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*« Licence, Master professionnels en formation ouverte et à distance pour le développement du tourisme durable en Chine, au Vietnam et au Kirghizstan »*

*ERASMUS + LMPT n°573897-EPP-1-2016-BG-EPPKA2-CBHE-JP*

## **LMPT Project Results Sustainability Plan**

### **For the region of: China**

#### 1. A General Note of the Results to be achieved under the LMPT Project (the specific results)

With the implementation of the LMPT project and ongoing activities afterwards, the three Chinese universities (P10, P23 and P24) try to accomplish the following results specified by the project:

##### 1.1 Survey and analyses of training needs

The survey results show important implications in the target jobs, common skills cultivation, specialized skills cultivation, teaching methods, prospective courses, and internships. Although sustainable tourism is deemed to be necessary and of interest, it is still absent for the majority of tourism in China, which poses both opportunities and threats for the project.

##### 1.2 Curriculum renovations and professor training in Europe

###### 1.2.1 P10 GDUFS

Two professors were sent to the University of Algarve for the training in sustainability in 2017. Five curricula have been renovated in GDUFS for both the bachelor and master programmes. The majority of them have been video produced and put online in support of distance e-learning. Till August 2019, GDUFS has opened the curricula and trained 188 bachelor students. It also successfully admitted 1 research-based master student in Tourism Management starting in September 2019.

The 5 renovated curricula for the bachelor programme:

EU55 International Tourism Management	WU Yiming
EU56 Introduction to Management for Sustainability	HUANG Lei
EU58 Principles of Tourism	MIAO Xueling
EU57 Tourism and Sustainable Development of Community	ZHANG Aiheng
EU59 Business Ethics and Sustainable Tourism Development	ZHU Wenzhong

The 5 renovated curricula for the master programme:

EU46 International Tourism Management	WU Yiming
EU47 Introduction to Management for Sustainability	HUANG Lei
EU48 Tourism and Sustainable Development of Community	ZHANG Aiheng
EU49 Sustainability Marketing	WU Qingjin
EU50 Business Ethics and Sustainable Tourism Development	ZHU Wenzhong

### 1.2.2 P23 SCTU

Four professors were sent to the University of Algarve for the training in sustainability in Oct. 2017. Five curricula have been renovated in SCTU for the bachelor programmes. The majority of them have been video produced and put online in support of distance e-learning. Till August 2019, SCTU has opened the curricula and trained 189 bachelor students.

EU4 Overview of Tourism	Kuang Hongling
EU10 Basis of Tour Guide	Liu Jing
EU12 Tourism Geography	Wang Yu
EU22 Tour Guide Practice	Kuang Yiyun
EU28 Travel Agency Management	He Wenjun

### 1.2.3 P24 JNU

Two professors were sent to the University of Algarve for the training in sustainability in 2017. Five curricula have been renovated in JNU for both the bachelor and master

programmes. The syllabus of them have been put online ([www.lmpt.jnu.edu.cn](http://www.lmpt.jnu.edu.cn)). Till August 2019, JNU has opened the curricula and trained 178 master students and 54 bachelor students. It also successfully admitted 18 master students in Master of Tourism Administration and 20 bachelor students in Tourism Management starting in September 2019.

Bachelor Programme	
Hotel Management (for sustainable tourism)	Wen Ji
Sustainable Tourism	Xu Songjun
Tourism Economics (for sustainable tourism)	Guo Chunfan, Hu Xinyue
Tourism Resources Development and conservation	Wang Hua, Xu Songjun
Master Programme	
Economy Analysis of Tourism Industry	Guo Chunfan
Hotel Management and Principles	Wen Ji
Sustainable Tourism	Wang Hua, Xu Songjun
Tourism Planning and Project Management	Liang Mingzhu
Tourism Service Management	Wen Ji, Fu Yunxin

### 1.3 Development of programmes and curricula in bachelor and master

The important documents for the LMPT project have been formulated, including report of survey results, job profiles, accreditation files, course syllabus, strategic action plan, and plan of sustainability.

