

British Tourism Higher Education Curriculum and Education System

—Taking the University of Surrey as an Example

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Abstract

A reasonable curriculum system and teaching content can make the talent training of tourism higher education institutions more in line with the needs of the tourism industry. As the birthplace of the world's modern tourism industry, the UK has always been at the forefront of tourism development and has become the pillar of the UK. The industry and the tourism industry have a large number of talents. It can be seen that the tourism higher education in the UK must have certain characteristics and advantages to support the development of its tourism industry. Therefore, this paper takes the comparatively mature university of the University of Surrey in the United Kingdom as an example. Through the analysis of the education system and curriculum of the tourism-related departments, it is found that the curriculum of tourism higher education in British universities and the characteristics of the education system. And through this analysis, it provides a reference for China's tourism higher education.

Keywords: *Tourism Higher Education; Tourism Management; Curriculum Setting; Education System*

1 LITERATURE REVIEW

As the birthplace of modern tourism in the world, the level of tourism in the UK is always at the forefront of the world and is developing rapidly^[1]. The rapid development of this tourism industry has also led to the development of tourism education in the UK. Tourism Higher Education in the UK is committed to cultivating high-end tourism management talents for the development of tourism, and even international senior management talents^[2].

Tan Baiying and Mao Fulu^[3] found through survey that there are more than 80 universities and colleges offering tourism in the UK, mainly for tourism management departments, industry organizations, travel operators and their agents to train staff and senior management. personnel.

Qi Yuqin^[4] believes that based on the high requirements of the duality of theory and practice in tourism, British tourism higher education institutions require students to learn the systematic knowledge of the tourism system from a macro perspective, and then choose a more professional direction. Learn more microscopic content. On this basis, the talents cultivated by British tourism higher education institutions are more in line with the needs of employers, which not only improves the professional ability of students, but also increases the employment rate of tourism talents.

Founded in 1891, the University of Surrey is a leading research university in the UK with an international reputation for academic excellence. The University of Surrey's Tourism and Hospitality Management Program ranked first in the 2011 Times University Rankings for the Times and The Guardian. In order to meet the needs of the development of the tourism industry and cultivate more tourism professionals, especially tourism management and hotel management talents, the University of Surrey has established a special School of Management Studies for the 1970s. The Service Sector) is the first university in the UK to establish an undergraduate course in tourism and hospitality management, and has gradually developed into the largest postgraduate course in the field of tourism in Europe, with the most prominent tourism management profession^[5].

Ai Lei and Johnson also proposed that the main contents of British tourism in the beginning were tourism history, tourism impact research (economic, social and environmental impact), statistical planning, tourism organization components (food, accommodation, transportation, travel agencies). , tourism, etc.) marketing, physical planning and development, tourism organization, tourism investment, etc. In recent years, due to the development of tourism and the emergence of new disciplines, new content has been added to tourism education, such as field surveys, quantitative analysis, future predictions, computer science and management science. However, as tourism gradually becomes more global, most professions have expanded from the initial professionalism to include broader sociological issues related to the nature, impact and significance of tourism, enriching people's understanding of the major world phenomenon of tourism today. . However, many majors are still in business schools and still emphasize career and career goals. Shen Shaojian^[6] also mentioned in the study of tourism higher education development in the UK that the current tourism courses in British higher education institutions are still career-oriented, with a national core curriculum, and the practice of vocational internships also reflects Close integration between schools and enterprises.

Qi Yuqin^[7] conducted a study in the master's degree comparison between China and the United Kingdom, with the University of Surrey as an example. By comparing and analyzing the differences in curriculum, teaching mode, training objectives, and infrastructure construction between Surrey University and Central South University. It is believed that the curriculum of the University of Surrey emphasizes the cultivation of students' participatory learning and self-learning ability, pays attention to the combination of production, study and research, pays attention to the comprehensive development and full display of students' personal qualities, and has its own characteristics to cultivate "application management" for the development of tourism. Talent."

Shen Shaojian^[6]also analyzed the tourism major of the University of Surrey in the study of the development of tourism higher education in the UK. He believes that the tourism curriculum of the University of Surrey is very practical and operational. The employment scope of students will continue to expand with the continuous growth of tourism and the expansion of the business of large multinational companies worldwide, increasing the employment of the curriculum. Practicality and attractiveness.

After more than 30 years of development, the tourism training of the University of Surrey in the United Kingdom has achieved fruitful results. The education training mode and method are worthy of reference and reference for China's tourism higher education^[8].

2 RESEARCH OBJECTS AND METHODS

2.1. Research Object

The research object of this paper is the curriculum and education system of the University of Surrey in the United Kingdom, and through its research and analysis to summarize the British higher education system.

