

Indigenization of Australia TAFE Tourism Management Courses in China--Citing Guangdong Mechanical and Electrical Polytechnic as an Example

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Abstract. TAFE Australia is cooperating with a lot of countries in vocational education worldwide. TAFE courses share the same assessment criteria in different countries. However, countries differ from each other in laws, regulations and human resource. Schools have to change some teaching materials and use local teaching staff. This article uses Tourism Management courses of Guangdong Mechanical and Electrical Polytechnic as an example, to precisely discuss experiences in GDMEP China in Indigenization of TAFE courses.

Introduction

TAFE (technical and further education) are institutions in Australia, providing a wide range of predominantly vocational courses, mostly qualifying courses under the National Training System(NTS)/Australian Qualifications Framework(AQF)/Australian Quality Training Framework, which is widely recognized by the Oceania, Europe and also South East Asia. TAFE courses are designed for economic development and business requirement by both educational organization and industrial organizations.

Guangdong Mechanical and Electrical Polytechnic (GDMEP) cooperated with Australia TAFE NSW North Sydney Institute since 2005, established Tourism Management Advanced Diploma courses. This course has cultivated hundreds of excellent international qualified tourism management students ever since. GDMEP adopted the cultivating plans, teaching plans, evaluating systems, the studying references and materials from TAFE North Sydney Institute. TAFE courses share the same training packages and assessment criteria in different countries.

The Problems in Cooperating with TAFE

As globalization goes on, the communications in various areas are also very frequent. Hence we have international education. Since the establishment of "China's Medium- and Long-Term Talent Development Plan (2010–2020)", our country clearly put forward: "reinforce international exchange and cooperation" and "raise the international education level of China". China cooperates with world advanced technological education systems, aiming to learn from the good points. But in the process of teaching, teachers had found that there appeared some problems while importing TAFE courses in China.

Law issues and policies.

Countries differ from each other in politics, economics, culture, laws and regulations. Schools in different countries cannot share the same teaching materials. Therefore, teachers had found that in many management courses, there are plenty of knowledge about laws and policies, but the students in China will mostly work in local environments after graduation. So these parts of teaching materials should be adjusted or even changed to fit for the students in China.

Certificates.

According to Labour Laws and "Law of the People's Republic of China on vocational education" of China, Vocational students should get vocational certificates to meet the demand of vocational talents of China. This also applies to students of TAFE Tourism Management in GDMEP. Therefore we need to cultivate students to fit for certain vocational certificates related to tourism industries.

Teaching staff.

It's neither realistic nor economic for Sino-Australia cooperated education to employ all Australian teaching staff. Besides, While introducing Tafe's advanced cultivating system, GDMCP should also improve local teachers teaching and managing abilities and qualifications, thereafter, we should have local teaching staff for the Sino-Australia cooperated education program.

To sum up, we need some countermeasures to the above problems. That is what we called Indigenization in education.

The Concept of Indigenization

According to Wikipedia, "Indigenization is the act of making something more native; transformation of some service, idea, etc. to suit a local culture, especially through the use of more indigenous people in administration, employment, etc.

As the saying goes: When in Rome, do as Romans do. This proverb has completely illustrated the importance of "doing as the local people do" in customs. It is also true when it comes to education.

This article uses Tourism Management courses in GDMCP as an example, to precisely discuss our experiences in Indigenization of Tafe courses. We mainly explained our practice on dealing with teaching staff, and teaching materials and Law and regulations in China in Tafe Tourism Management courses.

According to head teacher of GDMCP Tafe group, in indigenizing the courses, we basically adhere to the following three principles:

- 1) Guiding with Australia Tafe competency requirements;
- 2) Orientated with tourism Industry requirements of China and regions;
- 3) Combining Australia Tafe standardized assessments with certificates exams of china.

Indigenization of Teaching Staff.