### 1.4 The pole of excellence for LMPT

#### 1.4.1 P10 GDUFS

GDUFS has equipped the pole of excellence (Room 349, Faculty Building in South Campus and R308, MBA Building in North Campus) for LMPT with 195 textbooks, 1,541 electronic academic journal papers of tourism and sustainability (provided by the University of Algarve), E-Library Resources of Sustainable Tourism Management and some office supplies. The pole of excellence is open for both students and professors. They can not only read and borrow textbooks and get electronic resources related to sustainable tourism, but also arrange and attend meetings, seminars, career guidance training and competition. From October 2018 to August 2019, 20 activities have already been implemented in the pole of excellence.

#### 1.4.2 P23 SCTU

The LPMT center is located in 2nd Floor of Tourism and Event Center in Sichuan Tourism

University Campus. The LMPT center is about 40 m<sup>2</sup>, and is equipped with 120 textbooks, 1,541 electronic academic journal papers of tourism and sustainability (provided by the University of Algarve), E-Library Resources of Sustainable Tourism Management and some office supplies. The pole of excellence is open for both students and professors. They can not only read and borrow textbooks and get electronic resources related to sustainable tourism, but also arrange and attend meetings, seminars, career guidance training and competition. From October 2018 to August 2019, 12 activities have already been implemented in the pole of excellence.

#### 1.4.3 P24 JNU

JNU has equipped the pole of excellence (Room 311, Experimental Building in Panyu Campus, JNU) for LMPT with textbooks, electronic academic journal papers of tourism and sustainability (provided by the University of Algarve), E-Library Resources of Sustainable Tourism Management, computers, projector, tourism planning case study materials and some office supplies. The pole of excellence is open for students, professors and professionals. They can not only read and borrow textbooks and get electronic resources related to sustainable tourism, but also arrange and attend meetings, seminars, career guidance training and competition. Starting from December 2018 to June 2019, four events have already been implemented in the pole of excellence.

### 1.5 Diffusion and knowledge transfer

#### 1.5.1 P10 GDUFS

The official LMPT website keeps updating to inform both academic professionals and industry professionals about the project details, news, programmes, and curricula. GDUFS regularly promotes the LMPT project and its programmes to the public and especially to the prospective students. So far, it has implemented 11 diffusion activities, including recruitment diffusion in high schools, campus open day and college entrance examination consultation fair. Meanwhile, to enhance the project exposure and boost knowledge sharing among professors, GDUFS has done knowledge transfer for 5 times.

#### 1.5.2 P23 SCTU

SCTU regularly promotes the LMPT project and its programmes to the public and especially to the prospective students. We chose brochures, posters and the website to do the diffusion. The official LMPT website keeps updating to inform both academic professionals and industry professionals about the project details, news, programmes, and curricula. So far, SCTU has implemented 5 diffusion activities through college entrance examination consultation fair. Meanwhile, to enhance the project exposure and boost knowledge sharing among professors, SCTU has performed knowledge transfer activities for 12 times.

#### 1.5.3 P24 JNU

The official LMPT website of JNU ([www.lmpt.jnu.edu.cn](http://www.lmpt.jnu.edu.cn)) keeps updating to inform both academic professionals and industry professionals about the project details, news,

programmes, and curricula. JNU regularly promotes the LMPT project to the public and especially to the prospective students. So far, five big diffusion activities have been implemented, including information session, Erasmus+LMPT project Introduction to teachers from national-wide universities, internal diffusion to teachers in the Management School, etc. Meanwhile, to enhance the project exposure and boost knowledge sharing among professors, JNU has done knowledge transfer several times.

## 1.6 Distance e-learning platform

For the three Chinese universities (P10, P23 and P24), we build the distant e-learning platform on the LMPT website with authorized access. The user will be assigned a username and password to login. The programmes of both bachelor and master are organised in line with the accreditation files, 8 semesters for 4-year bachelor programme and 8 semesters for 3-year master programme. The users can explore the programme by clicking each curriculum and check the detailed information. For the promotion purpose of the renovated curricula in sustainable tourism, we also add one section for these curricula so that all visitors can easily access them (no username or password).

