

# The Real-life Dilemma, Curriculum Reform and Path Optimization of Curriculum and Certification Integration—Example of 1+X Travel Customized Butler Service

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[ **Abstract** ] The integration of courses and certificates is the foundation and key link to implement the national reform of higher vocational education and fully reflect the essence of the design of 1+X certificate system. It summarizes the problems of the integration of tourism management courses and certificates from the aspects of social demand, curriculum reform of institutions and students' willingness, and analyzes the difficulties of the development of the integration of courses and certificates. Taking the 1+X travel customization butler service as an example, the key links of the integration of courses and certificates are sorted out, and the X certificate standard is established as the core, the practical teaching curriculum system based on the integration of courses and certificates under the "1+X" certificate system is designed, the corresponding certificate courses and supporting resources are developed, the excellent "double teachers" teaching team is created, and the curriculum and certificate integration is proposed. The teaching team of "1+X" certificate system and the optimization path of course - certificate integration are proposed.

[ **Key words** ] integration of courses and certificates; realistic dilemma; curriculum reform; path optimization

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## 1 Research background

### 1.1 The construction of a teaching system for the integration of courses and certificates is an inevitable choice for the teaching reform of tourism management majors

Constructing a teaching system based on the 1+X certificate system to build a fusion of courses and certificates is an important way for tourism management majors to adapt to the development of tourism industry in the new era and innovate in the practical teaching mode. In the construction of the system, closely follow the "1+X" certificate pilot setting requirements of the National Vocational Education Reform Implementation Plan ( VET 20 ), implement the joint education requirements of multiple parties in the Opinions on Deepening the Integration of Industry and Education, highlight the applicability and practicality of the curriculum, focus on the cultivation of students' vocational ability and vocational skill certificate assessment. In addition, we will innovate in the practical teaching mode, implement the major strategic plans of the Party Central Committee, the State Council and the Ministry of Education on the reform and development of vocational education and personnel training, promote the integration of industry-education practical teaching, and realize the cooperation between schools and enterprises to build a win-win situation.

### 1.2 The construction of the integrated teaching system is an effective case for the practical exploration of the "three teaching" reform of tourism management majors

The new era is both an opportunity and a challenge for the high-quality development of tourism majors, with

traditional tourism enterprises becoming light assets, new tourism enterprises emerging, intelligent tourism, “tourism +”, “+ tourism” and other tourism modes putting forward new requirements for the practical teaching of existing tourism management majors. Therefore, it is necessary to build a teaching system based on the 1 + X certificate system to optimize the existing teaching system of tourism management majors. Insist on the integration of courses and certificates, build the teaching system of integration of courses and certificates, provide successful cases for higher vocational colleges and universities to carry out comprehensive reform and practice exploration of teachers, teaching materials and teaching methods, in order to establish a teaching practice system of tourism management majors to adapt to the development of the new era and enhance the adaptability of vocational education.

### **1.3 The construction of the integration of the curriculum and certification teaching system is an important guarantee for the training of tourism management majors in the new era to adapt to the development of the service industry**

Tourism has a long industrial chain and a large driving role, and is an important part of the modern service industry. The “Guangdong Culture and Tourism 14th Five-Year Plan” issued in 2021 proposes to “improve the modern tourism system” and strive to achieve high-quality development of tourism. The emerging “1 + X” customized travel concierge service certificate, which is very relevant to tourism management, is different from the national tour guide qualification examination, therefore, based on the 1+X certificate system, we build a teaching system that integrates courses and certificates to meet the needs of society, cultivate tourism management talents with both moral and technical skills, and improve the professional recognition of the talent team by modern service industry enterprises. The teaching system is built based on the 1+X certificate system, so as to meet the needs of the society, cultivate the tourism management talents with both moral and technical skills, improve the professional recognition of the talent team by the modern service industry enterprises, and provide talent guarantee for the development of modern service industry.

