

Tuning

Russia

Reference Points
for the Design and
Delivery of Degree
Programmes in
Tourism



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Reference Points are non-prescriptive indicators and general recommendations that aim to support the design, delivery and articulation of degree programmes in Tourism. The document has been developed by subject area group, including experts from Russian and European universities, in consultation with different stakeholders (academics, employers, students and graduates).

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Preface

Tuning started as a project in 2000, initiated by higher education institutions and their academics, and strongly supported morally and financially by the European Commission. Over time Tuning has moved beyond the EU and gradually transformed itself into a global methodological system covering educational sectors in many regions of the world.

Androulla Vassiliou, the European Commissioner for Education, Culture, Multilingualism and Youth, underlined when closing the “Tuning in the World: New Degree Profiles for New Societies” Conference in Brussels on 21 November 2012, that whilst Tuning started as an attempt to solve a strictly European problem, it has become a methodology that can be adapted to different higher education structures in very different cultural contexts and that the commitment of the universities, the associations and the national authorities involved is key to the continuing success of this initiative.

The Tuning Russia project has been designed as an independent university-driven project with contributions of university staff members from different countries. The Tuning Russia project reflects the idea that universities do not look for the harmonisation of their degree programmes or any sort of unified, prescriptive or definitive curricula; but, simply for points of convergence and common understanding. The protection of the rich diversity of education has been paramount in the Tuning project from the very start and the Tuning Russia project in no way seeks to restrict the independence of academic and subject specialists, or damage local and national academic authorities. The objectives are completely different. Tuning looks for common reference points. The Reference points are

non-prescriptive indicators that aim to support the articulation of degree programmes.

The publication of the “Tuning Russia Reference Points” series became a reality due to collective work of Subject Area Groups and project teams at participating European and Russian universities, their academic and administrative personnel to whom we would like to express our sincere gratitude. We stress our deep appreciation to all European and Russian experts who have made a significant contribution to the development of reference points for the design and delivery of degree programmes in various subject areas.

The Tuning process in Russia has been supported by the National Tempus Office in the Russian Federation from the very beginning of the project. Our special thanks go to Director Olga Oleynikova, whose support and recommendations were invaluable during the implementation of the project. The project and this publication would not have been possible without the coordination and recommendations of Tuning General Co-ordinators Julia González and Robert Wagenaar.

We hope that readers will find this book both useful and interesting.

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1

General Introduction

The convergence of national educational systems within the EU is an important milestone in the global development of modern higher education in the 21st century. The day when the Bologna Declaration¹ was signed (19 June 1999), is considered the official starting point of the harmonization process of higher education systems within Europe, a process whose end aim consists in the creation of the European Higher Education Area (EHEA). Russia joined the Bologna process in September 2003 at the Berlin Conference of European Ministers in charge of Higher Education.

Signing the Bologna Declaration has led to a series of reforms in the educational systems of the majority of European countries. For higher education institutions (HEIs) these reforms consist in tuning basic teaching programmes in terms of both the structure and the outcomes of degrees. A prominent role should be given to the graduate and degree profiles so that they meet the needs of both the labour market and society, as well as to the specific tasks an academic community has to solve. Therefore, it is particularly important to express all the various educational levels in terms of competences and learning outcomes.

1.1. The contribution of universities to the Bologna Process and Tuning

It is well known that the Tuning Project —“Tuning educational structures”— has developed within the broader context of continuous

¹ The Bologna Declaration on the European space for higher education. <http://ec.europa.eu/education/policies/educ/bologna/bologna.pdf>

reforms of European higher education systems, when society at large has been undergoing rapid changes. The name Tuning was chosen for the project to reflect the idea that universities do not look for uniformity in their degree programmes or any sort of unified, prescriptive or definitive European curricula but simply for points of reference, convergence and common understanding. The protection of the rich diversity of European education has been paramount in the Tuning Project from the very start and the project in no way seeks to restrict the independence of academic and subject specialists, or undermine local and national academic authority.

Tuning Educational Structures in Europe² started in 2000 as a project to link the political objectives of the Bologna Process and at a later stage the Lisbon Strategy to the higher educational sector. Over time, Tuning has developed into a Process, an approach to (re-) design, develop, implement, evaluate and enhance quality first, second and third cycle degree programmes. The Tuning Project and its methodology constitute one of the academic tools for creating the EHEA. The need for compatible, comparable and competitive higher education in Europe reflects the students' requirements. As student mobility increases, so does the demand for reliable and objective information on the degrees offered by different HEIs. Apart from this, employers both within and outside Europe require reliable information on qualifications awarded and on what these qualifications mean in practice and in the labour market context. Therefore, the process of creating national qualification frameworks is inseparable from the EHEA development process.

Tuning aims to meet the needs of educational institutions and structures and to offer a concrete approach to implementing the Bologna Process at the level of higher education institutions and subject areas. The Tuning approach proposes a methodology to (re-) design, develop, implement and evaluate study programmes for each of the higher education cycles. Furthermore, Tuning serves as a platform for developing reference points at subject area level. These are relevant to making study programmes comparable, compatible and transparent. The agreed-upon reference points for subject areas and their degree programmes are expressed in terms of competences and learning outcomes.

Tuning in general has emerged from the understanding that the Bologna Process is about universities, their students, academic and non-academic

² Tuning Educational Structures in Europe. <http://www.unideusto.org/tuningeu/>

staff. It is they, with all their knowledge and experience, who should be deciding upon higher education innovation strategies. Tuning is a university-driven project and movement, which came into being as a reaction of HEIs to new challenges and new opportunities that emerged within the process of European integration and the creation of the EHEA.

1.2. Tuning in Russia

The Tuning methodology, which allowed European Universities to cooperate successfully and coordinate their activities aimed at creating unified educational cycles, uniform requirements for the structure of programmes, the development of common approaches to comparison and the assessment of learning outcomes, has become a “road map” for the Bologna process. Developed within the framework of the “Tuning educational programmes in European universities” project, the Tuning methodology as a universal tool for modernizing curricula in the context of achieving professional competences, has today gone beyond the borders of the EU and has acquired international significance. Universities in different countries and continents in expanding cooperation have increasingly resorted to using it to build joint programmes involving academic mobility, integrated education, introduction of a credit system, the exchange of educational modules and the mutual recognition of qualifications.

Russian Universities are also mastering the principles of the Tuning methodology through incorporating generic and subject specific competence descriptions into educational planning at the level of full degrees and individual degree components. Upon the implementation of the third-generation Federal State Educational Standards³ based on principles compatible with the Tuning methodology —namely, making use of a credit-modular system, increasing the variety and number of elective courses, placing more emphasis on quality, taking into account professional qualification requirements, etc.— the interest in actively using the Tuning methodology to design educational programmes in different areas has increased significantly.

The first Russian HEIs that supported the need to develop the Tuning methodology were the Higher School of Economics, People’s Friendship

³ Federal State Educational Standards. <http://xn--80abucjiibhv9a.xn--p1ai/документы/336>

University of Russia and the Tomsk State University. In 2006-2008, within the framework of the "Tuning educational programmes in Russian universities"⁴ TEMPUS project, these three centres designed bachelor and master degree programmes in the areas of «European Studies» and «Applied Mathematics».

The next step in the promotion of competence-oriented techniques within the system of higher education in Russia was the participation of Moscow State University, the Russian State University for the Humanities, St. Petersburg State University and Chelyabinsk State University along with the EU partners (2007-2008) in the "Russian Tuning-ECTS based model for the Implementation of the Bologna Process in Human Sciences" (RHUSTE)⁵ TEMPUS project. Lists of generic and subject-specific competences and Bachelor's and Master's degree programmes in the areas of *History* and *Cultural Studies* were an outcome of that project. The experience of the reform of higher education in Russia in accordance with the principles of the Bologna process was summed up; Tuning methodology was analysed and recommendations on its implementation within the framework of Russian higher education system were advanced.

The "Tuning Russia"⁶ project (TEMPUS, 2010-2013), which has brought together four EU universities (the project coordinator - University of Deusto, Bilbao, Spain; University of Groningen, Groningen, Netherlands; Trinity College Dublin, Dublin, Ireland; University of Padua, Padua, Italy), 13 Russian Universities (Astrakhan State University; Don State Technical University; Moscow State Academy of Business Administration; Moscow State Oblast (Region) University; Lomonosov Moscow State University; Moscow State University of Railway Engineering; N.I. Lobachevsky State University of Nizhni Novgorod; Yaroslav-the-Wise Novgorod State University; Russian State University for the Humanities; North Caucasus Federal University; Tver State University; Lev Tolstoy Tula State Pedagogical University; Udmurt State University) and the Association of the Classical Universities of Russia, tries to institutionalise the use of the Tuning methodology in the Russian Federation's educational practice. Its aim is to create a network of Tuning Centres in Russia and to develop a common

⁴ Tuning educational programs in Russian universities. <http://www.hse.ru/org/hse/iori/pr15>

⁵ Russian Tuning-ECTS based model for the Implementation of the Bologna Process in Human Sciences (RHUSTE) <http://ru-ects.csu.ru/>

⁶ Tuning Russia. <http://tuningrussia.org/>

list of generic and subject-specific competences which will be used later on in the process of structuring and describing higher education degree programmes of all levels in the following subject areas: Ecology, Economics and Management, Education, Environmental Engineering, Information and Communication Technologies, Languages, Law, Social Work, and Tourism.

This book contains the key general findings of the Subject Area Group within the Tuning Russia project. These reflect in synthesis the consensus reached by the group members and international experts on the subjects mentioned above. We hope and believe that the material contained in this book will be very useful for all higher education institutions wishing to implement the Bologna Process, and that it will help them to find and use the most suitable tools for adapting or creating higher education programmes in order to respond to the needs of today's society.

Julia González and Robert Wagenaar
Tuning General Co-Coordinator

2

Introduction to the subject area Tourism

2.1. Definition of the subject area

Tourism is a complex interdisciplinary concept which covers many social, cultural, legal and economic aspects. According to “The Hague Inter-Parliamentary Conference on Tourism” [1], tourism has become a common phenomenon in the lives of hundreds of millions of people:

- a) tourism includes all types of human travels, as well as the scope of services designed to meet the needs of travellers;
- b) tourism is an activity which is vitally important in human life and the life of modern societies, it has become an important form of spending free time for individuals as well as a primary means of interpersonal relations and political, economic and cultural contacts, caused by an overall internationalization of all national sectors;
- c) tourism should be a primary concern of everyone, it is both a consequence and an important factor which determines the quality of life in modern societies...

According to the definition of tourism, introduced by the General Agreement on Tariffs and Trade, tourism includes the following activities and services [2]:

- activities of tourist organizations - tour operators and travel agents;

- majority of transportation services, including car rental and transport for excursions;
- accommodation and meals;
- recreational, cultural, sports and other entertainment services;
- extra services, such as tour guides, organization of conferences, insurance, tourism-related financial services - credit cards, traveller's cheques, and additional services, such as medical services, selling goods for tourists.

Tourism is seen as a complex, multidimensional concept, which is understood not only as a sphere of activity and a type of recreation, but as an industry, an economy, and a way of spending leisure time for millions of people. According to the World Tourism Organization (UNWTO), the number of international tourist arrivals in 2012 exceeded 1 billion for the first time. This figure ensures the position of tourism as one of the world's largest economic sectors, which accounts for 9% of global GDP (direct, indirect and induced impact), 1 of every 12 jobs and 30% of services exported in the world [4].