## 2. Enrollment of students in the newly created Bachelor and Master Degree Programmes

### 2.1. P10 GDUFS

In China, high school graduates must take the annual college entrance examination (Gao Kao) administrated in the province of the student's residence. And the minimum scores for the BBA programme is generally 30-40 marks higher than that of the highest class programmes (Ben Ke). Therefore, the BBA programme of GDUFS enjoys a spacious chance to choose its best candidates. GDUFS has introduced the LMPT programme to high school students and first-year students through posters and brochures in promotional activities as well as on the university information day. At least 5 renovated curricula will be open for the students. Each year, GDUFS can ensure at least 100 bachelor students to be trained by the LMPT curricula. We will introduce the master curricula for MBA education in the coming future and train more master students.

### 2.2. P23 SCTU

In China, high school graduates must take the annual college entrance examination (Gao Kao) administrated in the province of the student's residence. SCTU has introduced the LMPT programme to high school students and first-year students through posters and brochures in promotional activities as well as on the university information day. At least 5 renovated curricula will be open for the students. Each year, SCTU can ensure at least 150 bachelor students major in Tourism Management to be trained by the LMPT curricula.

### 2.3. P24 JNU

To get enrolled in the Bachelor programme, students must take the annual college entrance examination (Gao Kao) administrated in the province of the student's residence. Students enrolled the Master programme must take the national entrance examination for

postgraduate studies. Every year in May or June, JNU will held a student recruitment campaign. The LMPT project in JNU will be introduced to students during the campaign. Besides, the website of the LMPT project will also be promoted to targeted students.

3. For ensuring support from the stakeholders:

3.1.From the State institutions (ministries, government agencies, etc.)

The three Chinese universities are public universities, which are fully funded and regulated by the government. For every progress in the LMPT that we have achieved and will achieve, we receive both the financial support and policy support from the national and provincial government (including The Ministry of Education). For instance, the government yearly funds each bachelor and master respectively in terms of tuition fees. Every year, a proportion of students are awarded for their academic performance by the government to support their study locally or oversea. Meanwhile, the government also financially supports the oversea exchange programmes.

3.2.From the companies and business associations in the tourism industry:

3.2.1. For P10, GDUFS

**University-enterprise joint teaching cooperation.** GDUFS has developed a joint programme of teaching and training with many companies that benefits students for their learning. The School of Business regularly invites top managers from the industry to open a lecture or participate in classroom activities. In order to promote corporate relations and practical case teaching, GDUFS greatly advocates the construction of university-enterprise coordinating classes to create opportunities for teachers to have on-site case teaching and university-enterprise cooperation. From 2018 to 2019, there were 7 on-site teaching classes in enterprises, including Evergrande Real Estate Group, Guangzhou Jiacheng International Logistics Co., Ltd., Tencent Inc., Markplus Consulting Co., Ltd., Alpha-8/Fortress Holdings Inc., Guanddong Eagle Gifts Co., Ltd and Guangzhou Broadband Backbone Network Co., Ltd.

**Internship cooperation.** GDUFS has officially developed a solid cooperation relationship with 23 enterprises that can accommodate over 1000 students for practical learning per year. It also provides three weeks internship opportunities for Year-2 students to participate in the Canton Fair for improving student's practical skills and gaining valuable experience during the internship. Meanwhile, there are 6 students' internship partners for the LMPT programme, which are Guangzhou Nansha Marina Yacht Club Management Co., Ltd., Guangzhou World Exhibition Milan Exhibition Co., Ltd., Yangxi County Shuangfei High-tech Development Co., Ltd., Guangzhou Jiacheng International Logistics Co., Ltd., Dongguan Brave Sports Culture Communication Co., Ltd. and Guangdong Advertising Group Co., Ltd.

**Inviting experts and entrepreneurs to classes.** Besides leading the students to “reach out”, GDUFS has invited experienced experts to “come in” to give lectures and provide students with the latest live cases and insider analytical methods. The School of Business has also invited renowned entrepreneurs to deliver lectures. The Entrepreneur Lectures

invite renowned entrepreneurs as guest professors to offer special lectures, thus providing the students with the latest live cases of corporate management.