## **2 Real dilemma of the integration of courses and certificates**

### **2.1 Real dilemma of talent training: the contradiction between industry demand and talent supply**

At present, the rapid development of the tourism features the following trends: First, the market demand structure presents a new model. Personalized and customized tourism gradually replace mass tourism, and become the growth point of tourism market demand; 2017 market scale has reached trillion, talent demand for custom tourism is strong. Second, the traditional travel agency has gradually developed from a service provider into five parts: comprehensive industry integrating producers, service providers, channel providers, operators and brand provider. Therefore, customized tourism needs more comprehensive tourism professionals. Third, through the applications of innovation and information technology, “tourism +” and “intelligent tourism” can carry more service content, so as to expand the development of custom tourism services. Fourth, the trend of tourism development remains unchanged. Despite the impact of COVID-19, the tourism industry has been hit hard in the short term, and gradually recovered from 2021 onwards. In the medium and long term, the development trend of tourism is irreversible, and the demand for tourism talents remains at a high level. However, the existing training mode of tourism management professionals in higher vocational institutions cannot meet the demand related to the development of tourism talents in the new era. Therefore, tourism management majors in higher vocational institutions through 1 + X class - certificate integration, actively apply to the new needs of customized talent training, from the employment perspective to explore new talent training programs.

## **2.2 Real dilemma of curriculum reform: the contradiction between traditional professional courses and the integration of new courses and certificates**

The tour guide certificate is one of the vocational qualifications obtained by the students of tourism management in higher education institutions, and the existing professional courses set up are mainly traditional tourism professional courses such as tour guide business, travel agency operation management, etc. In these courses, they mainly focus on tour guide business foundation, service specification, tour guide skills, strain handling and other related knowledge chains. However, these teaching contents do not include the certificate content of customized travel butler service, and lack the targeted contents for customized travel. The curriculum is not conducive to the higher vocational tourism management students to obtain the “1+X” customized travel concierge service certificate, and it is necessary to combine the teaching with the actual needs of society and the “1+X” certificate examinations advocated by the state, breaking through the original obsolete curriculum.

## **2.3 Real dilemma of teaching resources: the contradiction between the existing teaching materials and teaching aids and the integration of courses and certificates**

Under the “1 + X” certificate system advocated by national, provincial and municipal departments, organizations advocate the implementation of customized travel butler services, and each university actively organizes teachers to study relevant policies and knowledge, but there is a lack of professional teaching materials, teaching curriculum and other teaching resources. Even if the students will be certified through short-term training, due to the lack of targeted practice, it is difficult for them to truly understand the content of the study, but also cannot well understand the psychology of the study object.

## **2.4 Real dilemma of teacher construction: the contradiction between the construction of “dual teachers” and the needs of dual platforms**

Under the “1+X” certificate system, the newly established professional certificates put forward new and higher requirements for teachers’ practical teaching ability. At present, it is difficult for the construction of dual-teacher team in vocational colleges to meet the demands of two platforms of schools and enterprises; it is difficult for dual-teachers to complete all the teaching of “1 + X” certificate system independently; teachers’ understanding of enterprise certificate training and teaching courses is not thorough enough, and the demand for integration of classroom certificates needs to be strengthened.

# **3 Integration of classroom certification and curriculum reform**

The integration of courses and certificates of professional courses is the core point where curriculum reform is the key. Take 1+X travel custom butler service as an example, build a teaching system based on 1+X certificate system for tourism management professional course and certificate integration, under the general construction idea of “promoting students’ ability upgrade by standard leading, promoting professional construction development by curriculum collaboration”, improving talent training target by vocational skill level standard, improving professional course system by new vocational skill requirement, improving professional course system by vocational skill requirement, and improving professional course system by vocational skill requirement. Under the general construction idea of “promoting students’ ability upgrade by standards and promoting professional construction and development by curriculum collaboration”, the professional curriculum system is improved by the vocational skill level standard, and the teaching mode and practical activities are enriched by the new vocational skill requirements.