In economics, tourism is defined as:

- an industry, which is developed in the regions with natural and artificial resources that attract visitors (Prof. Peter Murphy) [5];
- a powerful economic tool that can be used by developing countries to provide a currency flow which is necessary to compete successfully at international level (Prof. Carolyn Cooper) [5];
- science, art and business to attract people travelling for pleasure and by work (Prof. John Walker) [6];
- one of the most profitable and dynamic inter-sectorial complexes, which has a huge impact on the key sectors of the economy such as transport and communication, trade, construction, agriculture, consumer goods, and many others, acting as a catalyst of social and economic development (Prof. Anna Alexandrova) [7].

Tourism as a field of professional activity involves the development and selling of the tourist product that meets customer requirements, the implementation of integrated travel services in key sectors of the tourist industry.

The objects of professional activity according to the Federal State Educational Standards are:

- consumers of the tourist services (individuals or corporate clients) and their needs;
- tourist product;
- provision of tourist services;
- results of intellectual activities;
- intangible assets owned by the tourist industry players on the basis of proprietorship or other legal basis;
- accommodation, catering, sightseeing and places of interest , sports and recreation services, transportation, other tourist businesses, and other facilities connected with the development and selling of tourist product;
- information resources and systems, means of electronic information systems and technologies.

The main types of professional activities in tourism are: designing, industrial and technological, organizational and managerial, service, scientific research.

Tourism as a scientific discipline. The formation of a special interdisciplinary field of scientific knowledge about tourism raises the question of the existence of a specific science. Proponents of the approach that such a science exists proposed more than a dozen names of the science of tourism - hiking, tourology, tourography, tourist studies, etc. None of these definitions has received universal recognition. Tourist Science, in accordance with the inter-sectorial nature of tourism activity, is different by its comprehensiveness and applied character, uses the methodological apparatus and achievements of various sciences. The subjects of the tourist industry science are the uniqueness of natural, historical and cultural resources, and territorial peculiarities of tourist industry development, economic and legal issues of tourist activity, the cumulative effect of tourism activities, and other factors and events that are specific for tourism. Taking into account the dynamic growth and diversification of this field of knowledge further detailing of its components is possible.

2.2. The relationship of the subject area with other degree programmes

Professional training for the tourist industry should be a structural and logical succession of subjects (modules) on the basis of competence-based

approach and the principles of scientific, systematic and consistent training in order to prepare a competitive specialist. Education in the field of tourism should provide the mechanisms for adaptation, reflection and the preservation of identity. Training in tourism is multi-disciplinary by nature; it combines humanitarian, social, economic, and technological expertise. Tourism is a multi-dimensional data domain, which interacts with the following areas of expertise:

- tourism and the economy: their interaction led to the appearance of new sciences - the economy of the tourist market, the economy of tourist activity, moreover, tourist market research is highly in demand;
- tourism and geography, their interaction led to the appearance of new sciences such as the geography of tourism, recreational geography, tourist cultural studies, regional studies;
- tourism and humanities (philosophy, sociology) - interact through the study of phenomenology of travel and tourism, the philosophy of hospitality, the social nature and importance of tourism;
- tourism and information technology - these relationships form the most important scientific and practical sciences concerning the use of information technologies in tourism;
- tourism and the environment, on the basis of which several scientific fields are formed: environmental management, eco-tourism, environmental security in tourism, etc.; tourism and law - tourism, like any other area of the service industry, requires special legal regulation;
- tourism and psychology: the relationship with the study of psychology of tourist behaviour, consumption of the tourist product and the psychological aspects of tourist services;
- tourism and pedagogy, their interrelation permits the optimization of learning process and skills development on the subject field;
- tourism and medicine: medical aspects in one form or another are represented in tourist law, tourist insurance, tourist formalities, tourist security; at the intersection of medicine and tourism balneology appeared, therapeutic forms of tourism are developed;
- tourism and linguistics: sociolinguistics, psycholinguistics, communication theory. This comprehensive cooperation must form the linguistic and communicative thesaurus of the tourist industry, communication skills, the ability to carry out internal and external corporate communications.

3

Qualifications in Tourism

The typical degrees offered within this subject area in the Russian Federation:

Table 1
Typical degrees in Tourism in Russian Federation

Cycle	Degrees	Qualification awarded	ECTS credits
1st cycle	100400.62 «Tourism»	Bachelor	240
2nd cycle	100400.68 «Tourism»	Master	120

4

Typical occupations of the graduates in Tourism

The occupational field of a Bachelor in tourism includes the development and selling of a tourist product that meets customer requirements, the implementation of integrated travel services in key sectors of the tourist industry.

Typical employment options after mastering the Bachelor's level are given according to qualification characteristics of employees of organizations in the sphere of tourism [8]

Table 2
Employment options for bachelor's degree* in Tourism

Sector of tourism	Description	
1. Tour operator activity	General manager of tour operator company	Manages the administrative, economic and financial activities. Determines the strategy and the tactics of the company. Makes prognoses and plans sales of tourist products. Organizes work and interaction between company's departments, ensures quality of tourist products sold.

Sector of tourism	Description	
1. Tour operator activity	Head of booking and sales Department in a tour operator company	Deals with booking and selling tickets for any type of transport, manages hotel bookings. Bears responsibility for accommodation, meals and travel insurance during a tourist trip, provides transportation, visas, excursions, health care, additional services. Supervises booking, its confirmation and settles the formalities. Deals with travel agencies, tour operators, hotels, ticket offices and other companies. Keeps records and prepares reports.
	Head of tourist product development department	Organizes studies of tourist requirements to tourist products, analyses market research of tourist demand. Searches for the most favourable payment, terms and quality of service among partner organizations. Makes contracts with the representatives of hosting side about promotion and tourist product implementation. Involved in planning activities to promote tourist products (exhibitions, promotional campaigns, presentations). Analyses tourists' complaints and claims on the quality of tourist services, advises on putting the claims forward to the host side and other partners. Provides top management with reviews and reports on the work performed.
	Tourist product manager	Develops the concept of tourist product on the basis of tourist demand and supply market research. Negotiates with partners, agrees on the basic terms of service supply contracts, prepares drafts of contracts and ensure contracts conclusion. Makes proposals on the development of new destinations and tours, including foreign language courses for the company's employees in the countries where the tourist product is sold; organizes familiarization tours. Takes orders from individual travellers and authorizes agents acting on behalf of a tourist group and creates a tourist product in accordance with their demands. Determines the final cost of the tourist product. Maintains statistics on tourist products sold, prepares reports for the top management. Creates a tourist products database.

Sector of tourism	Description	
1. Tour operator activity	Tourist product manager in specific destinations: (outbound, inbound, domestic tourism)	Creates databases of tour operators. Makes research on tourists' requirements, analyses demand motivation for buying a tourist product. Proposes changes in tourist products in accordance with individual and specific requirements of a tourist, searches for tourist products, meeting the requirements of tourists concerning timing, cost and quality of service. Briefs managers and sales agents on tourist products. Provides booking and confirmation of services, settles the formalities. Monitors tourist products supply and fulfilment of tour operator's obligations under the contracts. Makes statistical analysis of tourists' complaints, makes proposals on improvements in customer service. Provides top management with reviews and reports on the work performed.
	Visa Manager	Handles with foreign diplomatic missions and consulates, the Ministry of External Affairs of the Russian Federation. Involved in paperwork for obtaining visas, passports, vouchers and other documents. Advises travellers on the rules of staying in a foreign country, visa and visa-free countries and so on. Keeps all the necessary documentation and provides top management with reports on the work performed.
	Corporate client manager	Develops packages for corporate clients and calculates costs of tourist products. Deals with business correspondence in a foreign language. Takes care of accommodation bookings, transfers, visas and insurance services for large groups of tourists (from 100 to 1,000). Supervises if terms of sightseeing and entertainment parts of tourist programs, accommodation and transfers are observed.
	Animator	Creates and implements individual and group entertainment programmes for tourists. Develops and implements innovative technologies of socio-cultural activities.

Sector of tourism	Description	
1. Tour operator activity	Specialist on order processing	Consults the customer (tourist) on the tour package chosen (the formalities due to be settled, price, conditions, date and place of destination). Checks all the details of the tour package. Sends orders to the appropriate subdivision of the tour operator. Monitors timely order fulfilment. Updates terms and conditions of the orders and, if necessary, informs the customers (tourists) about changes. Keeps records on the orders fulfilled. Draws up reports for further analysis and update of order database.
	Tourism Instructor-Methodist	A tourism instructor develops a tourist itinerary, a tourist trip schedule and activity plans, expected at the tourist route, he schedules checkpoints and timing of the route, he explores complex plots of tourist route. Takes part in the formation of the tourist group. Gives instructions on safety precautions on the tourist route. This person accompanies tourist groups on the tourist route. arranges for the preparation and selection of the necessary equipment and food, he identifies replenish product opportunities on the tourist route.
2. Agency activities	General Manager of travel agencies	Manages the administrative, economic and financial activities of tourist agencies. Organizes the activities for the tourism product implementation and the certain tourist service provision. Directs the development of current and future plans of tourist product realization and destinations and the volume of provided services. Plans and organizes market research, logistics tourist agency departments. Deals with the tour operator, agrees to implement of tourist product cooperation terms. Controls the quality of the travel agency and its services.

Sector of tourism	Description	
2. Agency activities	Manager of tourism destinations (inbound, outbound, internal)	Organizes activities to promote the tourism product (advertising campaigns, presentations, including work at exhibitions, distribution of promotional materials, etc.). Consults tourists. He enters into tourist sale contracts. Studies the reasons for referral customer complaints about the tourist product quality, or other contract conditions. Takes steps to address the deficiencies in customer service.
	Head of Marketing and Sales Travel Agency	Organizes market research, work on maintaining, analysis and customer base organization. Deals with tour operators, he agrees on the basic terms of the contracts for the provision of tourist products, drafts contracts and ensures their conclusion. Develops proposals for the new tourism product development. He decides price of the tourist product in association with the tour operator. Provides a database of tourism products and services.
	Reservation and Sale Manager	This manager organizes the reception of requests from tourists for the clearance of payment documents. Provides sale contracts, the provision of tourism services. Manages reservations and ticketing, booking rooms in hotels. Leads installed documentation and prepare reports on time. Organizes control over the implementation of tourism products and after-sale service by the tour operator obligations under the contracts.
	The head of the tourist group	Organizes passing tourist passport, customs and other controls in the destination. Prepares vouchers for maintenance of tourist groups. Takes steps to resolve conflict situations. Provides storage of the documents submitted to tourists. Arranges for the return of the tourist group. Prepares a report on tourist travel to the manager of the travel agency.

Sector of tourism	Description	
2. Agency activities	Agent (booking, tourism, building tour groups)	Actually has a booking and confirmation service (tickets, hotel accommodation). Consults tourists, sells tourist products, interacting with tourists, and provides them some information about the tourism product. Provides information about the conditions of the contract concluded between the tour operator and travel agent that implement the tourist product. Prepares, executes and endorses the documents necessary for the contract conclusion for the provision of travel services to tourists. Interacts with tour operators, tour desk, ticket office, ticket sales and other organizations. Performs record keeping, established reporting, working with business correspondence.
3. Recreation and Entertainment	Manager (institutions, recreation centres, parks, etc.)	This person manages the administrative, economic and financial activities. Defines the vision and strategy, perspective direction of the organization. Makes predictions and the planning of sales (services). Organizes work and cooperation of departments, ensures the quality of formed and implemented tourism products, organises advertising promotion of programmes and services.
	Manager, organizer of animation programs	In accordance with the needs of the target tourist groups determines the programme content, a set of services and provides the balance of the staff. Controls the animation program quality and customer satisfaction, identifies ways to improve the quality of animation services.
	Manager, assistant manager, animator.	Solves practical problems of tourist services, the animated programs implementation.
4. Excursion activity	Director (CEO) Tour Desk	Manages administrative, economic and financial activities at the tour desk. Approves personnel arrangement office and a budget of tour and he ensures their use. Organizes the work on the identification and analysis of problems at the tour desk, on consider the customer comments and suggestions, on management and conflict resolution. Makes predictions and planning of sales services, management and tour service marketing and sales, organizes and conducts negotiations and advertising campaigns, also organizes presentations.