**Managerial consultation cooperation.** Teachers are positively involved in cooperation with companies for business research, managerial consulting, project cooperation, and training. For instance Professor YAN Biaobing helps a company, Guangdong Yueyunlangri Limited by Share Ltd (Yangjiang), to design an evaluation system for middle and senior managers that can update professional knowledge, enhance practical skills and the management of knowledge.

### 3.2.2. For P23, SCTU

**University-enterprise joint teaching cooperation.** So far, SCTU has developed a programme of teaching and training by cooperating with many companies so that students can benefit from their learning. Some top managers from tourism or related industry have been invited by the School of Tourism and Culture Industry regularly to give a lecture or participate in classroom activities. In order to promote corporate relations and practical case teaching, SCTU greatly advocates the construction of university-enterprise coordinating classes to create opportunities for teachers to have on-site case teaching and university-enterprise cooperation. From 2018 to 2019, there were more than 10 on-site teaching classes in enterprises, including Chengdu Weiran Flower Sea Tourism Development Co. Ltd., Chengdu Flower Dance World Tourism Development Co. Ltd., Chengdu Jinsha Site Museum, Chengdu Wuhou Shrine Museum, Luodai Ancient Town Management Committee, Longquan District Tourism Association, St. Regis Chengdu, Sichuan Hetu Online International Travel Service Co. Ltd., Sichuan China Youth Travel Agency Co., Ltd., Chengdu Xiling Snow Mountain Tourism Development Co. Ltd., Chongzhou Street Ancient Town Tourism Development Co. Ltd., Chengdu Qingchengshan Tourism Development Co. Ltd..

**Internship cooperation.** SCTU has announced its profound and long-term cooperation with more than six enterprises. So we are able to provide two months internship opportunities for all Year-2 students, such as Chengdu Culture & Tourism Development Group L.L.C, Sichuan Hetu Online International Travel Service Co. Ltd., Inter-Continental Hotels Group PLC., Sichuan International Convention and Exhibition Co. Ltd., Starwood Lodging Corp.

**Inviting experts and entrepreneurs to classes.** Apart from leading the students to “reach out” for practical practice, SCTU has invited experienced experts to “come in” giving lectures and providing students with updated cases and insider analytical methods. The School of Tourism and Culture has also invited renowned entrepreneurs to deliver lectures. Some of these experienced experts are renowned as guest professors to offer special lectures, thus providing the students with the latest live cases of corporate management.

**Managerial consultation cooperation.** Teachers are also positively involved in cooperation with companies and governments for business research, managerial and policy consulting, project cooperation, and training. Such as Professor He Zhen helps Chengdu Xiling Snow Mountain Tourism Development Co. Ltd. to research the tourist behavior.

### 3.2.3. For P24, JNU

**University-enterprise joint teaching cooperation.** JNU has developed a joint programme of teaching and training with many companies that benefits students for their learning. The Management School regularly invites top managers from the industry to open a lecture or participate in classroom activities. In order to promote corporate relations and practical case teaching, JNU greatly advocates the construction of university-enterprise coordinating classes to create opportunities for teachers to have on-site case teaching and university-enterprise cooperation. So far, JNU is cooperating with many enterprises, including Tourism Administration of Guangdong Province, Conghua Bishuiwan Hot Spring Resort, The Westin Guangzhou, Chimelong Group Co., Ltd, DIADEMA, Tourism Administration of Guangdong Province, Guangdong Yintong Group, Tourism Administration of Jiangmen City, etc.

**Internship cooperation.** JNU has officially developed a solid cooperation relationship with more than 10 enterprises that can accommodate the students enrolled in the LMPT project. It also provides short-term internship opportunities for Year-4 students. Students who meet the requirements of certain enterprises or organizations will get the chance for the internship. The enterprises and organizations include Tourism Administration of Guangdong Province, Conghua Bishuiwan Hot Spring Resort, The Westin Guangzhou, Chimelong Group Co., Ltd, DIADEMA, Tourism Administration of Guangdong Province, Guangdong Yintong Group, Tourism Administration of Jiangmen City, etc.