2.2. Research Methods

The author's main research method is the literature research method. Through the collection of one literature and two documents, a large number of journals and papers were sorted and summarized. At the same time, the author also collected information on the official website of the University of Surrey. After translation, collation, induction, and literature content, The curriculum and education system at the University of Surrey.

3 RESEARCH RESULTS

In addition to the increase in the number of tourism courses, the number of tourism professions has also increased dramatically over the past decade, and the names are diverse. The most common are "tourism management", "international tourism management", "tourism", "tourism and business management", "travel and tourism management" and "tourism marketing"; and "ecological tourism" and "exploration tourism" And "entrepreneurship of travel and tourism", etc.; in addition, tourism majors link hotel, leisure or sports with tourism research, or link tourism with language or a sociological subject. However, although the relevant disciplines of the British tourism

profession are very rich, most of the tourism professions are still mainly professional and commercial.

Tourism is of great significance to a country in terms of economic development and cultural exchanges. Countries all over the world attach great importance to the investment and cultivation of tourism talents. The WTO puts tourism education in a very important position, called tourism development. One of the great powers. In other words, improving the management level and service level of tourism talents and meeting international standards is also the direction that China needs to work hard. Judging from the current development of China's tourism industry, China's tourism higher education still has many problems such as insufficient ability to train talents, low quality, weak teachers, and low integration of courses and practice. In order to shorten the distance from the international level as soon as possible, it is necessary to analyze the tourism higher education system in the countries with more mature tourism industries, learn from them, improve the shortcomings in China's tourism higher education system, and cultivate more outstanding tourism. Talent. Through the research and analysis of the education system and curriculum of the University of Surrey, the article summarizes the characteristics and advantages of British tourism higher education, and the enlightenment brought to China's tourism higher education.

3.1. Curriculum and Career Orientation Are Closely Integrated

British tourism higher education clearly defines the purpose of career-oriented, and sets the combination of core curriculum and elective courses. In addition to requiring students to learn the necessary tourism knowledge and skills, they can fully satisfy their own interests and choose the courses they most want to learn. Instead of blindly accepting rigid curriculum, the absorption of knowledge is changed from passive to active, which greatly enhances students' learning efficiency. The course is basically based on management and travel. On the one hand, the establishment of basic courses and major courses in tourism, to provide students with the necessary tourism expertise to learn; on the other hand, also set up a large number of management background courses, such as organization and human resources management, financial management, marketing and so on. Achieve optimal teaching objectives through a reasonable proportion of courses. Moreover, tourism is a highly cross-disciplinary subject. Therefore, students are required to have a large amount of knowledge in various disciplines, not only pure tourism and management knowledge, but also political, economic, cultural and other fields. The UK has set up political courses such as tourism policy and development, cultural courses such as cross-cultural management, and a combination of application software and tourism, such as technology and media, to maximise students' ability to adapt to the constantly changing market needs.

3.2. Focus on Practical Research and Strengthen the Practical Application of Theoretical Knowledge

Since the tourism industry is a service industry that deals with people, in a sense, non-intellectual factors such as attitudes, interpersonal skills, and emotional control are more important than pure business knowledge and business skills. Therefore, British tourism higher education pays great attention to practice. Whether it is undergraduate or master's degree, students are encouraged to go out to study internships, to experience the application of theoretical knowledge in practice, and to accumulate experience and enhance interpersonal experience to lay a good job for future work. basis^[9].

3.3. International Education to Improve the Quality of Students

The University of Surrey attaches great importance to the internationalization of tourism education. Many tourism management and hotel management professions have been upgraded to international tourism management and international hotel management. It requires students not only to understand the tourism situation of the country, but also to understand the current status of international tourism. An international vision of the tourism industry. Surrey has exchange programs with many overseas universities that have been very successful in tourism education. For example, the United States, New Zealand, Hong Kong, Australia, Europe and other places have partner universities in Surrey. The school even provides part of the bursary to encourage students. Go to Europe for exchange. Exchanged students at overseas universities can learn different from the country's tourism knowledge and skills, and accept international training. With the further acceleration of the globalization of tourism, the cultivation of such

international tourism talents is becoming more and more important. British tourism higher education has close international cooperation with international tourism organizations and associations. This educational model has greatly increased the international competitiveness of the British tourism industry.

The UK's tourism industry is at the forefront of the world and is inextricably linked to its educational higher education system and curriculum. China's tourism higher education must learn its characteristics and advantages, achieve high standards and internationalization of the tourism industry, cultivate a high professional level, strong scientific research ability and practical ability, good comprehensive quality, and have pioneering and innovative. Sexual composite senior tourism talents can adapt to the increasingly developed domestic tourism industry and the international tourism market demand.

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