GDMEP Tafe Tourism Management course teaching staff is consist of both Chinese teachers and Australian teachers. All Chinese teachers in this group are qualified with Chinese Teachers' Certificate, ITLS 6.5 English Level or equivalent. All of them are double-professional-titled teachers which is required by Chinese Higher Education Department. Moreover, teachers are also trained with a Certificate IV in Training and Assessment (TAFE qualification for Teacher in Australia). Therefore, the teachers are internationally recognized and qualified. And they have better understanding of the local students so as to communicate better with them. And assessments for teachers of this group very semester are quite good as teachers can help a lot in indigenizing Tafe courses to Chinese students.

Indigenization of TAFE Courses

In every TAFE course, there are designated assessment criteria. Students have to show the abilities to finish the required performances to get passed. The assessments can be varies from written task, written exam to project, role play and so on. Teachers would be provided with a assessment guide, to explain the performance criteria for the assessment questions. Let us take some courses as examples to illustrate how we indigenized the knowledge and skills to fit for the contexts in China.

Human Resource Management (Hr) units.

The Hr units are consisted of four units, they are Manage Diversity in the workplace, Lead and manage people, Monitor work operations, and Recruitment and selection. Let us the Unit "Recruitment and selection" as an example to illustrate the indigenization practices.

a) Employment Laws

In the assessment guiding book, we can find the following criteria: Create and disseminate advertisements for positions; conduct fair and equitable selection interviews; Use selection criteria as the basis for selection, ensuring merit-based selection and adherence to equal employment

opportunity principles and law.

Students firstly are required to master the skill of writing a advertisement, but most importantly, they should be careful about the Chinese law issues as most of the them will get jobs in China.

Therefore, in addition to the learning of Australian laws, teachers add in the relevant Chinese laws. In Australia, employers have to comply with EEO(Equal Employment Opportunity), while in China, we have Labour Law. To be precisely, they are not supposed to discriminate anyone as the Employment Promotion Law says, labors are not discriminated by their nationalities, sex, religions and so on. Employment Service and Employment Management Regulations clearly further established: Employers can not issue any discriminatory recruitment brochures or advertisements. Hence, we guided the students to create lawful advertisements, and to study some advertisements as examples to let students be aware of the impartial words and sentences in it so as to avoid using them.

b) Contract Laws

Study Chinese labour laws and regulations about contracts, working time and Paid Annual Leaves, to let them understand what to expect and do in the future. For example, in China, there are “Labour Law”, “Labour Contract Law” and “Labor Dispute Mediation and Arbitration Law” stipulate: the everyday working time for labour cannot exceed Eight hours, and the average weekly working time cannot exceed Forty-four hours. By law, workers can enjoy 5-15 days Paid Annual Leaves. Employers should sign contracts with workers etc. These are very important common sense to very working person, so it is necessary to teach them to the TAFE Tourism students.

Safety units.

In Safety units, there are “SITXWHS101Participate in safe work practices” and “SITXWHS301 Identify hazards, assess and control safety risks” two modules.

OHS (Occupational Health and Safety) is of internationally importance. International Labor Organization is the one to deal with worldwide OHS issues. We compared some statistics to show how work has been done in the country of USA, Australia and China, and why should we attach more importance to OHS in China. But we also keep the knowledge about OHS in Australia. For instance: Safe Work Australia is a national policy setting body whose key role is to improve work health and safety and workers’ compensation arrangements across Australia. While, Work cover of New South Wales are policies issued by NSW.

More importantly, we add in all the laws and regulations about OHS in China. In China, we have the following:

Table 1 Laws and Regulations about OHS in China

Number	Laws and Regulations
1.	Constitution
2.	Law on Work Safety
3.	Law on the Prevention and Control of Occupational Diseases
4.	Labour Law
5.	Labour Contract Law
6.	Fire Protection Law
7.	Emergency Response Law
8.	Criminal Law
9.	Regulations on Special Equipment Safety Inspection
10.	Regulations on Work Injury Insurance
11.	Regulations on Reporting, Investigation and Handling of Work Safety Accidents

Besides we provide with some Chinese associations and their websites for students to get more information: in China, we have China Occupational Safety and Health Association-[http: \(www.chinasafety.gov.cn\)](http://www.chinasafety.gov.cn); Guangdong Occupational Safety and Health Association: (<http://www.gdsafety.gov.cn>) and Guangdong Occupational Safety and Health and Emergency Rescue Command Center: (<http://www.gd-emc.com/>)

Tour Guiding units.