Sector of tourism	Description	
4. Excursion activity	Translator (in tourism)	Translates scientific, technical, socio-political, economic and professional literature, concerning tourism, correspondence with foreign travel agencies. Edits translations. Participates in the thematic survey preparation on tourism, according to foreign materials.
	The guide-interpreter (in tourism)	Guides tours with explanations of the stories in a foreign language. Gives instructions on safety precautions for sightseeing, exhibitions, etc. Offers tourists organizational services. Participates in the new form of development of excursion work. Participates in the development and new topic excursion adoption. Takes measures to ensure the safety of tourists (visitors). Draws up sightseeing tours and other documents in a foreign language.
	Guide	Provides tour services. Prepares individual excursion texts. Participates in the development of new topic excursions. Develops technology of tour stories, public appearances and answers questions. Coordinates the behaviour of the excursion group. Leads established reporting.
	tour organizer	Provides tour services. Prepares individual excursion texts. Participates in the development of new topic excursions. Develops technology of tour stories, public appearances and he answers questions. Coordinates the behaviour of the excursion group. Leads established reporting.
	Agent receiving orders for tours	Works for the reception and processing of orders on the tour. Consults clients about the admission rules. Determines the terms and conditions of orders and, if necessary, informs clients about how to modify the order. Maintains an information base received and executed orders. Deals with the necessary reports.

Sector of tourism	Description	
5. Hotel business	Officer (CEO) of hotel business	Performs planning, management of industrial and economic, financial and economic activities of the hotel. Organizes the work and cooperation of all functional and provided departments and services. Takes measures to ensure the hotel has qualified personnel. Enforces the law in hotel activities, the compliance, growth in service sales, improving the quality and competitiveness of services.
	Chief of the hotel stock	Organizes the work of the service hotel fund and supervises the work of guest services, room cleaning, replacing the holding rooms, laundry and dry cleaning service, cleaning the common areas and administrative offices. Organizes work on the extermination of insects. Organizes first aid and acts in an emergency. Investigates guests' complaints and claims and makes decisions.
	Head of Reception	Oversees the preparation and organization of the reception. Monitors the reception to organize meetings, greetings and guest services, the registration and placement. Organizes the support and maintenance of a information reception database. Arranges and supervises the work on urgent orders, the required level of interaction with other services and management. Controls the storage of valuables. Supervises guests' complaints. Creates a system of incentives and disciplinary liability of employees' reception, also oversees the operation of incentive systems, analyses its performance and implements its improvement. Manages conflict situations.

Sector of tourism	Description	
5. Hotel business	Manager reception	Prepares jobs and organization of the reception. Coordinates the work of service employees to a meeting, reception at the hotel. Coordinates the storage and retrieval of information from the file system. He supervises the work on the delivery and storage of room keys. Coordinates the work of accompanying guests to their rooms. Organizes the work of giving information to guests. Coordinates the storage of guests' valuables. Works on guests' grievances to make decisions. Provides first aid to guests in an emergency situation. Coordinates the work of service employees about guest accounts when guests check out. He transfers cases at the end of the shift

* This table does not cover all types of employment in the tourism sector, may be represented as food service, sports and health, MICE (Meetings, Incentives, Conventions and Exhibitions) sector, and other sectors of employment.

5

Competences

5.1. Definition of competences and learning outcomes

The introduction of a two or three cycle system makes it necessary to revise all existing study programmes which are not based on the concept of cycles. In practice these programmes have to be redesigned because in a cycle system each cycle should be seen as an entity in itself. The first two cycles should not only give access to the following cycle but also to the labour market. This shows the relevance of using the concept of competences as a basis for learning outcomes.

Tuning makes the distinction between learning outcomes and competences to distinguish the different roles of the most relevant players: academic staff and students/learners. Expected learning outcomes of a process of learning are formulated by the academic staff, preferably involving student representatives in the process, on the basis of input of internal and external stakeholders. Competences are obtained or developed during the process of learning by the student/learner.

Competences are defined in Tuning as a *“dynamic combination of cognitive and meta-cognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills, and ethical values”* [9]. Fostering these competences is the object of all educational programmes. Competences will be formed in various course units and assessed at different stages. As a rule, competences cannot be fully developed within one particular discipline. Competences are normally developed in an integrated and cyclical manner throughout a programme, sensitive not only to the contents of learning but to the teaching format and methodology. Yet, in some systems (e.g. modular system) is it also feasible to develop a certain subject specific competence during one module focused on this particular

competence. To make levels of learning comparable, the cycle (level) descriptors are developed for specific subject areas and are also expressed in terms of competences [9].

Competences are divided into generic and subject specific. Although Tuning fully recognises the importance of subject specific competences, it has been found that considerable time and effort should be devoted to developing generic competences. Competences described by *Tuning Russia* project should be used as reference points by programme developers but are not meant to be interpreted as prescriptive. In other words, programme development flexibility and autonomy is preserved, while a common language for formulating programme aims and objectives is made available.

Learning outcomes are statements of what a learner is expected to know, understand and be able to demonstrate after completion of a learning experience. According to Tuning, learning outcomes are expressed in terms of the level of competence to be obtained by the learner [9]. They can refer to a single course unit or module or else to a period of studies, for example, a first, a second and a third cycle programme. Learning outcomes specify the requirements for the award of a credit. Learning outcomes and assessment criteria together determine the credit allocation requirements, while a grade is given on the basis of students' achievements, which might be above or below the credit-allocation benchmark.

The Tuning Russia project defines "learning outcomes" as *"measurable and assessable competence "components" which are formulated by the teaching staff who expect learners to be able to reach and demonstrate these learning outcomes at the end of an education programme or an education programme component"*. Learning outcomes are described with active verbs (be able to do/demonstrate/will have completed...). To reiterate, learning outcomes may belong to a whole programme or to a programme element (unit). Learning outcomes can also belong to one particular thematic (didactic) discipline unit (module). Learning outcomes' statements form the basis for workload calculation and, therefore, for ECTS credit allocation among structural units of a degree programme. It is necessary to achieve the intended learning outcomes in order to be awarded the corresponding number of ECTS credits.

The use of learning outcomes allows for much more flexibility than is the case in more traditionally designed study programmes, because they show that different pathways can lead to comparable outcomes; outcomes which can be much more easily recognized as part of another programme or as

the basis for entrance to a next cycle programme. Their use fully respects the autonomy of other institutions as well as other educational cultures. Therefore this approach allows for diversity, not only in a global, European, national or institutional framework, but also in the context of a single programme.

5.2. List of competences

5.2.1. *Selecting competences in accordance with the Tuning methodology*

Introducing the student-centred approach means that the focus is shifted from the educational process to learning outcomes, that the learner's and the teacher's roles change and that the learner becomes the centre of attention. It also becomes crucial to constantly check what generic and specific competences are required in the society. Therefore, consultations with different stakeholders need to be conducted and lists of competences considered relevant should be constantly revised. Since the language of competences has come from outside the world of education, it suits the consultation needs best by allowing easy dialogue with stakeholders not involved directly in academic activity. The competence discourse permits designing new degrees and elaborating mechanisms for improving those degrees that exist already.

Therefore, within the *Tuning Russia* project a consultation process including employers, graduates and academic staff/faculty has been organised in order to identify the most important generic and subject-specific competences that should be formed or developed in different degree programmes. As a result, lists of generic and subject-specific competences for the selected subject areas have been produced (cf. 5.2.2 and 5.2.3).

Consultation on generic and subject-specific competences was carried with a help of a questionnaire. The aims were as follows:

- Initiate all-Russia general debate on competences based on consultations carried out with the different stakeholders: employers, students, graduates and academics;
- Collect up-to-date information in order to analyse the current situation in Russia and to possibly detect current tendencies and changes;
- Based on this information, judge how different or similar different stakeholders' perspectives might be, always using precise language comprehensible for all those involved;

- Limit the debate topic to three different levels: institutional (the basis and the first level of discussion), level of subject areas (reference point for HEIs) and generalised level (related to the general situation in Russia);
- Compare the results with data obtained through similar consultations carried out in Europe and other countries, in order to determine any possible common tendencies and/or regional and/or subject-area peculiarities.

Respondents were asked 1) to indicate the level of importance and development of a competence and 2) to rank the five most important competences. For each competence, a person filling out the questionnaire had to indicate (1) the level of its importance for future professional work and (2) the level up to which this competence was deemed to be developed within a particular degree programme already in place. A four-point scale was used with 1 being equal to “zero” importance/development level and 4 being equal to “high” importance and/or development.

The lists of generic and subject-specific competences were drawn up by each *Tuning Russia* Subject Area Group (SAG) in the following way:

- a) Russian labour market and Russian Federation Professional Standards for the occupational area were analysed;
- b) Requirements for the basic outputs of Bachelor and Master degrees stipulated in Russian Federation State Educational Standards were analysed;
- c) Existing international professional standards for the occupational area were analysed;
- d) *Tuning Europe* procedures for selecting generic and subject-specific competences were analysed and adapted;
- e) Russian and EU experts were consulted;
- f) Initial lists of generic competences suggested by the various SAGs were discussed and the common core within the lists was identified;
- g) Russian employers, students, academics and graduates were consulted about the resulting lists of generic and subject-specific competences;
- h) Final lists of generic and subject-specific competences were compiled after analysing the results of the stakeholder-consultation process.

The list of generic competences comprises 30 items (section 5.2.2) and separate lists of subject-specific competences have been developed for nine subject areas: Ecology, Economics and Management, Education,

Environmental Engineering, Information and Communication Technologies, Languages, Law, Social Work, and Tourism (section 5.2.3).

Lists of subject-specific competences can be consulted in separate publications (like this one) – Reference Points – prepared by SAGs on the basis of discussions in groups, thematic and subject networks and professional communities. These lists account for the results of the consultations with all the stakeholders. Since every subject area has its own peculiarities, SAGs used slightly different approaches. Nonetheless, in order to obtain comparable results, a common procedure was used by all SAGs. In each case, the list was drawn after a consensus could be reached in the group discussion and after studying the ways the subject degrees are organised in different regions of Russia and in other countries. It should be borne in mind that the resulting documents might still be amplified and amended.

The use of learning outcomes and competences is necessary in order to make study programmes and their course units or modules student centred/output oriented. This approach requires that the key knowledge and skills that a student needs to achieve during the learning process determine the content of the study programme. Competences and learning outcomes, in turn, focus on the requirements both of the discipline and of society in terms of preparing for citizenship and employability.

In an output based study programme the main emphasis lies on the degree or qualification profile. This profile is determined by the academic staff and endorsed by the responsible authorities. The profile should be based on an identified and recognized need by society. Although every programme profile is unique and based on the judgements and decisions of the academic staff, this staff has to take into account specific features which are seen as being crucial for the subject area concerned. In the *Tuning Russia* project, the academics involved identified specific features of their own subject area. These are reflected in so-called meta-profiles, which are, in turn, based on the lists of generic and subject specific competences for each focus subject area (section 5.2.4).