## **3.1 Theoretical model of curriculum reform based on the integration of courses and certificates**

Professional courses should be set up around the “1+X” certificate acquisition, and to integrate courses and

certificates, we must compare and analyze the differences in demand and supply between the two, and balance the two in order to effectively promote curriculum reform. Based on this, this paper intends to use cluster analysis to build a new curriculum system of 1+X customized travel butler service.

Cluster analysis is a statistical method to study classification problems in a definite way, which is based on the affinity relationship (degree of similarity or difference) between samples. The systematic clustering method is used, and the specific clustering process is as follows.

$$S_n = A_1 + A_2 + \dots + A_n$$

$$S_m = B_1 + B_2 + \dots + B_m \quad (m < n)$$

$$\dots$$

At first, the n “1+X” certificate demands are treated as independent samples of one class each, and the two nearest classes of demands are combined into a new class through calculation and comparison analysis.

### 3.2 Curriculum reform of 1+X customized travel butler service in higher education institutions

The first step of X certificate demands classification, which is based on Sun Shanxue's (2017) career bin model of X-certificate standard development, combined with the “professional skill level standard of customized travel butler service” issued by Ctrip Travel Network Technology Co. Travel concierge service occupational skills standards” of job demand (Fig. 1).

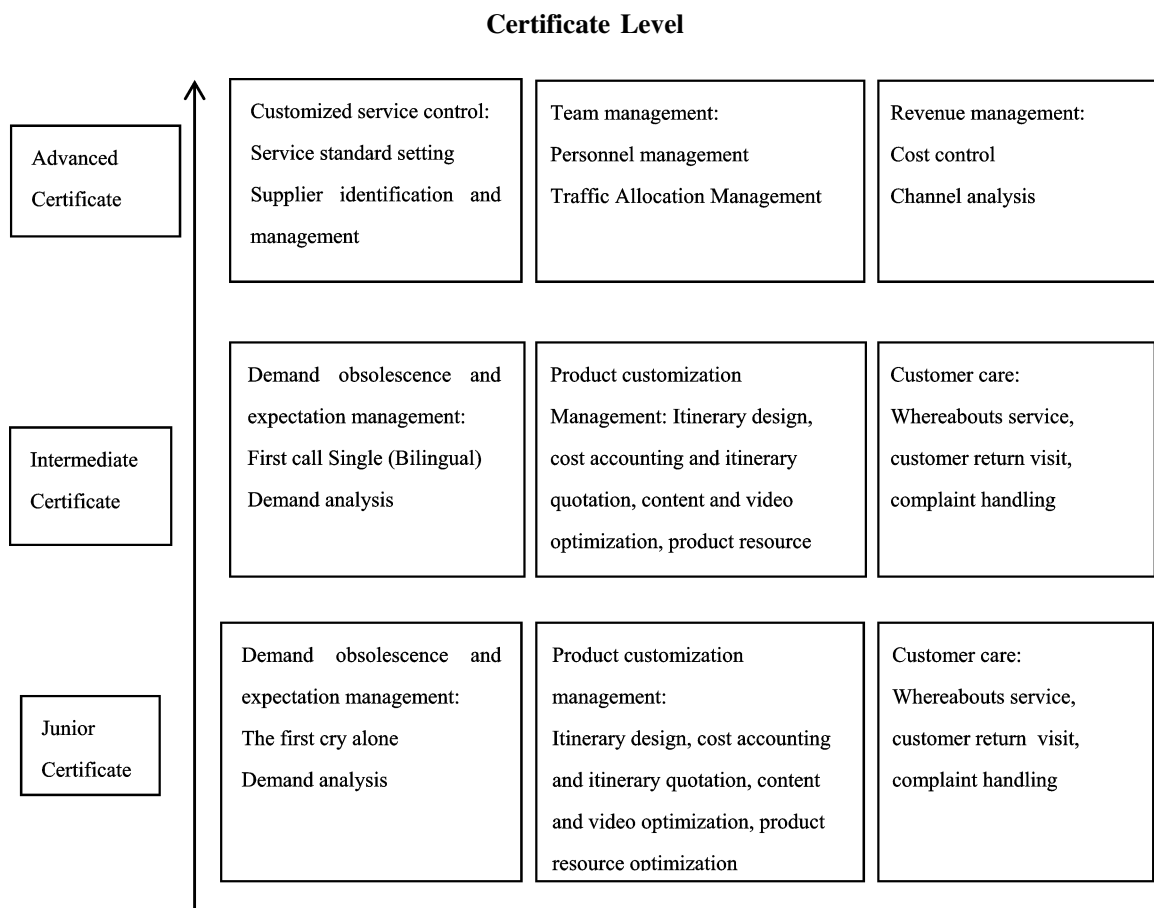


Fig. 1. Customized travel concierge service occupational skill level and job demand