**Inviting experts and entrepreneurs to classes.** Besides leading the students to “reach out”, JNU has invited experienced experts and professionals to “come in” to give lectures and provide students with practical case studies, which help the students learn sustainable knowledge and skills from practical and industrial perspectives.

**Managerial consultation cooperation.** Teachers are positively involved in cooperation with companies for business research, managerial consulting, project cooperation, and training. The Institute of Tourism Planning and Design affiliated to the Department of Tourism Management leads many projects entrusted by private companies and local government. This also greatly enhance the consultation cooperation between JNU and external organizations.

### 3.3.From the International organizations and NGOs in the field of sustainable development

#### 3.3.1. For P10, GDUFS

GDUFS also creates opportunities for local students to go overseas and study in many reputable universities worldwide, including Oxford University, Grenoble Graduate School of Business, Audencia Business School, Arizona State University, University of Queensland, and others. At present, it has established exchange and collaborative relationships with related faculties and departments of 46 universities in the USA, UK,



France, Germany, Switzerland, Portugal, Russia, Australia, Korea, Taiwan, Hong Kong, etc. It has carried out collaborative projects such as visiting academics programme, “2+2” or “3+1” undergraduate double-degree programme, “3+2” undergraduate and graduate programme, joint Master’s programme, and “1+1” double-degree programme.

### 3.3.2. For P23, SCTU

SCTU doesn’t have any collaborative projects with other Universities overseas.

### 3.3.3. For P24, JNU

JNU creates opportunities for local students to go overseas and study in many reputable universities worldwide, including France (ESC Toulouse/Toulouse Business School), UK (University of Birmingham), USA (Northwestern University, University of South Carolina), Netherlands (Erasmus University Rotterdam), Japan (Nagoya University of Commerce & Business), etc.

## 4. For further improvement of the newly developed bachelor and master degree programmes

4.1 Further research on the labour markets and the employers’ needs and requirements to the labour force;

### 4.1.1. For P10, GDUFS

From the market perspective, employers and alumni are surveyed about students’ professional knowledge, practical competencies, salary increase, etc. The quality assurance is implemented through the following three major areas: attending tourism and sustainability lectures organised by the Academic Programme Division; ensuring the survey results acknowledged by the Committees and Academic Programme Division; adjusting and planning the following work according to the cultivation feedback.

### 4.1.2. For P23, SCTU

From the market perspective, employers and alumni are surveyed about students’ professional knowledge, practical competencies, salary increase, etc. The quality assurance is implemented through the following three major areas: attending tourism and sustainability lectures organised by the Academic Programme Division; ensuring the survey results acknowledged by the Committees and Academic Programme Division; adjusting and planning the following work according to the cultivation feedback.

### 4.1.3. For P24, JNU

From the market perspective, employers and alumni are surveyed about students’ professional knowledge, practical competencies, salary increase, etc. The quality assurance will be continuously implemented through the following measures: in-depth interviews, longitudinal surveys, and unstructured interviews will be implemented to the professionals in tourism and hospitality sectors.

#### 4.2. For the implementation of the quality management system

For the three Chinese universities (P10, P23 and P24), we rely on the same quality management system according to the regulations of the Ministry of Education of China.

Three Chinese universities have established an institutional system which includes the quality assurance (QA) of developing, maintaining and controlling the teaching work for undergraduates with a sustainable and sound evaluation quality procedure. Four subsystems of the QA processes are implemented in the LMPT programme, including the daily supervision, special evaluation, information feedback, and incentivisation and regulation.

1. **Students rating of teaching.** Each semester, the quality of teaching will be rated by students via online evaluation system after completing each curriculum. The criteria of students rating are in accordance with some important components, including teaching methods and skills, contents, classroom management, time control, etc. Therefore, the average of the rate is a standard measurement for each curriculum.

2. **Auditing of lectures.** The School of Business organises the faculty professors to audit lectures instructed by several particular professors in each semester. They need to provide a feedback form, which evaluates this class according to teaching methods, knowledge delivery, logic, etc. The auditing of lectures stimulates the sharing of teaching experiences and suggestions among professors.

