourism industry [1].

Within this landscape, the "1+X" certificate system emerges as an innovative reform measure in vocational education in China, offering a fresh perspective on the transformation and advancement of tourism management education [2]. This system aims to holistically enhance students' overall quality and vocational proficiency by seamlessly integrating academic education with vocational skill training, thereby addressing the rapidly evolving market needs.

For students pursuing tourism management, the introduction of the "1+X" system not only reinforces their practical abilities but also fosters profound shifts in educational paradigms and teaching methodologies [3].

Study tour, a practical teaching methodology that combines instruction with travel and learning with hands-on experience, plays a pivotal role in this transformation. It enables students to apply their theoretical knowledge in real-world tourism settings, deepening their understanding and refining their practical skills through first-hand experiences and practical applications [4]. Within the framework of the "1+X" certificate system, study tours emerge not only as a vital avenue for students to acquire vocational skill certificates but also as an effective platform for nurturing their innovation, teamwork, and problem-solving abilities [5].

Furthermore, the construction of a practical teaching system for study tours grounded in the "1+X" certificate system holds significant positive implications for advancing the educational and teaching reforms in tourism management. It facilitates a shift in teachers' roles from mere knowledge dispensers to guides and collaborators in practical activities, thereby stimulating students' initiative and creativity [6]. Through close collaboration with industry partners, this system ensures a seamless alignment between classroom instruction and market demands, providing robust talent support for the sustainable growth of the tourism sector.

In summary, the establishment of a practice-based teaching system for vocational undergraduate tourism management students, anchored in the "1+X" certificate system, represents not only an innovation in traditional educational models but also a responsive measure to the evolving needs of modern tourism talent development. This approach is instrumental in enhancing students' comprehensive practical abilities, driving educational and teaching reforms, fostering closer integration between academic programs and the market, and laying a solid foundation for cultivating tourism management professionals who meet the demands of the contemporary era.

2. Theoretical basis

2.1. Analysis of the "1+X" certificate system

The "1+X" credentialing framework represents a groundbreaking advancement in Chinese vocational education. Its primary objective is to dismantle the longstanding singular focus on academic credentials and instead forge a harmonious union between academic qualifications and vocational proficiency certifications. This holistic approach enables a more comprehensive evaluation of students' knowledge base, technical abilities, and overall qualities.

Within this framework, "1" denotes the academic certificate, which is earned through systematic academic pursuits and serves as evidence of a student's mastery of fundamental theoretical concepts and core competencies related to their field of study. Meanwhile, "X" represents a spectrum of vocational proficiency certificates issued by authorized state entities or industry bodies. These certificates attest to a student's technical proficiency and professional achievements within specific vocational domains [7].

The adoption of the "1+X" credentialing system holds profound implications for advancing vocational education in China. Firstly, it enhances students' employability by encouraging a balanced focus on both academic and vocational skills. This system urges students to cultivate a diverse skill set alongside their academic pursuits, thereby broadening their employment prospects. Secondly, this system serves as a catalyst for educational reform, compelling vocational institutions to revise their curricula and teaching methodologies to align with the demands of vocational proficiency certifications. This shift necessitates a heightened emphasis on practical applications and vocational skills training, ultimately enhancing students' hands-on expertise and professional readiness. Finally, the "1+X" model facilitates closer collaboration between educational institutions and industry partners, promoting a seamless integration of

educational and workplace environments. By cooperating with enterprises to carry out vocational skills training and certificate issuance, schools can better understand the needs of enterprises and market trends, so as to adjust personnel training objectives and teaching models.

2.2. A summary of the study tour of tourism management specialty

Research travel is an educational way that combines study with travel. It requires students to acquire knowledge and improve their skills through observation, experience and practice. For students majoring in tourism management, the study tour stands out as a pivotal experiential learning tool. It not only bridges the gap between theoretical knowledge and real-world applications but also elevates students' hands-on skills and professional attributes.

Engaging in research travel within the tourism management discipline offers students an immersive insight into the operational nuances and management practices of the tourism sector. This exposure helps them grasp the evolving market demands and trends in the tourism industry. Through active participation in practical exercises like tourism planning, product design, and strategic marketing, students gain a firmer grasp of the essential competencies and professional ethics inherent in tourism management. Moreover, the study tour contributes significantly to honing students' non-technical proficiencies, including team collaboration, creative thinking, and cross-cultural proficiency. These invaluable skills hold immense potential in shaping students' future career trajectories.

3. Construction of practical teaching system

3.1. Construction principle

Students represent the focal point of learning and are pivotal in shaping practical teaching. Hence, when designing a practical teaching system, it's imperative to thoroughly assess students' needs, interests, and capabilities. The objective should be to foster their holistic development while emphasizing the cultivation of their hands-on skills and professional attributes. The *raison d'être* of vocational education is to churn out skilled professionals who meet societal demands. Consequently, the practical teaching system must align seamlessly with market trends. The curriculum and teaching methodologies should align with the expectations and standards set by industrial enterprises, ensuring that students' practical proficiencies align with market needs. The guiding principles underlying the construction of the practical teaching system are outlined in Table 1.

Table 1 Construction principles of practical teaching system

Principle	Explain
Take the student as the center	Give full consideration to students' needs, interests and abilities, and aim at students' all-round development.
Market demand-oriented	Closely combined with market demand, practical teaching content is set according to the needs and standards of industry enterprises.
Combination of practicality and innovation	Combine theoretical knowledge with practical operation to encourage students to cultivate innovative thinking in practice.
In-depth cooperation with industry enterprises	Establish a cooperative relationship between schools and enterprises, jointly formulate practical teaching objectives and contents, and realize collaborative education.