According to TAFE criteria, in Tour Guiding units, there are five modules. By analyzing the skills required for tour guides in the above courses, we know that both Australia and China want to develop tour guides with tour guide basic knowledge, tour guiding servicing skills like explaining skills, communicating skills, coordinating, and emergency and crisis management. Considering GDMCP should cultivate students qualified for the Chinese Tour Guide Certificates, so Tafe group decided to combined them into three modules, using totally Chinese textbooks. These courses are overlapping with each other. Therefore, we have another table.

Table 2 Five modules

Module Number	Module Names	Module Names in GDMCP
SITTGDE305	Develop and maintain the general and regional knowledge required by guides	Tout Guide Basic Knowledge (Including both Chinese and Cantonese Tout Guide Basic Knowledge)
SITTGDE304	Prepare and present tour commentaries or activities	Tour Guide Services
SITTGDE302	Provide arrival and departure assistance	
SITTGDE303	Lead tour groups	
SITTGDE301	Work as a guide	Tourism Policies, Laws and Regulations

Students are evaluated by Tafe criteria, and at the same, when finishing studying these modules, they can take part in the Tour Guide Certificate exam of China. A small survey shows that, the passing rate of Tour Guide Certificate exam of China for Tafe Tourism Management Class 2015 is 25%, quite close to the average passing rate of China. What's more, for those who failed to get Tour Guide Certificate will get the Assistant Hotel Managers' certificate.

Indigenization of Multimedia Resources.

Multimedia Resources.

In the training package of every course, there provide many videos and websites, but because of the limitation of Chinese internet, we can not get access to the videos or websites. Therefore teachers have to replace those resources with relevant videos and other resources to remain the quality and characteristic of Tafe's courses.

Assessments.

The assessment of "Manage Diversity in workplace" in Hr units are divided into three parts, Part B accounts for 20%, is a whole class activity. The criteria says: "Working together as a class, create/adapt a survey for a business wishing to know more about their employees level of satisfaction in the areas of inclusion and opportunity. You could model your approach on a company you know such as Starbucks. All students in the class need to complete the final survey assuming that they work for this fictional company."

The teacher first analyzed the assessment task into the following steps: write a questionnaire, publish it, ask the class to finish it, collect data, analyse the data, and at last write the final report. I guided the class to cooperate to delegate the steps into specific persons, then suggested them to upload the questionnaire to the Chinese questionnaire website "<http://www.sojump.com>", and use "We chat" to ask students to fill the questionnaire. The responsible students collected the data and analyse them after the class had finished it. The assessment turned out good and all the students passed with different results.

Summary

Illustrated are only classical small part of our teaching practice in Indigenization of TAFE courses in GDMCP, the Tafe groups are acting actively to the changing of economic environment and industrial needs both home and abroad. Graduates of this major get Tafe Tourism Management Advanced diploma (equal to higher vocational education in China) and diploma of GDMCP, which are recognized both in China and Australia. The double diplomas offer wider ways for graduates. Those who get jobs in China said Indigenization can help them to start working right after their graduation. While the very small parts who planned to study abroad said that Tafe credits and courses help a lot in English learning and professional further studying abroad. According to the the statistics provided by McKinsey & Co, Tafe graduates of GDMEP are 100% satisfied with the teaching and staff, it also revealed that the starting salary of this major are higher than those normal majors. So in a word, Indigenization in GDMEP Tafe Tourism Management is doing good and we should keep working on it.

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