3. **Expert supervision.** Some relevant professional experts are nominated by the university to attend classes randomly for supervising and monitoring whole curriculum at least once per semester. The feedback will be given to the faculty to ensure the QA of curricula.

4. **Teaching observation.** Teaching observation consists in inviting all core faculty members to attend a selective lecture for sharing experience, suggestions, methods and skills. It holds 4 times per academic year. Besides, Teaching Quality Month is proposed to promote communication on teaching and academic research between course group members and different course groups. Even Students who are skilled at learning, research and thesis writing are invited to share their experience.

The mechanism of governance shows the different field and level of administrative function for supervising, monitoring and designing of all the training related to LMPT programmes.

- **Programme Review.** The School Advisory Committee, Undergraduate Teaching Committee and Senior Administration Committee have developed a five-year plan and held a joint strategic seminar every year to make annual review and discuss School's development strategies. Also they have completed the mid-review in the 3rd year.
- **Internal Quality Assurance Processes.** Each university has set a school-wide quality assurance system for QA management, assigning specific duties and responsibilities to Committees and Centre working in a collaborative manner. QA system plays a crucial role in monitoring, improving and enhancing the quality of the LMPT Programme designs and deliveries. It ensures that the LMPT Programme meets the initial objectives by self-

assessment.

The quality assurance process of the LMPT programme is formulated as follows:

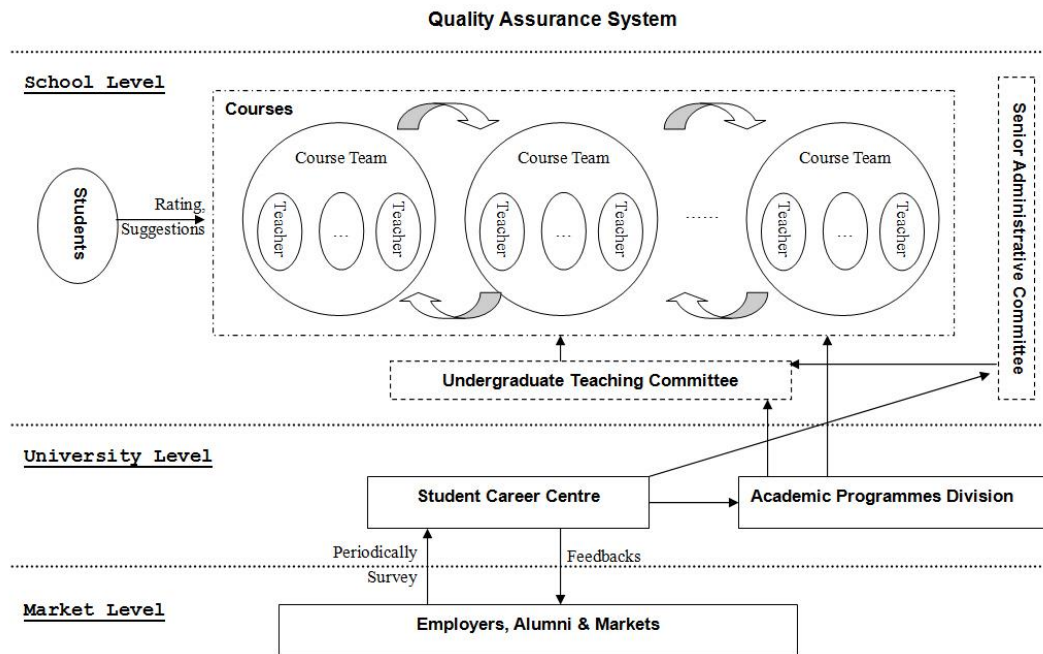


Figure: The quality assurance process of the LMPT programme

The final version of this document is validated by the European referential project partner, P7, the University of Algarve:

Заличен подпис чл. 2, ал. 1 ЗЗЛД

Signature of the representative of P7, the University of Algarve

Заличен подпис чл. 2, ал. 1 ЗЗЛД

Signature of the Head of the project implementation team for P10, the Guangdong University of Foreign Studies

Stamp of the Chinese Project Partner:

Date and place of validating and signing: