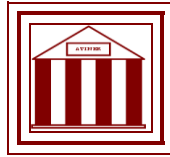


**Athens Institute for Education and Research  
ATINER**



**ATINER's Conference Paper Series  
TOU2014-1163**

**French Case of Educational Programs on  
International Tourism and Air Transport**

**Jocelyne Napoli  
Associate Professor  
Université Toulouse III (UPS)  
France**

An Introduction to  
ATINER's Conference Paper Series

ATINER started to publish this conference papers series in 2012. It includes only the papers submitted for publication after they were presented at one of the conferences organized by our Institute every year. The papers published in the series have not been refereed and are published as they were submitted by the author. The series serves two purposes. First, we want to disseminate the information as fast as possible. Second, by doing so, the authors can receive comments useful to revise their papers before they are considered for publication in one of ATINER's books, following our standard procedures of a blind review.

Dr. Gregory T. Papanikos  
President  
Athens Institute for Education and Research

This paper should be cited as follows:

**Napoli, J., (2014) "French Case of Educational Programs on International Tourism and Air Transport", Athens: ATINER'S Conference Paper Series, No: TOU2014-1163.**

Athens Institute for Education and Research  
8 Valaoritou Street, Kolonaki, 10671 Athens, Greece  
Tel: + 30 210 3634210 Fax: + 30 210 3634209 Email: info@atiner.gr  
URL: [www.atiner.gr](http://www.atiner.gr)

URL Conference Papers Series: [www.atiner.gr/papers.htm](http://www.atiner.gr/papers.htm)

Printed in Athens, Greece by the Athens Institute for Education and Research. All rights reserved. Reproduction is allowed for non-commercial purposes if the source is fully acknowledged.

ISSN: **2241-2891**

8/08/2014

## **French Case of Educational Programs on International Tourism and Air Transport**

**Jocelyne Napoli**  
**Associate Professor**  
**Université Toulouse III (UPS)**  
**France**

### **Abstract**

Each year, the number of jobs in the Tourism Industry grows by over 35%, resulting in millions of new positions in the industry or related sectors worldwide. For over forty years, Tourism Higher Education systems in Europe have ensured these opportunities are within reach. International Hospitality and Tourism Management tends to be highly recognized and respected among the future employers.

The range of exciting career possibilities is almost unlimited. In addition to super-luxury restaurants and world-class hotels, one can work in the new advanced and imaginative luxury resorts<sup>1</sup>, health and spas, entertainment and leisure facilities, theme parks, to name but a few (Walter A. Rutes et al. 2001).

A career in Tourism Management means flexibility; pride in delivering service with perfection, financial and personal rewards, job security provided you have a sound education to prepare the future managers.

This paper explores the development of tourism and air travel education within universities in France. It aims to reach an in-depth understanding of tourism education in France, curriculum offering in Master's, faculty qualifications, and students learning in tourism higher education programs.

**Keywords:** Tourism industry; air travel; hospitality, management, graduates; degrees; LMD/BMD tourism education; universities; schools; curriculum; programs.

---

<sup>1</sup>Walter A. Rutes et al. (2001) *Hotel Design, Planning and Development*. W.W. Norton & Company, P. 7.

Tourism is becoming the major form of economic development. Many countries are now investing in tourism as a generator of substantial revenue for communities. Graduating in tourism management provide a wide range of rewarding opportunities of jobs in the industry or related international tourism sectors. World tourism management implies proficiency language skills as a dual qualification to access careers in international fields of private or state organisations. In France, there are different structures to help students to acquire high level of professional degrees. Private business schools compete with state higher education institutions such as universities. The only degrees recognised worldwide are the ones delivered by state universities; therefore, the main question here is to understand the French tourism higher education system through some examples of master's.

The methodology used is an observation of existing data sources gathered on different professional and academic sites together with observed behaviours in a specific case of a master degree in air transport and tourism management. Although the Bologna process is analysed, this paper focuses on master's degree in France.

### **Differentiation in Graduations**

The main ingredient in successfully providing a quality tourism product is highly qualified, fully trained people. What makes a fully trained person?

- A blend of know-how, respect, academic rigour, shared experience, multi-cultural environment and life-long friendships.
- An International interdisciplinary knowledge
- An access to reference source for travel and tourism education.
- An industry relationship that translates into **great career placement**.
- An experience educating the leaders of the industry.
- A wide choice of programmes with multiple entry and exit points.
- An academic approach that combines theory with craft-based learning.
- An interactive teaching methodology and high quality faculty to bridge the gap between industry and education needs
- An international study body which give the current trends in travel and tourism
- A real world experience: practical training and internship opportunities anywhere in the world (part of the curriculum)
- Conference reviews
- Textbook reviews
- Research and case studies
- Internet and travel education/learning at a distance

## A Wide Range of Program Options

Whether the student desires to become a global leader in Hospitality Tourism Management for a renowned organization or manage their own spa or resort, they should have the right program for the right degree.

Where a student wants to study depends on the standard of the course.

Today, some tourism education and training centres still offer rigid and static systems as they continue to respond to principles inherited from the past. The current scarcity of human resources that are prepared to meet the challenges of dynamic tourism markets, has led to the proliferation of specialized courses in different areas of tourism that are ran at different academic levels and given by a diversity of entities and organizations.

This has caused a visible dispersion of efforts and a very big fragmentation in training supply with the consequent negative effects on the industry. Therefore, it must be emphasized that academic standards of tourism education are difficult to reach. However, the council of Europe engaged a voluntary process to create the European Higher Education Area (EHEA) in Bologna which resulted in the introduction of a three cycle system called the “BMD/LMD<sup>1</sup> system”. This new system was adopted in France in 2005-2006.

With the LMD/BMD, all former degrees in universities, such as the DEUG<sup>2</sup> (2 years), IUP (2 years), DEA/DESS (5 years) have changed into three steps to take into account. Now, the first degree is the *licence or bachelor's* and requires completing three years. The first postgraduate degree is the *master's* which needs two more years after the *licence or bachelor's*, and the final degree, obtained at least three years after the master's is the *doctorate's* degree. The three degrees are: *Licence/Bachelor, Master and Doctorate*: LMD/ BMD. Any other level of qualification will only be given to the student on demand. Licence degree or Bachelor's degree and professional Bachelor's degree can be completed after six semesters of study. A two-year professional qualification or a level III diploma in the French diploma system can be obtained in a technical and professional higher education and students can then carry on their study to obtain a licence/ bachelor's degree. Higher education institutions are opened to all students provided they have obtained their Baccalauréat which is the high school diploma. All diplomas are under the responsibility of the Ministry of Education and Research which guarantees the quality of training programmes in France.

The term “master” will gather all studies completed during five years in a French higher university (DESS, DEA, all the engineering degrees) also classified in the world as postgraduate diploma (5 and more years of university). So, DEA is now called: Master in Research and DESS: Professional Master. Master and Professional Master comprise four semesters after the Bachelor's. To harmonise the certification within Europe higher

---

<sup>1</sup>BMD : Bachelor-Master-Doctorate ; LMD : Licence-Master-Doctorat. Both acronyms will be used in this article.

<sup>2</sup>DEUG: Diplôme d'enseignement universitaire général; IUP: Institut universitaire professionnalisé, DESS : Diplôme d'études supérieures spécialisées ;

education, an ECTS<sup>1</sup> credit system was introduced to describe and deliver compatible study programmes and award higher education qualifications. Every academic year corresponds to 60 ECTS within the European Union and other member European countries, for instance, for a Master's degree; all students must successfully obtain 120 ECTS<sup>2</sup>.

The Doctorate degree requires at least six semesters of studies after the Master's, fieldwork and/or laboratory research and seminars. It is the highest degree in the European LMD/BMD system. At that stage, all European universities including the French ones have not yet unified the duration of a PhD and the amount of requested ECTS credits as doctoral schools and doctoral programs practices differ<sup>3</sup>.

European experience shows that the problems are not focused on the harmonisation of academic terms, but more on content and curriculum. The cohesion of terms is quite easy to reach. It is now applied in all French universities with the new LMD educational system aiming at favouring mobility and progression throughout the Union. But the LMD is mainly the cohesion of the 3-year degree, the 2-year Master and the 3-year Doctorate. All degree courses must be approved by the ministry for higher education, and every four years all universities now go through a process of assessment<sup>4</sup> of the training to strengthen quality assurance and easier recognition of qualifications.

The most difficult aspect of this new European Educational System is to reach the international standards set and increase compatibility with an ever changing labour market. The demand for innovation and entrepreneurship increases, therefore, to meet the ever higher skills requirements, education and training systems have to be reactive and adaptable.

As a general rule, an international student should have the choice to study from a wide range of subjects fulfilling a major or their latest interests. One can enrol in specially-designed international courses; and others, one will enrol directly in university courses and study alongside local students or in courses specifically created for international students.

Whatever their interests, students should have the possibility to find, in many European programs, the subjects that are relatively hands-on and include field work, internships, volunteering, and/or independent study. Then, they can compare the educational focus—as well as many other program features- for each program in each region.

---

<sup>1</sup>ECTS: European Credit Transfer and Accumulation System

<sup>2</sup>[http://ec.europa.eu/education/programmes/Socrates/ects/guide\\_en.pdf](http://ec.europa.eu/education/programmes/Socrates/ects/guide_en.pdf)

<sup>3</sup>Michel Declercq. (2010) *Overview of PhD regulations in European Universities, courses accreditation, rules & procedures in Doctoral Schools*, European Commission, Euro-Dots: an ICT-CSA action, p.11.

<sup>4</sup>*Universities and higher education in France*, about-France.com [consulted June 2014]

*A Master's in Hospitality Management*

Master's in Hospitality Management in France is a *two year* highly focused program that provides future managers with knowledge directly from:

- The business world,
- The board room,
- The negotiating table, and
- The executive offices from those who practice.

The teaching staff is composed of professors, professional executives, entrepreneurs.

Master's in Hospitality Management is for future executive managers. It covers areas of finance, strategic development, risk management, and other requested disciplines at the executive level.

The number of weekly class hours varies from 22 to 30, depending on the number of courses offered by the establishment.

This Master's in Hospitality Management aims at providing:

- A basis for career enhancement
- Skills and knowledge to reach higher managerial positions
- Skills to critically analyse the latest managerial practices
- A solid base of key managerial disciplines
- The ability to apply your insight into management decision making
- The opportunity to learn in an exciting and stimulating environment
- The aptitude to develop not only management techniques but also to learn more about oneself and one's own potential
- The chance to learn from a highly qualified staff...
- Two four-month internships: between early May and late September.

Since more schools or institutes now offer a Master's, European students are challenged to choose the right program for them -one that offers credibility. A Master's which provides academic development with an intense program, with in-depth analysis and practical work in management, with role-playing and business simulations to develop personal and career management skills.

*Example of a Postgraduate Degree in International Tourism - France*

This post-graduate degree offered through the University of Paris 1 Panthéon-Sorbonne at the Institute for Research and Advanced Studies in Tourism opened -in April 2006. It is aimed at international tourism professionals with a university degree or professional experience, and seeking formal training and expertise in French tourism.

The program lasts a total of 18 weeks from November to March. In addition to lecture courses offered to all students; it also allows students the

choice between two specializations which are either “heritage tourism development” or “hospitality industry development”. The courses are both in French and in English and, given by university professors as well as professionals in the field. The program includes two study tours and will be followed by an internship within the public sector or with a tourism enterprise.

*A Master's in International Management of Air Transport and Tourism-France*

This recent postgraduate degree is one of the first degrees with multi-skills vocational qualifications offered through the University of Toulouse III, Paul Sabatier opened in September 2011 and ranked A- excellent by the (Ministry of Higher Education and Research and Professional Insertion).

Air travels account for more than a half of ways of transports worldwide<sup>1</sup> in 2013 and is gradually increasing. This upward growth requires the higher education and research to adapt the training to the international job market.

This degree is unique in France because of its international opportunities and dual qualifications in management of air transport and tourism. The program was shaped together with academic and experts in the tourism and air transport fields to answer the diversity of demand and the increasing number of destinations worldwide. The degree is also open to lifelong learning to increase and update stimulating learning to employees, at any stage of their life. This high level of study is provided by international professional experts and researchers and include six months of internships with companies to help students with a real employment prospects. Students come from all parts of the world to enrol the program of their choice, they must have 60 ECTS after their Licence or Bachelor's which means succeeded in the first year of master one.

They generally have solid knowledge in Economics, Marketing, Hospitality and Tourism, Computer science, Management or experience in management of tourism or air transport. The master's degree is granted upon successful completion of the program.

The singularity at this academic level of study is the student linguistic proficiency in at least two languages which is a pre-requisite to join the programme. The minimum level in English is at least a B2 level<sup>2</sup> and B1 Level in French according to the *Common European Framework of Reference for Languages* (CEFR).

International students and now, more and more international tourism companies use this common framework reference when looking for the appropriate candidate.

The unique university program was approved by the Ministry of Education and Research because of its high interest of this special location. The scientific campus has also an exceptional situation as it is close to the leader aircraft manufacturer, Airbus. Professionals and students can interact with more than 10,000 people employed in the Toulouse site and, is expanding into an

---

<sup>1</sup>UNWTO, *Tourism Highlights*, 2014, p. 4.

<sup>2</sup>*Common European Framework of Reference for Languages*; <http://esa-npdc.net/site/docs/CEFR.pdf> [June 2014]



international company to respond to the needs of its worldwide operator base with modern and efficient aircraft, backed by high-quality services, training and support<sup>1</sup>.

France is the top ranking international tourism arrivals with 83 million visitors in 2012<sup>2</sup> and is third in international tourism receipts therefore studying in France offer international students the possibility to combine studies and cultural experience. These examples of postgraduate programmes in universities in France, first international tourism destination, are situated one in the North (Paris) and one in the South (Toulouse) illustrate how education and the tourism industry interact and have particular relationships to train the best employees to feed the ever increasing market of travel and leisure whatever destinations around the world.

## **Conclusion**

Without a doubt, success is predetermined. The course you set, the direction you point, and the objectives you desire, form your own strategy. Your ability to implement it is governed by your own thinking.

Business and management in particular, is becoming more and more complicated and competitive. The Hotel and Hospitality industry is one of the best examples where companies are "raising the bar" in their search for management professionals and executives. They are seeking not only expertise in the Hotel industry, but advanced education in management disciplines.

The French case in certification of knowledge acquired through education programs shows the necessity to standardize the diploma around the world, in order to access the frame of reference needed to reach the desired career placement. One needs to be able to compare the educational focus for each program.

New factors in the tourism industry increasingly raise doubts as to the validity of using intuition or generic knowledge from other economic activities to support a professional career in tourism. These new circumstances in the tourism market generate a greater demand from tourism businesses and institutions for professionals with education, training and research capabilities in line with the requirements of the employers.

A solution could be found on TEDQUAL; Tourism Education Quality drawing on WTO's experience. This new approach focuses on the all-important task of improving the quality of tourism education. It provides a new methodological insight to standardize the analysis of tourism education and training quality gaps and better match the needs of tourism employers with the training options offered to tourism students.

---

<sup>1</sup><http://www.airbus.com/company/worldwide-presence> [consulted in June 2014]

<sup>2</sup>UNWTO, *Tourism Highlights*, 2014. p.6.

## Bibliography

- Airey, D. and Frontistis, A., 1997, Attitudes to careers in tourism: an Anglo Greek comparison. *Tourism Management*. 18: 3, 149-158
- Airey, D. and Tribe, J., 2000, Hospitality education, in C. Lashley and A. Morrison (eds.) *In Search of Hospitality: Theoretical Perspectives and Debates*, Oxford, Butterworth Heinemann
- Becton, S. and Graetz, B., 2001, *Small business - small minded? Training attitudes and needs of the tourism and hospitality industry*, International Journal of Tourism Research, 3( 2), pp.105-113.
- Cathy H. C. Hsu, 2006, Global tourism higher education: Past, present, and future, Haworth Press, 272 pp.
- Cathy H. C. Hsu, 2006, Journal of teaching in travel & tourism (2006) The Official Journal of the International Society of Travel and Tourism Educators (ISTTE) Curricula, Executive Master on Tourism Management, New-York College, Athens, 2005
- Daurer, C. 2001, Qualification in tourism - a challenge for education and training, *Tourism and Hospitality Management*, 6(1/2), pp.1-12.
- Kusluvan, S. and Kusluvan, K, 2000, Perceptions and attitudes of undergraduate tourism students towards working in the tourism industry in Turkey, *Tourism Management*, 21:3, 251-269
- Leslie, D. and Richardson, A., 2000, Tourism and cooperative education in UK undergraduate courses: are the benefits being realised? *Tourism Management*, 21(5), pp.489-498.
- Michel Declercq. (2010) *Overview of PhD regulations in European Universities, courses accreditation, rules & procedures in Doctoral Schools*, European Commission, Euro-Dots: an ICT-CSA action, p.11.
- Programmes du Master 2 Management International du Transport Aérien et du Tourisme, Université de Toulouse III, Paul Sabatier, 2014
- Smith, G. and Cooper, C., 2000, Competitive approaches to tourism and hospitality curriculum design, *Journal of Travel Research*, 39(1), pp.90-95
- UNWTO, *Tourism Highlights*, 2014. p.6.
- TEDQUAL World Tourism Educational Publication, Building Competitiveness through education, training and research, Madrid N°5, 2002
- TEDQUAL World Tourism Educational Publication, Training program specialized in tourism education training and research for government officials, Madrid N°6, 2003
- Tribe, J., 2000, the National Curriculum for Tourism Higher Education, in D. Botterill and J. Tribe, Guideline 9: Benchmarking and the Higher Education Curriculum, London, National Liaison Group for Higher Education in Tourism.
- Walter A. Rutes et al. (2001) *Hotel Design, Planning and Development*. W.W. Norton & Company, P. 7.
- Weiermair, K, 2004, *The Tourism and Leisure Industry*, University of Innsbruck, Austria; 337 pp.
- World Tourism Organisation, 1987, *Education and Training for Tourism*, Madrid, WTO <http://www.airbus.com/company/worldwide-presence> (Aeronautical company) [consulted in June 2014]

**Webography**

- Common European Framework of Reference for Languages*; <http://esa-npdc.net/site/docs/CECRL.pdf> [June 2014]
- <http://ec.europa.eu/education/programmes/> (Education and training- European Commission) [consulted in June 2014]
- <http://www.master2mitat.univ-tlse3.fr/> (Master 2 MITAT information site with syllabus) [consulted in June 2014]
- <http://tourisme-international.univ-paris1.fr/en/droitsdinscription-en.html> (example of a new postgraduate diploma programmes) [consulted in March 2014]
- <http://www.unwto.org/education-new/english/tedqual.php> (about the certified programmes and institutions) [consulted in March 2014]
- Universities and higher education in France*, [about-france.com](http://about-france.com) [consulted June 2014]