5.2.2. Presentation of competences

5.2.2.1. Generic competences

One of the main aims of the *Tuning Russia* project has been that of compiling a unified list of generic competences relevant for various degrees

in many subject areas. In order to determine which generic competences appeared to be the most important ones, broad consultations have been carried out with graduates, students, employers and academics. The procedure was as follows:

1. Russian members of each SAG drew initial lists of generic competences they considered key ones;
2. The lists were discussed by Russian members of each SAG with EU experts and were amended if this was deemed necessary;
3. Lists proposed by each SAG were compared and the following categories of competences were distinguished: the common core of generic competences selected by all SAGs was identified; competences selected by the majority of SAGs, those selected only by some SAGs and those selected by only one SAG;
4. The list of 30 generic competences was agreed upon and its Russian and English versions were established in order to be used during the consultation process;
5. Students, employers, graduated and academics were consulted;
6. Questionnaires were analysed and the final list of generic competences, common for all the Project SAGs was drawn. The results were discussed by all SAGs.

The final list comprises the following 30 competences:

Table 3
Generic competences

Competence code	Competence
GC 1	Ability for abstract thinking, analysis and synthesis
GC 2	Ability to work in a team
GC 3	Capacity to generate new ideas (Creativity)
GC 4	Ability to identify, pose and resolve problems
GC 5	Ability to design and manage projects
GC 6	Ability to apply knowledge in practical situations

Competence code	Competence
GC 7	Ability to communicate in a second language
GC 8	Skills in the use of information and communication technologies
GC 9	Capacity to learn and stay up-to-date with learning
GC 10	Ability to communicate both orally and in written form in the native language
GC 11	Ability to work autonomously
GC 12	Ability to make reasoned decisions
GC 13	Ability for critical thinking
GC 14	Appreciation of and respect for diversity and multiculturalism
GC 15	Ability to act with social responsibility and civic awareness
GC 16	Ability to act on the basis of ethical reasoning
GC 17	Commitment to the conservation of the environment
GC 18	Ability to communicate with non-experts of one's field
GC 19	Ability to plan and manage time
GC 20	Ability to evaluate and maintain the quality of work produced
GC 21	Ability to be critical and self-critical
GC 22	Ability to search for, process and analyse information from a variety of sources
GC 23	Commitment to safety
GC 24	Interpersonal and interactional skills
GC 25	Ability to undertake research at an appropriate level
GC 26	Knowledge and understanding of the subject area and understanding of the profession
GC 27	Ability to resolve conflicts and negotiate
GC 28	Ability to focus on quality
GC 29	Ability to focus on results
GC 30	Ability to innovate

Generic competences assessment

Respondents rated the importance and achievement for each competence on a scale of 1 to 4.

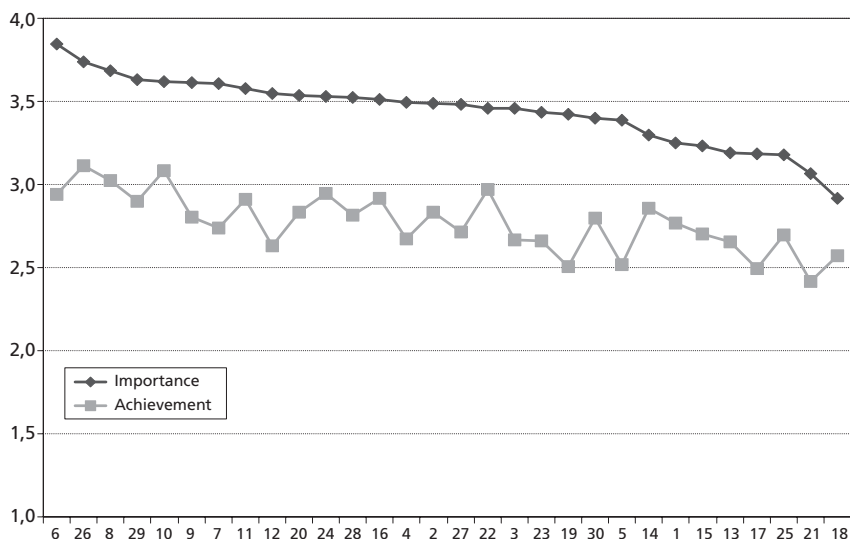


Chart 1
Ratings Generic Competences Academics / Tourism

Chart 1. demonstrates the importance of general competencies and the level at which they are developed by higher education in accordance with the rating of the academic community (faculty of universities).

According to estimates of the academic community, the most important competencies are:

- Ability to apply knowledge in practical situations (GC-6).
- Knowledge and understanding of the subject area and understanding of the profession (GC-26).
- Skills in the use of information and communication technologies (GC-8).

Least important competencies in accordance with the rating of the academic community, are:

- Ability to communicate with non-experts of one's field (GC-18).
- Ability to be critical and self-critical (GC-21).
- Ability to undertake research at an appropriate level (GC-25).

According to estimates of the academic community, the level at which offers generic competencies in programs of higher education is above average. However, improvement is needed. For example, a high discrepancy between the competence leader in terms of importance, "Ability to apply knowledge in practical situations" (GC-6) and the level at which it is achieved.

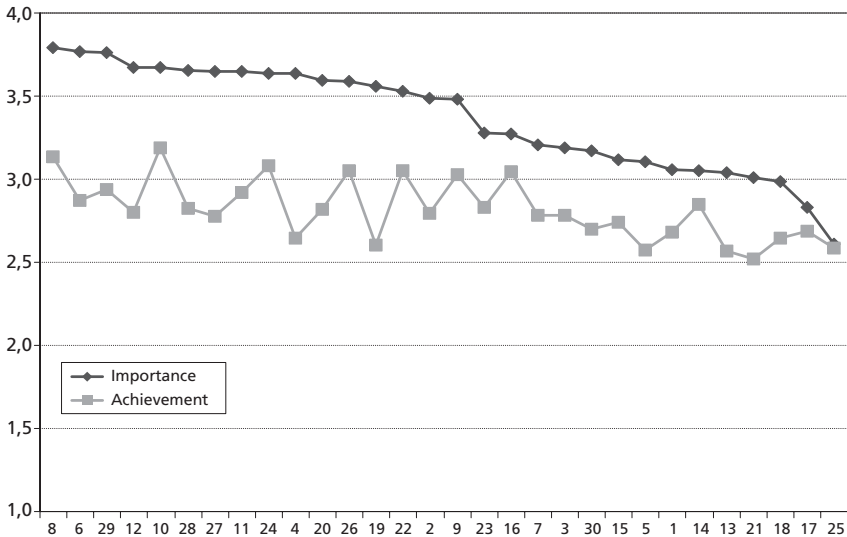


Chart 2
Ratings Generic Competences Employers / Tourism

Chart 2. shows the importance of general competencies and the level at which they are developed higher education, according to the rating for community (employers).

The most important competences, according to them, are:

- Skills in the use of information and communication technologies (GC-8).
- Ability to apply knowledge in practical situations (GC-6).
- Ability to focus on result (GC-29).

Least important competences, according to the rating for community are:

- Ability to undertake research at an appropriate level (GC-25).
- Commitment to the conservation of the environment (GC-17).
- Ability to communicate with non-experts in one’s field (GC-18).

Evaluation of the level at which generic competences developed in programmes of higher education - the average, requires significant improvement. The greatest discrepancy between the assessment of competencies and the level at which they are reached, refer to the “Ability to search for, process and analyse information from a variety of sources” (GC-22), «Ability to identify, pose and resolve problems» (GC-10). The lowest degree of divergence relates to the “Ability for abstract thinking, analysis and synthesis” (GC-1).

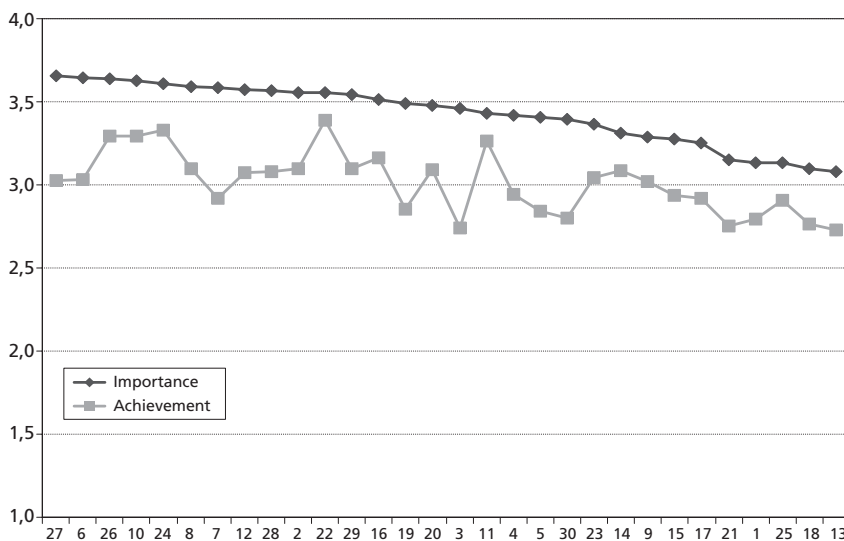


Chart 3
Ratings Generic Competences Students / Tourism

Chart 3. shows the importance of general competencies and the level at which they are developed higher education, according to the rating of students.

The most important competence, in accordance with the rating of students are:

- Ability to apply knowledge in practical situations (GC-6).
- Knowledge and understanding of the subject area and understanding of the profession (GC-26).

Least important competences, according to the rating of students are:

- Ability for critical thinking (GC-13).
- Ability to communicate with non-experts of one's field (GC-18).
- Ability to undertake research at an appropriate level (GC-25).

According to students, the level at which skills are implemented in programmes of higher education is above average, but still needs improvement. The smallest difference between the value of the competence and the level at which it is implemented is the «Ability to communicate both orally and in written form in the native language» (GC-10) and the «Ability to work autonomously» (GC-11), «Ability to search for, process and analyse information from a variety of sources» (GC-22). Whereas the largest discrepancy concerns the «Capacity to generate new ideas» (GC-3), «Ability to communicate in a second language» (GC-7); «Ability to resolve conflicts and negotiate» (GC-27).

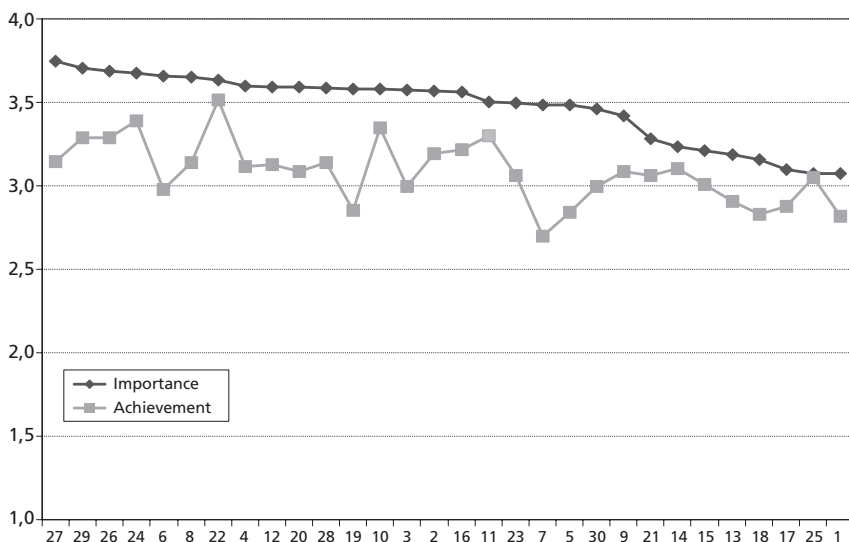


Chart 4
Ratings Generic Competences Graduates / Tourism

Chart 4. shows the importance of general competence and the level of implementation of the programmes of higher education in accordance with Rated graduates. The most important competence:

- Ability to resolve conflicts and negotiate (GC-27).
- Ability to focus on result (GC-29).
- Knowledge and understanding of the subject area and understanding of the profession (GC-26).