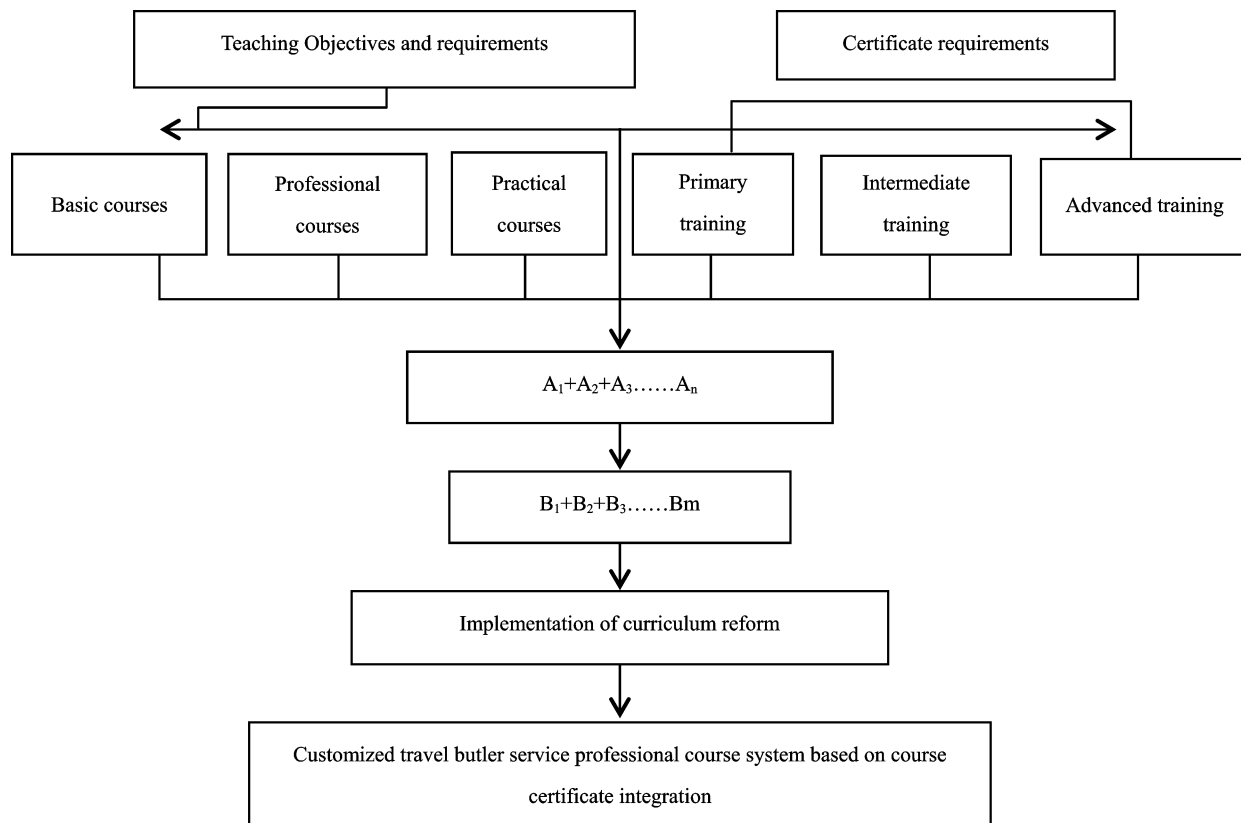


Fig. 2 Construction of customized travel butler service curriculum system based on the integration of course and certificate

The second step is to analyze the clustering of X certificates and professional courses. According to the demand of Fig. 1, along with the curriculum, the system clustering method is used to establish the correspondence between the demand of X certificate and 1 professional course, and build a detailed catalog of the reformed professional course based on the integration of classroom certificate (Fig. 2).

### 3.3 1+X customized travel butler service curriculum system in higher vocational institutions

According to the curriculum system construction idea of “integration of courses and certificates and integration of education and training”, we will join hands with certificate training and evaluation organizations, jointly investigate the main working fields, jobs and job competence requirements of high-level talents in industry enterprises, study the elements of vocational competence and quality composition and the logic of formation, sort out the correspondence between the standards of senior vocational skills certificates and the teaching objectives of the curriculum, and design the curriculum in an integrated manner. The correspondence between the advanced vocational skill certificate standard and the course teaching goal, and the integrated design of the curriculum system. One is to customize the travel butler service vocational skills level of the three levels of job requirements as the boundary of the curriculum system reform. For example, in the original professional courses, integrate the content of the primary certificate, such as in the tour guide business course into the “in-travel service” work tasks, tourism product development course into the “demand analysis, itinerary design” and other work tasks, accounting practice course into “Cost accounting” work tasks. Secondly, the teaching content of the core professional courses are project-based, modular division. Third, the development or addition of new technologies, new processes, new methods of curriculum ensures personalized development. (As in Table 1)

Table 1. Customized travel concierge service course system based on the integration of classroom–certification

Academic Certificate Courses			X Certificate Courses		
Required professional and technical courses	Professional Core Courses	International tourism product development, travel agency management, tourism marketing, English for tourism communication, and Accounting Practice	Customized Travel Concierge Service	Demand Analysis and Expectation Management Custom Travel Product Design	Custom Travel Product Design International Travel Market Development Trends Customized travel products First-call order placement, demand analysis Itinerary design, costing, itinerary quotation, in-travel services
	Professional Basic Courses	Basic tour guide, tour guide business, food and beverage management practice, tourism service etiquette		Custom Travel Communication Technology	Customer return visits, comments and complaints handling
Limited professional and technical courses	Tourism Financial Management, Innovation and Entrepreneurship, Exhibition Planning and Marketing, Front Office Rooms and Management			Program content and visual presentation, Product Resource Allocation	

#### 4 Path optimization of the integration of curriculum and certification

##### 4.1 Through vocational skill standards, talent training objectives can be improved

According to the Ministry of Education's "Guidance on the Development and Implementation of Professional Talent Training Programs in Vocational Colleges and Universities", institutions should benchmark the relevant vocational skill level standards in implementing the 1+X certificate system, integrate specific vocational tasks and job requirements with professional talent training programs, and revise and improve the talent training objectives. As the main body of the construction of 1+X certificates and standards, training and evaluation organizations are mostly from industry associations or industry leading enterprises, through the development of 1+X certificate related standards, the industry employment needs and future development needs to the implementation of the main body of 1+X vocational colleges and universities can urge vocational colleges and universities to further improve the goal of talent training. For example, senior students can obtain a junior certificate of vocational skills in custom travel butler service, "custom travel butler" to master the skills including first call, demand analysis, itinerary design, costing, trip quotation, program content and visual presentation, product resource allocation, in-line service, customer return visits, comments and complaints handling, etc. The junior level emphasizes the universal skills of the position. Primary certificate corresponds to the work areas, work tasks and vocational skill requirements, which will become the new requirements for the training objectives of tourism management professionals, in the direction of personnel training to add custom travel butler services.