Practicality defines vocational education, whereas innovation embodies the contemporary demand for skilled individuals. When designing a practical teaching framework, emphasis

should be placed on integrating theoretical concepts with hands-on experiences. This approach encourages students to identify, examine, and tackle real-world challenges, thereby fostering their innovative mindset and practical expertise.

Industry enterprises play a pivotal role in vocational education, serving as a valuable resource for enhancing students' practical proficiency. Consequently, when establishing a practical teaching system, it is essential to proactively forge collaborative partnerships with these enterprises. Joint efforts should be made to outline practical teaching goals and curricula, co-create engaging practical learning experiences, and collaboratively assess student achievements. This collaborative approach ensures that educational institutions and industry enterprises work in tandem to nurture a skilled and innovative workforce.

3.2. Construction content

Utilizing the "1+X" certificate system as a foundation, the development of a practical teaching framework for vocational undergraduate students majoring in tourism management, with a focus on graduate travel, encompasses three fundamental components.

Firstly, the curriculum for graduate travel is meticulously designed. It builds upon the core principles of tourism management while incorporating the distinct aspects of graduate travel. The theoretical coursework delves into the fundamental theories, methodologies, and competencies required for research-based travel. Conversely, the practical coursework emphasizes personal engagement and hands-on experiences, aiming to hone students' practical abilities and professional attainments through their involvement in the entirety of research travel endeavors.

Secondly, the creation of research and development projects that adhere to vocational skill level benchmarks is undertaken. These undertakings are not only intricately linked to the evolving needs of the tourism sector but also strictly adhere to vocational skill level criteria, prioritizing practical application and operability. As students engage in these projects, they gain profound insights into the intricacies of tourism operations and management, grasp essential skills, and cultivate teamwork, innovation, and cross-cultural communication abilities.

Lastly, the establishment of a comprehensive assessment system for practical teaching in research travel is paramount. This system encompasses a multifaceted evaluation of students, educators, and the practical learning environment. The details of this practical teaching framework are outlined in Table 2.

Table 2 Construction content of practical teaching system

Construction content	Explain
Design of course system for research travel	Combined with the "1+X" certificate system, theoretical courses and practical courses are set up to cultivate students' practical ability and professional quality.
Research travel project development	According to the standard of vocational skill level, design the research travel project with strong practicability and maneuverability.
Establishment of practical teaching assessment system	Including students' assessment, teachers' assessment and practical teaching environment assessment, focusing on the combination of process assessment and result assessment.

The assessment of students not only pays attention to practical results, but also pays attention to practical process and ability development; Teacher assessment is based on its guidance and effect in teaching; The assessment of practical teaching environment mainly examines whether it meets the needs of practical teaching.

3.3. Implementation path

To operationalize the outlined construction principles and contents, a detailed implementation strategy is imperative. Foremost, bolstering school-enterprise partnerships and aligning production with education is crucial. Collaborative relationships with tourism industry enterprises should be forged to jointly shape talent cultivation programs, devise curricula, execute practical learning opportunities, and jointly assess learning outcomes. This synergy between academia and industry optimizes the educational process.

Moreover, investing in the professional development of teaching staff is vital. Enhancing teachers' practical skills and professional competencies can be achieved through ongoing educational workshops, industry immersions, and exchange seminars. This approach sharpens their understanding and pedagogical abilities in research-based travel, enabling them to more effectively mentor students in experiential learning.

Furthermore, consolidating and optimizing teaching resources is essential. This involves strengthening the infrastructure and management of on-campus practical training facilities, upgrading equipment, and ensuring their alignment with industry standards. These enhancements elevate the impact and caliber of practical instruction.

Lastly, rigorous process management is key to ensuring seamless practical teaching implementation. This entails clarifying learning objectives and tasks through meticulous planning and scheduling, enforcing rigorous oversight and supervision of practical sessions, and conducting timely reviews and assessments to identify successes, areas for improvement, and necessary adjustments to the practical teaching framework.

4. Summary and prospect

4.1. Research summary

Utilizing the "1+X" certificate framework, this examination focuses on the tourism management discipline within vocational undergraduate education, with the intention of developing a practice-based teaching system for research travel. The objective is to introduce an innovative hands-on learning approach for tourism management students, thereby enhancing their applied skills and vocational readiness.

During the development phase, key principles centered on student agency, market responsiveness, the blend of practical application and creativity, and meaningful collaboration with industry partners. Additionally, the study outlines a curriculum architecture tailored for research travel and aligned with the "1+X" credentialing model. It also incorporates a project-based learning approach that aligns with vocational skill standards and establishes a comprehensive evaluation framework for assessing student performance in practical settings. The integration of these elements is expected to facilitate the achievement of effective practical education in the field of tourism management.

4.2. Research prospect

Although this study has made some achievements in constructing the practical teaching system of graduate travel for tourism management majors in vocational colleges based on the "1+X" certificate system, there are still many problems worthy of further discussion and research.

First of all, future research can pay more attention to the specific implementation effect of this practical teaching system. By collecting information such as students' feedback, teachers' assessment and enterprises' employment demand, the implementation effect of practical teaching system is scientifically evaluated, and corresponding adjustments and improvements are made according to the assessment results.

Secondly, the future research can discuss how to apply this practical teaching system to other professional fields. Although this study takes tourism management as an example to elaborate in detail, the combination of "1+X" certificate system and study tour also has a wide application prospect in other professional fields.

Finally, future research can also pay attention to the policy support and industry cooperation mechanism related to this practical teaching system. The government and relevant industry organizations should provide necessary policy support and resource guarantee to promote the smooth implementation and sustainable development of the practical teaching system.

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