Least important competences, according to the rating of graduates are:

- Ability for abstract thinking, analysis and synthesis (GC-1).
- Ability to undertake research at an appropriate level (GC-25).
- Commitment to the conservation of the environment (GC-17).

According to graduate level at which generic competences are implemented in programs of higher education is above average. The smallest difference between the assessment of the importance and implementation of competence in training programmes mentioned in the «Ability to search for, process and analyse information from a variety of sources» (GC-22), completely matched competence The «Ability to undertake research at an appropriate level» (GC-25). The greatest divergence Competency – «Ability to apply knowledge in practical situations» (GC-6), «Ability to communicate in a second language» (GC-7), «Ability to plan and manage time» (GC-19).

The survey respondents selected five core competencies and place them in the appropriate fields' profiles in descending order of importance. The choice of the academic community is represented on the diagrams 5-8.

Key competencies common Bachelor tourism representatives of the academic community are:

- Ability to apply knowledge in practical situations (GC-6).
- Knowledge and understanding of the subject area and understanding of the profession (GC-26).
- Ability to identify, pose and resolve problems (GC-4).

- Ability to work in a team (GC-2).
- Ability to communicate in a second language (GC-7).

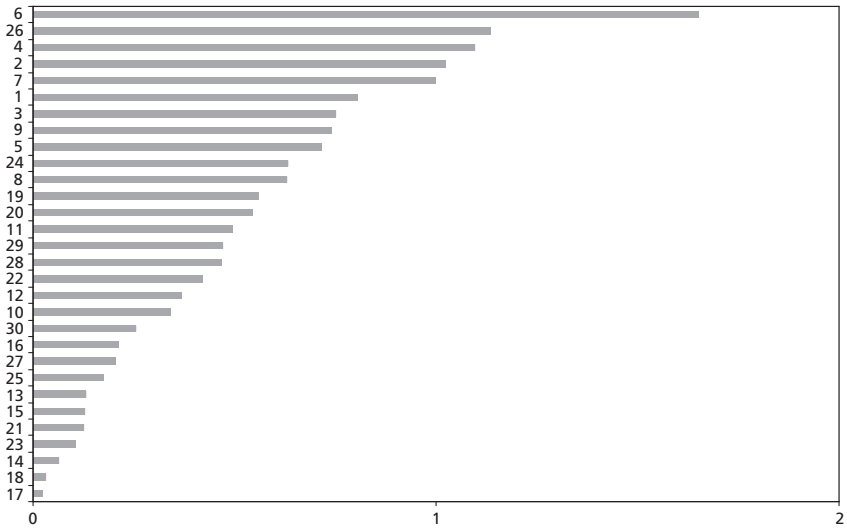


Chart 5
Rankings Generic Competences Academics / Tourism

Key competencies common Bachelor tourism for community are:

1. Ability to apply knowledge in practical situations (GC-6).
2. Knowledge and understanding of the subject area and understanding of the profession (GC-26).
3. Ability to identify, pose and resolve problems (GC-4).
4. Interpersonal and interactional skills (GC-24).
5. Ability to focus on results (GC-29).

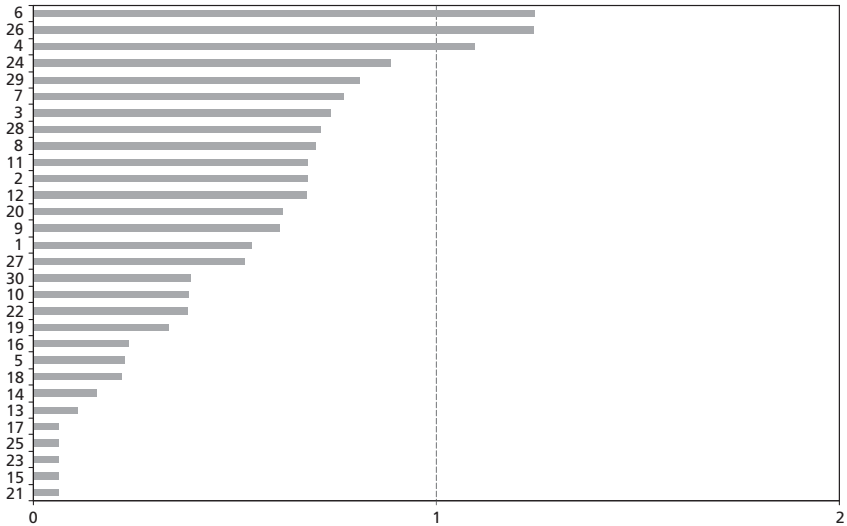


Chart 6
Rankings Generic Competences Employers / Tourism

Key general competencies for undergraduate tourism students are:

1. Ability to work in a team (GC-2).
2. Interpersonal and interactional skills (GC-24).
3. Ability to apply knowledge in practical situations (GC-6).
4. Ability to identify, pose and resolve problems (GC-4).
5. Capacity to generate new ideas (Creativity) (GC-3).

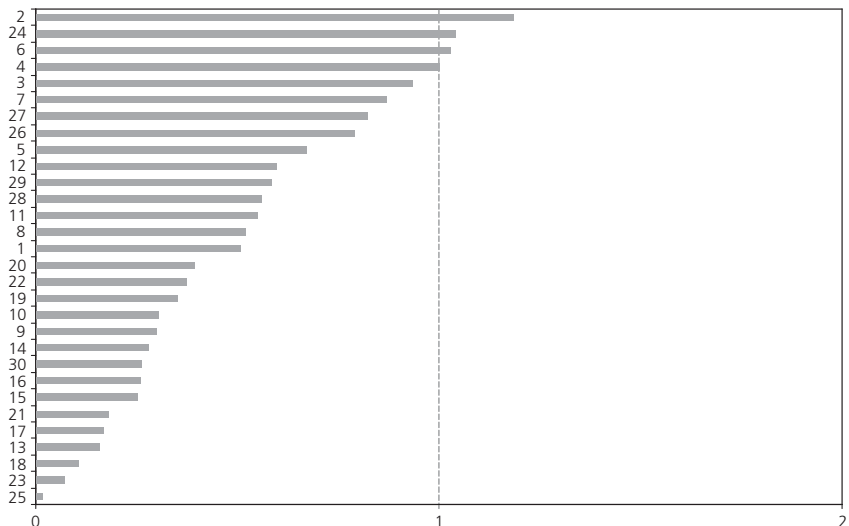


Chart 7
Rankings Generic Competences Students / Tourism

Key general competencies for graduates of bachelor of tourism are:

1. Ability to apply knowledge in practical situations (GC-6).
2. Ability to work in a team (GC-2).
3. Knowledge and understanding of the subject area and understanding of the profession (GC-26).
4. Ability to identify, pose and resolve problems (GC-4).
5. Ability to focus on results (GC-29).

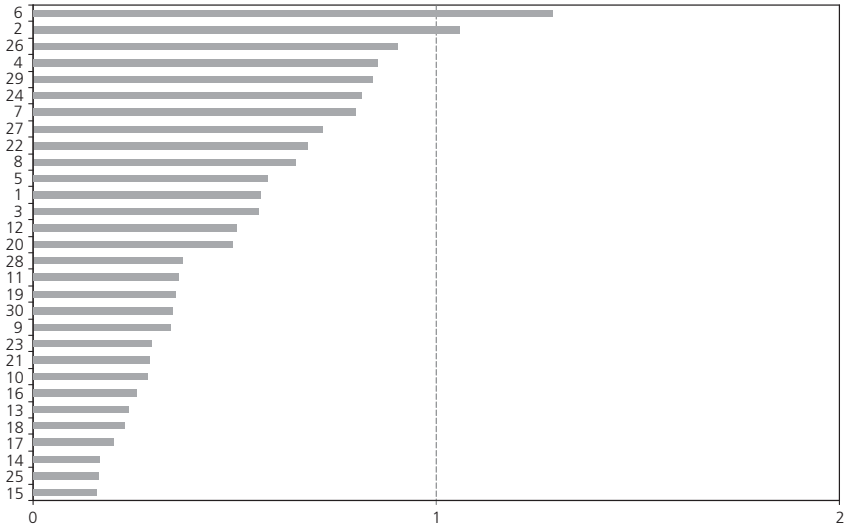


Chart 8
Rankings Generic Competences Graduates / Tourism

The table below shows the correlation coefficients between the results of a survey of all groups of respondents for each parameter.

Table 4
Generic Competences Correlations Among Groups

	Academics	Employers	Students	Graduates
Academics	1			
Employers	0,81540131	1		
Students	0,85162545	0,81236289	1	
IMPORTANCE Graduates	0,81567920	0,87605513	0,91739467	1

	Academics	Employers	Students	Graduates
Academics	1			
Employers	0,86846563	1		
Students	0,78123964	0,84102987	1	
ACHIEVEMENT Graduates	0,67061509	0,71358461	0,85402876	1

RANKING

	Academics	Employers	Students	Graduates
Academics	1			
Employers	0,84470987	1		
Students	0,78975664	0,81183757	1	
Graduates	0,84713553	0,82756714	0,87391488	1

5.2.2.2. Subject specific competences

As explained in point 5.2.1, the principle of forming the preliminary list of professional competencies, a brief analysis (possibly with graphs, charts, etc.), the survey results of teachers, students, employers, the final list of professional competencies for the subject area. The process of formation of the list of professional competences in the field of study "Tourism" qualification - Bachelor is complex and quite long, which involves all stakeholders (students, graduates, employers and the academic community). It is important that this process is dynamic and flexible. Therefore, at the stage of formation of the list of competencies for tourism group consultations were held with the above target groups, who have been informed about:

- the objectives of the study;
- ways to generate this list;
- the possibilities of its application.

In developing the list of professional competencies included the following steps:

- Analysis of the GEF.
- Conduct interviews with students.
- Consultation with the professional community.
- Analysis of professional activity (functional responsibilities), a specialist in tourism.
- Analysis of the production documentation (job descriptions, qualification cards, profiogram).
- Working groups of experts - members of the academic community within each high school party and interuniversity consortium advice.

The first version of the list of subject specific competencies was formed by SAG on tourism at a meeting in Rostov-on-Don and included 13 competencies.

Table 5
Subject specific competences

Competence code	Competence
SC 1	Ability to identify and evaluate the tourist and recreational potential of objects and areas
SC 2	The ability to conduct monitoring studies of the tourist market
SC 3	The ability to orient in the organization of tourist and recreational space
SC 4	Ability to design tourist documentation when working with the tourist
SC 5	Ability to cooperate with partner organizations
SC 6	Ability to provide cash settlement bank transactions
SC 7	The ability to organize and carry out the implementation of the tourism product
SC 8	Ability to use in the tourist organization information technology and office equipment
SC 9	Ability to develop new tourism products and the use of modern technology customer service
SC 10	The ability to implement effective internal communications in Tourism Organization
SC 11	Ability to form and implement external communications Tourism Organization
SC 12	Ability to assess the costs for professional activity in the tourism organization
SC 13	The ability to practice the basics of the current legislation in the tourism sector and to track changes in it

As a result of the first phase of the work an extensive list of general and subject-specific competencies was created and agreed upon by members of

the subject in accordance with TUNING methodology. The final list of key competencies Bachelor tourism takes into account the results of a survey of four target groups: members of the academic community (faculty of the university), employers (managers and specialists of tourist enterprises) undergraduate students enrolled in the specialty (direction), graduates who completed high school Over the past five years. Analysis of the data made it possible to identify the most important competencies for all four groups of respondents. The sample for each group of respondents exceeded 125 people.