#### **4.2 Through the implementation of vocational certificate requirements, teaching mode and practical activities can be enriched**

Promoting the integration of courses and certificates requires changing the traditional teaching mode, and the “1 + X” certificate system requires coordinating the organization and implementing teaching, improving the flexibility, adaptability and relevance of talent training, deepening school-enterprise cooperation, strengthening the combination of engineering, combining a variety of learning paths, and carrying out flexible and individual learning. First, in the teaching for tourism management majors, the project-based learning (PBL) is continuously promoted, professional course project works are carefully designed, the project task process is planned and implemented, students are encouraged to listen, see, do, play, act, write, race, etc. , so that they can fully grasp the required knowledge and skills. Secondly, professional teachers are encouraged to design a multi-dimensional assessment model, where tourism management teachers and travel agency customizers jointly develop a certificate assessment model based on tourism management professional curriculum standards and professional level standards for custom travel butler services, so that the content of the certificate assessment is seamlessly aligned with the customizer position. The integration of PPT, video, investigation report, customization program, etc. allows students to use different ways to display their learning achievements and improve their presentation ability. Third, in the professional practical training courses, integrate the practical teaching activities of customized travel, arrange projects such as first call drop-off, demand analysis, itinerary design, costing, itinerary quotation, program content and visual presentation, product resource allocation, in-travel service, customer return visit, opinion and complaint handling, etc. , so as to lay a solid foundation for students to actually carry out the practical activities of customized travel.

#### **4.3 Through the development of certificate courses and supporting resources, diversified needs of vocational training can be met**

First, timely develop and adjust the certificate curriculum system. The existing tourism management professional curriculum system and the “1 + X travel custom butler service skills standards” mentioned in the work areas and work tasks required knowledge and skills fit better. According to the current curriculum of general institutions, 1 + X custom travel butler service skills certificate can be trained with required knowledge and skills, but the arrangement of course content needs to make appropriate adjustments. Second, strengthen the development of high-quality course-supporting resources. The requirements of the integration of courses and certificates, and the development of information-based teaching resources from supporting courses, practical teaching and teaching training, etc. should be highlighted to form a new pattern of teaching and learning that combines online and offline. Through school-enterprise cooperation, certificate evaluation units jointly develop teaching resources, establish standardized, information-based supporting teaching and training resources, and promote the development of the “1 + X” certificate.

#### **4.4 Through the adaptation to the needs of “1+X” class certification integration, an excellent “double teacher” teaching team can be built**

Teachers are the practitioners of “1+X” class certification integration. Based on the implementation of “1+X” certificate system, the integration of courses and certificates puts forward new requirements on the knowledge structure, skill level and professionalism of full-time teachers. Firstly, vocational colleges and universities should establish job standards with practical skill standards as the core, optimize the teacher team, increase the introduction of excellent talents from industry and enterprises; strengthen cooperation with training and evaluation

organizations, implement the system of teachers' regular work off and on the job, pay attention to the training of dual-teachers, and build a team that really understands the connotation of the 1+X certificate system, grasps the vocational skill level standards, masters the high-end technical skills of the industry, and is able to design learning according to the latest career trends. It is necessary to build a "dual - teacher" teaching team that really understands the meaning of the 1+X certificate system, grasps the vocational skill level standard, masters the high-end technical skills of the industry, and can design learning tasks and implement project-based teaching according to the latest trends of the profession. Secondly, by employing senior experts from certificate training and evaluation organizations or cooperative enterprises as the dual-teacher teaching team, the team of teachers will be driven to improve their overall vocational ability by undertaking skill innovation, technical collaboration and skill training projects in the industry and enterprises.

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