5.2.3. Specific competences assessment

Respondents rated the importance and achievement for each competence on a scale of 1 to 4.

Chart 9. demonstrates the importance of competencies and the level at which they are developed higher education in accordance with the rating of the academic community (faculty of universities). According to estimates of the academic community, the most important competencies are:

- Ability to design tourist documentation when working with the tourist (SC-4).
- Ability to develop new tourism products and the use of modern technology customer service (SC-9).
- Ability to use in the tourist organization information technology and office equipment (SC-8).

The least important competencies in accordance with the rating of the academic community, are:

- The ability to cash settlement Banking (SC-6).
- The ability to orientate the organization of tourist and recreational space (SC-3).
- The ability to implement effective internal communications in Tourism Organization (SC-10).

According to the estimates of the academic community, the level at which subject-specific competencies in the programmes of higher education is situated - average. Thus, the improvement is necessary.

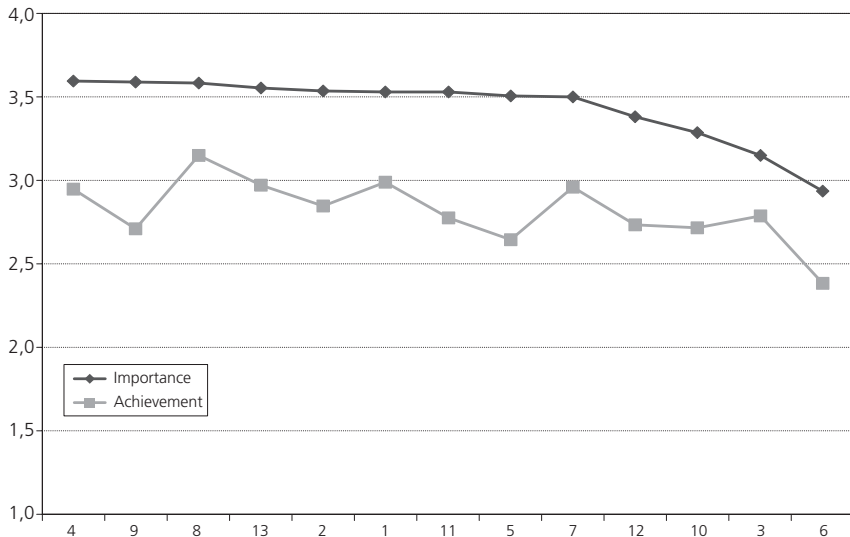


Chart 9
Ratings Specific Competences Academics / Tourism

Chart 10 represents the importance of subject-specific competencies and the level at which they are developed higher education, according to the rating for community (employers). The most important competences, according to them, are:

- The ability to organize and carry out the implementation of the tourism product (SC-7).
- Ability to use in the tourist organization information technology and office equipment (SC-8).
- Ability to design tourist documentation when working with the tourist (SC-4).

The least important competences, according to the rating for community are:

- The ability to cash settlements in Banking (SC-6).
- Ability to assess the costs for professional activity in the tourism organization (SC-12).

- The ability to orient in the organization of tourist and recreational space (SC-3).

The evaluation of the level at which the subject-specific competencies developed in programmes of higher education is situated - the average, but lower than for the ACADEMICS, requires significant improvement.

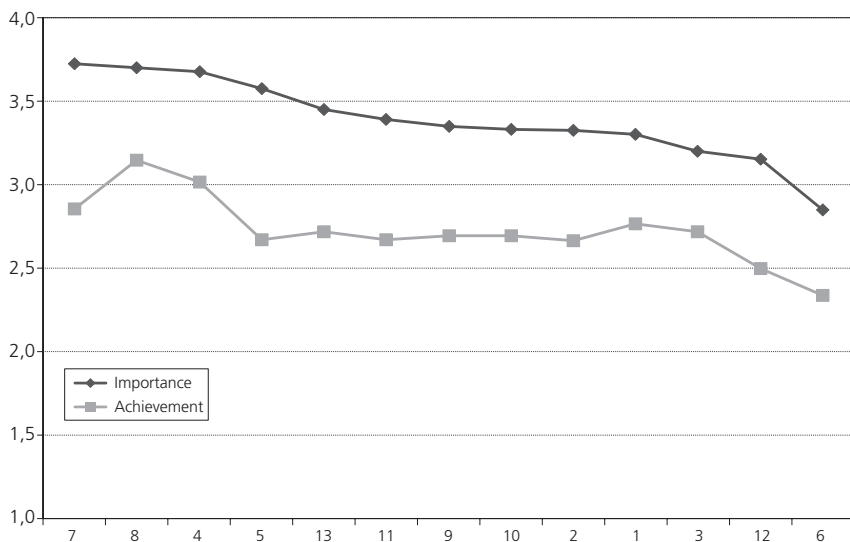


Chart 10
Ratings Specific Competences Employers / Tourism

Chart 11. represents the importance of subject-specific competencies and the level at which they are developed in higher education, according to the rating of students.

The most important competences, in accordance with the rating of students are:

- The ability to organize and carry out the implementation of the tourism product (SC-7).
- Ability to develop new tourism products and the use of modern technology customer service (SC-9).

- The ability to put into practice the basics of the current legislation in the tourism sector and to track changes in it (SC-13).

The least important competences, according to the rating of students are:

- The ability to cash settlements in Banking (SC-6).
- The ability to orientate the organization of tourist and recreational space (SC-3).
- Ability to assess the costs of professional activity in the tourism organization (SC-12).

According to students, the level at which competencies are implemented in programmes of higher education, in general, agrees with the estimate of the academic community, and the need for improvement.

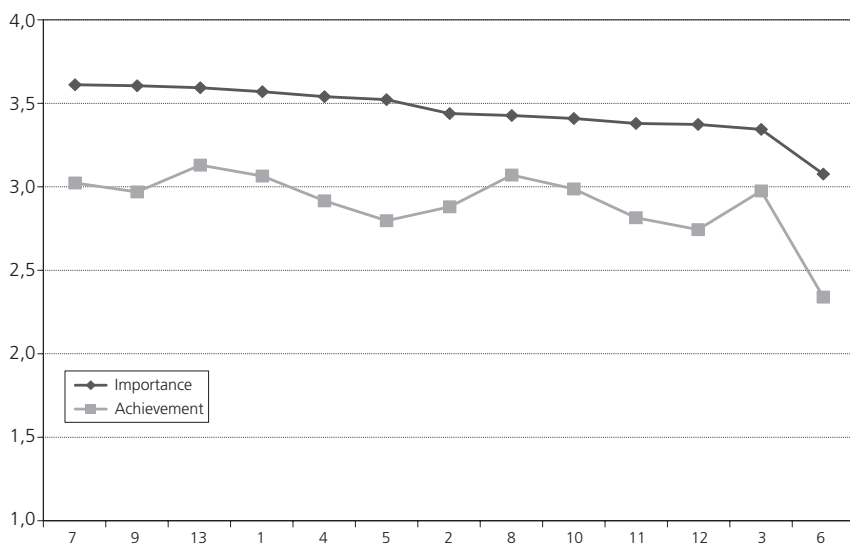


Chart 11
Ratings Specific Competences Students / Tourism

Chart 12. represents the importance of subject-specific competences and their level of implementation of the programmes of higher education in accordance with the rating of graduates.

The most important competence:

- The ability to organize and carry out the implementation of the tourism product (SC-7).
- Ability to liaise with partner organizations (SC-5).
- Ability to design tourist documentation when working with the tourist (SC-4).

The least important competences, according to the rating of graduates are:

- The ability to make cash settlements in Banking (SC-6).
- Ability to identify and evaluate the potential of tourism and recreation facilities and areas (SC-1).
- The ability to orientate the organization of tourist and recreational space (SC-3).

According to the graduates, the level at which the jurisdiction implemented in programmes of higher education is situated - average.

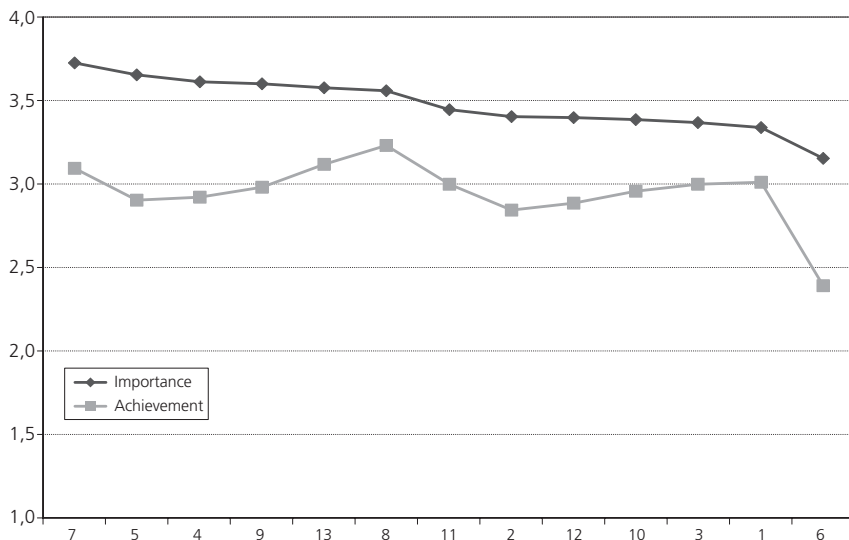


Chart 12
Ratings Specific Competences Graduates / Tourism

The survey respondents selected five key subject-specific competences and have them in the fields form in decreasing order of importance. The choice of the academic community is represented on the Chart 13-16.

Key subject-specific competencies in the bachelor of tourism for the representatives of the academic community are:

- Ability to organize and carry out the implementation of the tourism product (SC-7).
- Ability to identify and evaluate the tourist and recreational potential of objects and territories (SC-1).
- Ability to develop new tourism products and the use of modern technology customer service (SC-9).
- The ability to conduct monitoring studies of the tourist market (SC-2).
- The ability to orientate the organization of tourist and recreational space (SC-3).

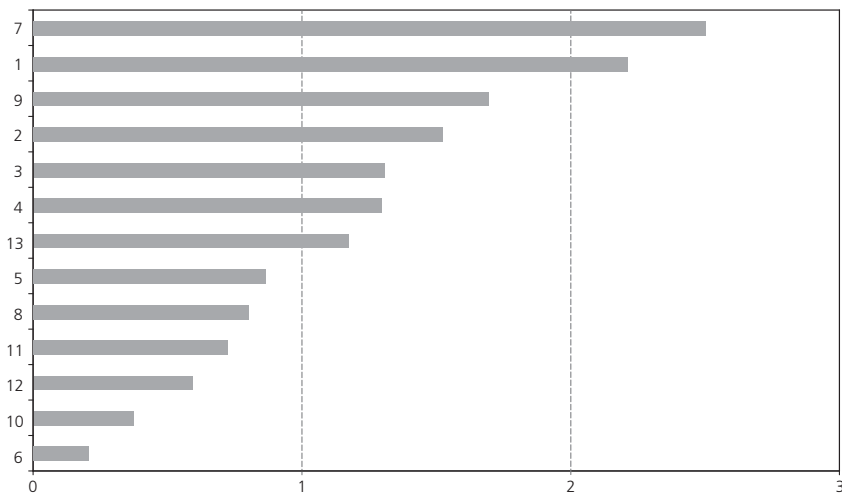


Chart 13
Ranking Specific Competences Academics / Tourism

Key subject-specific competencies for Bachelor tourism for the community are:

1. Ability to organize and carry out the implementation of the tourism product (SC-7).

2. The ability to design tourist documentation when working with the tourist (SC-4).
3. The ability to use in Tourism Organization IT and office equipment (SC-8).
4. Ability to develop new tourism products and the use of modern technology customer service (SC-9).
5. Ability to identify and evaluate the tourist and recreational potential of objects and areas (SC-1).

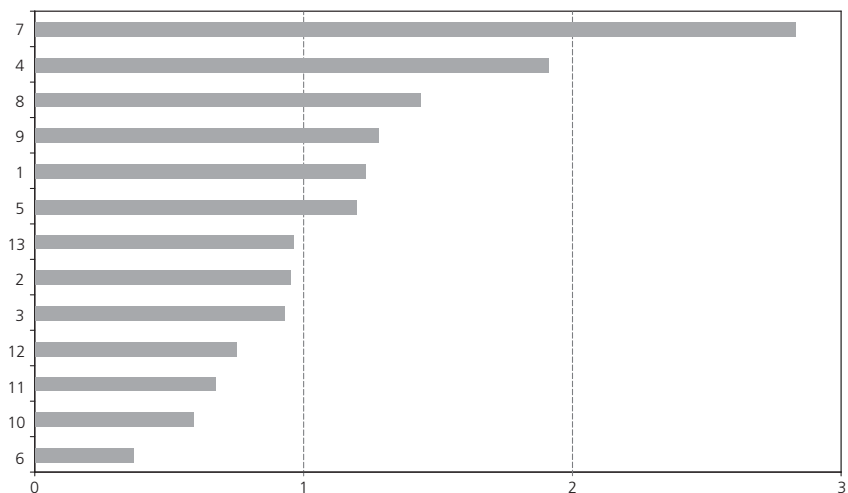


Chart 14
Ranking Specific Competences Employers / Tourism

Key subject-specific competencies for undergraduate tourism students are:

1. Ability to organize and carry out the implementation of the tourism product (SC-7).
2. Ability to identify and evaluate the tourist and recreational potential of objects and territories (SC-1).
3. The ability to design tourist documentation when working with the tourist (SC-4).
4. The ability to conduct monitoring studies of the tourist market (SC-2).
5. The ability to put into practice the basics of the current legislation in the tourism sector and to track changes in it (SC-13).

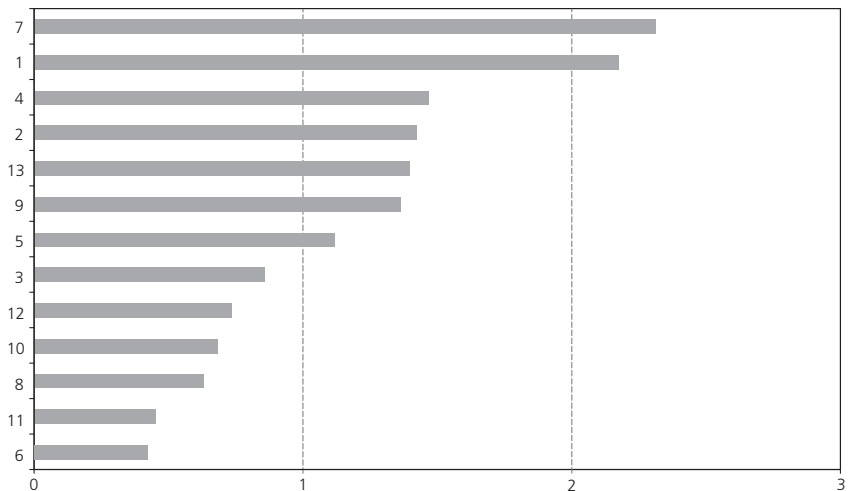


Chart 15
Ranking Specific Competences Students / Tourism

The key subject-specific competencies for Bachelor tourism for graduates are:

1. Ability to organize and carry out the implementation of the tourism product (SC-7).
2. The ability to design tourist documentation when working with the tourist (SC-4).
3. Ability to identify and evaluate the tourist and recreational potential of objects and territories (SC-1).
4. Ability to develop new tourism products and the use of modern technology for customer service (SC-9).
5. The ability to interact with partner organizations (SC-5).

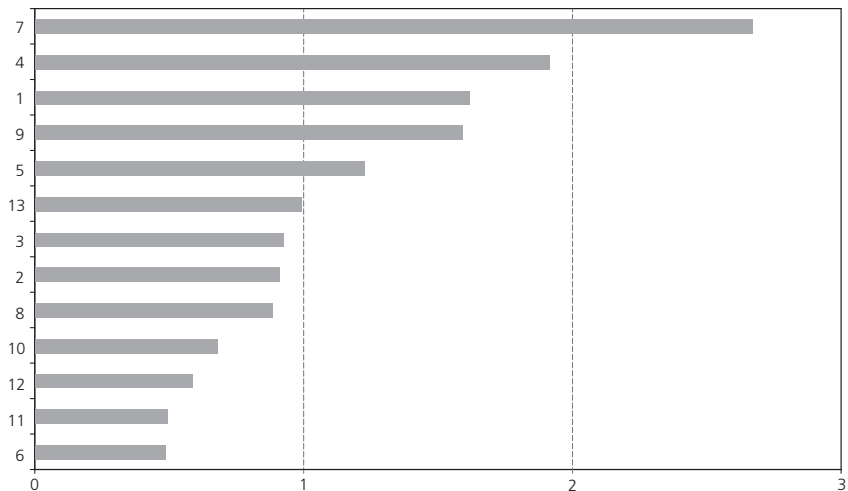


Chart 16
Ranking Specific Competences Graduates / Tourism

The table below shows the correlation coefficients between the results of a survey of all groups of respondents for each parameter:

Table 6
Specific Competences Correlations Among Groups

	Academics	Employers	Students	Graduates
IMPORTANCE	Academics	1		
	Employers	0,77797178	1	
	Students	0,83945265	0,73512930	1
	Graduates	0,73830080	0,89420924	0,80469925

	Academics	Employers	Students	Graduates
ACHIEVEMENT	Academics	1		
	Employers	0,86121474	1	
	Students	0,84027132	0,71677571	1
	Graduates	0,85466734	0,76325621	0,92150372

	Academics	Employers	Students	Graduates
Academics	1			
Employers	0,74057646	1		
Students	0,92977513	0,76453541	1	
Graduates	0,84227156	0,93278369	0,87068357	1

RANKING

Table 7. and Table 8. represent the final ranking of generic and subject specific competences of the target group. Color allocates the coincidence of the rank in a survey of the different groups of respondents.

Table 7

The order of the generic competences, according to the ranking

Generic Competences	Stakeholders			
	Academics	Employers	Students	Graduates
1. Ability for abstract thinking, analysis and synthesis	6	15	15	12
2. Ability to work in a team	4	11	1	2
3. Capacity to generate new ideas (Creativity)	7	7	5	13
4. Ability to identify, pose and resolve problems	4	3	4	4
5. Ability to design and manage projects	9	22	9	11
6. Ability to apply knowledge in practical situations	1	1	3	1
7. Ability to communicate in a second language	5	6	6	7
8. Skills in the use of information and communication technologies	11	9	14	10
9. Capacity to learn and stay up-to-date with learning	8	14	20	20
10. Ability to communicate both orally and in written form in the native language	19	18	19	23
11. Ability to work autonomously	14	10	13	17

Generic Competences	Stakeholders			
	Academics	Employers	Students	Graduates
12. Ability to make reasoned decisions	18	12	10	14
13. Ability for critical thinking	24	25	27	25
14. Appreciation of and respect for diversity and multiculturality	28	24	21	28
15. Ability to act with social responsibility and civic awareness	25	29	24	30
16. Ability to act on the basis of ethical reasoning	21	21	23	24
17. Commitment to the conservation of the environment	30	26	26	27
18. Ability to communicate with non-experts of one's field	29	23	28	26
19. Ability to plan and manage time	12	20	18	18
20. Ability to evaluate and maintain the quality of work produced	13	13	16	15
21. Ability to be critical and self-critical	26	30	25	22
22. Ability to search for, process and analyse information from a variety of sources	17	19	17	9
23. Commitment to safety	27	28	29	21
24. Interpersonal and interactional skills	10	4	2	6
25. Ability to undertake research at an appropriate level	23	27	30	29
26. Knowledge and understanding of the subject area and understanding of the profession	2	2	8	3
27. Ability to resolve conflicts and negotiate	22	16	7	8
28. Ability to focus on quality	16	8	12	16
29. Ability to focus on results	15	5	11	5
30. Ability to innovate	20	17	22	19

Table 8

The order of the subject specific competences, according to the ranking

Specific Competences	Stakeholders			
	Academics	Employers	Students	Graduates
1. Ability to identify and evaluate the tourist and recreational potential of sites and areas	2	5	2	3
2. Ability to use marketing research data in tourism	4	8	4	8
3. Ability to orient in the organization of tourist and recreational space	5	9	8	7
4. Ability to execute tourism documentation	6	2	3	2
5. Ability to cooperate with partner organizations	8	6	7	5
6. Ability to provide cash settlement bank transactions	13	13	13	13
7. Ability to manage, promote and sale of tourist product	1	1	1	1
8. Ability to use of information and communications technologies in professional sphere	9	3	11	9
9. Ability to develop innovative tourist product according to tourists demands and trends of tourism industry	3	4	6	4
10. Ability to implement effective internal communications in Tourism Organization	12	12	10	10
11. Ability to form and implement external communications Tourism Organization	10	11	12	12
12. Ability to assess the costs of professional activities in the tourism organization	11	10	9	11
13. Ability to identify and manage regulations in tourism	7	7	5	6

The subject group in “Tourism” corrected and drew up a list of key generic and subject specific competences for the bachelor’s level, which served as a methodological starting point for further work.

The SAG Tourism has discussed the results of the survey and made the final list of subject specific competences as presented in Table 9.

Table 9
The final list of generic and subject specific competences

Generic competences	Subject specific competences
1. Ability to work in team;	1. Ability to use marketing research data in tourism;
2. Ability to identify, pose and resolve problems;	2. Ability to execute tourism documentation;
3. Ability to use native and foreign languages in professional communication);	3. Ability to manage, promote and sale of tourist product;
4. Ability to focus on quality and results;	4. Ability to use of information and communications technologies in professional sphere;
5. Ability to apply knowledge of the subject area in professional field;	5. Ability to develop innovative tourist product according to tourists demands and trends of tourism industry;
6. Ability for critical thinking, analysis and synthesis;	6. Ability to identify and manage regulations in tourism;
7. Ability to find, process and analyse information from different sources;	7. Ability to cooperate with partner organizations;
8. Ability to plan and manage time;	8. Ability to resolve conflicts and set up effective communications with clients
9. Ability to lifelong learning;	
10. Ability to act concerning social responsibility;	
11. Ability to create new ideas (creativity)	

5.2.4. *Meta-profile*

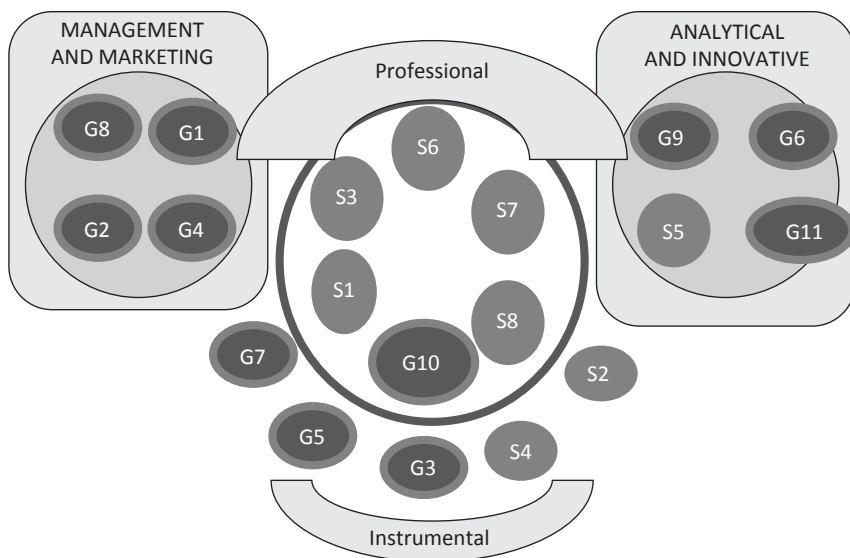
A meta-profile reflects the structure and interrelation of competences that characterise a particular subject area. Meta-profiles are used for reference, depict mental models and should demonstrate the variety of possible and existent degree profiles within a particular subject area. Meta-profiles are determined by analysing stakeholder-consultation results through re-categorising the competence list. Such re-categorisation can be done differently in different subject areas and should reflect the subject area unique characteristics.

5.2.4.1. Meta-competences

Meta-competencies are based on:

1. Classification of competences into basic, unique and competence-related segments, covering the major field of professional activity of graduates (workers).
2. Clustering the meta-competencies that form the basis for the formation of academic disciplines educational modules, competence potential of which provides a specialist, meeting to the needs of the tourism industry.
3. Justification and formulation of meta-competencies that (at a certain level) any graduate of the first cycle of HPE (undergraduate) in a given subject area should possess, regardless of the profile (orientation) training, which would be the basic requirement for baccalaureate graduates and MA course applicants.

5.2.4.2. Meta-Profile Diagram



6

Level descriptors and learning outcomes

In a cycle system each cycle should have its own set of learning outcomes formulated in terms of competences. As stated before, learning outcomes are formulated both at programme level and on the level of individual course units or modules. The learning outcomes of the individual units add to the overall learning outcomes of the programme. Competences are developed in a progressive way. This means that they are formed over a number of course units or modules at different stages of the programme. During the design phase of the programme it has to be decided in which units a particular competence has to be formed.

The use of cycles automatically includes the introduction of the concept of levels. For each of these, level indicators can be used. They are called level descriptors. As part of the Bologna Process, a group of experts, the so-called Joint Quality Initiative, has developed sets of general descriptors for each cycle, which are called the Dublin Descriptors. These cycle descriptors have now been endorsed by the European Ministers of Education as part of the report A Framework for Qualifications of The European Higher Education Area. The approaches of Tuning and the JQI are fully compatible and complementary.

Because cycle descriptors in practice are level descriptors which identify the level of a cycle, Tuning has suggested naming these descriptors cycle level descriptors. The Project participants have produced cycle level descriptors at programme level for the first and second cycle for each of the subject areas included in the project. Below, we present generalised description of learning outcomes for each level within our subject area.

First-cycle graduates (Bachelors) should:

Know/Understand:

- know the basics of scientific and applied knowledge in the field of different types of tourism and related disciplines;
- know national and international standards of service and the basis of tourism legislation;
- have knowledge about the tourist and recreational space, and the market of tourist services;
- understand the role and place of tourism in the economic development of the region and the country;
- understand the dynamic nature of tourism and employment opportunities in the industry;

Be able to:

- think critically, to assess adequately their knowledge and apply it in standard and complex situations of conflicting or incomplete information;
- manage their own learning and apply their skills in their chosen field of tourist activity;
- apply appropriate methods for solving various problems and issues related to the servicing customers;
- identify problem situations, make reasonable decisions;
- organize the process of servicing consumers using modern service technologies and meeting quality and safety standards;
- work with the tourist documentation;
- develop tourism products, including programmes of tours, packages, sightseeing tours at the given criteria and regulatory requirements;
- use modern information and communication technologies in the development and implementation of the tourism product;
- calculate and assess the tourist activity costs in the enterprise;
- conduct research and monitor the market of tourist services;
- organize and implement this independent original project, which will be relevant to a future career, use a wide range of information resources and technologies for learning and solving professional problems;
- work effectively both individually and as a part of a team;
- explain and defend their views in front of colleagues in addressing professional issues and problems;
- continue their education within graduate programmes in tourism, economics, management, law, culture.

7

Learning, teaching and assessment

7.1. General approaches for teaching

The methodological approach to tourism bachelor training is based on the principles of humanism and constructivism, individualization of learning, professional commitment, communication, linking learning with practical activities, as well as the principle of correlation between social and psychological characteristics of didactic process subjects and the specific character of training. Training in tourism, given its diverse and multi-disciplinary nature, should provide the mechanisms for adaptation, reflection and individuality preservation. All of these provisions will be meaningful only on condition they are supported by the appropriate content of training activities.

The contents of the “Tourism” subject field in Russia is stipulated by GEF, which has the list of the necessary general and subject specific competences, as well as activities graduates should be prepared for. However, the list of competencies can be extended (adjusted) as a result of consultations with target groups (representatives of employers, academics, experts in the field of tourism, etc.), which may lead to changes in the content of training in the field of tourism. Developed within Tuning project, meta-profile model consists of four groups of competencies that make it possible to distinguish four interrelated modules:

1. The module that generates professional competence.
2. The module, which forms the instrumental competence.
3. The module that generates analytical competence.

4. The module that generates the competencies required for career advancement.

Modules include natural science, social, humanitarian, General and Special disciplines. Today, the concept of the module of the triad “competence-module-credit unit” has proved to be the least developed and most difficult to understand. Modules classified by the tourism group can be considered as a set of logically completed disciplines (poly-disciplinary module) and the types of training work with the internal logic, forming a group of related competencies.

Table 10
The distribution disciplines
and competencies by modules

Modules	Core competencies	Disciplines
1. Industrial- process	<p>G10,S1, S3,S6,S7,S8</p> <p>The module consists of courses aimed at developing professional skills of organizational and technological content, corresponding to the main types of industrial activity in tourism and professional aspects of the production, promotion and implementation of various travel products and services</p>	<p>“The technology and organization of hotel services”, “Technology and organization of food services”, “Technology and organization of tour services”, “Transportation in Tourism”, “Technology and the organization of domestic tourism”, “Technology Sales”, “Legal tourist activity”, “Security in Tourism”, “Technology organization of inbound tourism”, “Technology organization of outbound tourism”, “tourist animation”, “Information Technology in Tourism”, “tourism ethnography”, “tourism geography”, “tourism statistics”, “Technology organization of mass events”, “tourist-recreational planning”, “Foreign Language in the professional field”, “Exhibition business”, “Museum Studies”, “Special forms of tourism”, etc.</p>

Modules	Core competencies	Disciplines
2. Tool module	G3,G5, G7 ,S2, S4 The module consists of the disciplines that develop instrumental skills, allowing up to date knowledge and technology to form professional competence	"Mathematics", "Informatics", "Foreign Language 1, 2", "Russian Language and Speech", "Fundamentals of tourism", "Geography", "ecology", "verbal communication", "Fundamentals of Intercultural Communication", "Man and his needs", "Psychology of Business communication", "Professional Ethics and etiquette", "Safety", "Physical Education", etc.
3. Social and humanitarian module	G6,G9, G11 ,S5 The module consists of courses aimed at developing the scientific picture of the modern world, common cultural base of specialists with higher education, the formation of a model of socially responsible behaviour, thinking and creative personality	"History of Russia", "Philosophy", "Economics", "Law", "Sociology", "Political Science", "World Culture and Art", "Culture", "Psychology", "logic", "Fundamentals of the welfare state", "Concepts of Modern Natural Science", etc.
4. Module, which forms the competencies required for career	G1,G2,G4,G8 The module consists of courses designed to build skills in the field of business management practices of tourism activities in a competitive business environment, marketing research of the tourist market, develop and implement strategies Tourism Organization	"The economy of the tourist market", "Marketing in the tourism industry", "Management in the Tourism Industry", "The organization of business in tourism", "Business Planning in Tourism", "Quality Management in Tourism", "Organization of tourist activity", "Organization of the travel agency", "Advertising in the tourism industry", "International tourism», etc.

7.2. Learning

The technology and methods for the bachelor of tourism are focused on solving the challenges posed by modern trends such as:

Table 11

Modern trends and challenges for the bachelor in Tourism

Trend	Problems
Increasing the role of the independent work of students	Evaluation not only classroom activity, but also the students' independent work
Go in practice - the main feature of the tourism education, which value increases	Organization of learning process in professional activities synergy
The increasing role of information and information technology	Work with information, learning professional software product
The increasing role of team work in the creating and organization of service activities	Organization of group interaction in the learning process
The increasing role of the competence of specialists in the labor market, the increasing challenges in tourist sphere	Solution of professional problems with the trends of tourism

The educational methods and technologies for the bachelor of tourism should consider:

1. Needs analysis specialists, planning the learning process, the implementation of the educational process, the quality assessment of the educational process, curriculum development, the solution of various problems of education through methodological approaches that can be integrative, individualized and activity.
2. Psycho-social conditions of vocational training, which include psychological and social characteristics of human behaviour in professional communication with their psychomotor and emotional development. This factor is particularly important in tourist sphere, which requires constantly communicative dialogue.
3. The right to vocational training: common law, labour law, school instructions, regulations and instructions of professional qualifications.

For the training of bachelors in the subject area "Tourism", the most popular approaches are implemented through technology and teaching methods, such as:

- information acting as a way of organizing the activity, and not only as a goal of education;
- the student acting as the subject of activity; along with a teacher, the learning content is constructed as a dialogue of equal individuals;
- in the process of developing the material there is the implementation of the basic functions of the individual freedom of choice, conscious, reflexive relation to the object of its activity, the increase of the scientific level of the student;
- the way of presenting educational material is a learning task in which the solutions include and assimilate new semantic relations;
- teacher training does not transmit information, but creates conditions to encourage students to be independent in decision-making and problem solving;
- course material is organized in such way that the student has a choice in completing assignments;
- in learning subject knowledge there is the identification of practical values associated with the phenomenon under study;
- the student is able to appreciate the learning and cognitive activity as a process of self-development, etc.

The main technologies and methods, which can be used in the preparation of the bachelors in “Tourism”, are set out in the table below.

Table 12
The most popular technology training in the subject area Tourism

Technology	Goal	Essence	Methods
Problem learning	Development of cognitive activity, creative independence	Consistent and targeted extension of cognitive tasks, during solving that students actively assimilate knowledge	Search methods, formulation of cognitive tasks
Concentrated learning	Creation of close to a natural psychological characteristics of human perception structure of the learning process	Depth study of subjects by combining classes in blocks	Teaching methods that take into account the dynamics of the performance of students

Technology	Goal	Essence	Methods
Modular learning	Ensuring of flexibility, adapting it to the individual needs of the person, the level of his basic training	Independent work with the individual training program	Problem approach, the individual rate of learning
Development learning	Personal development and self ability	Orientation of the educational process on the potential of human capability and their implementation	Involving students in activities
Differentiated learning	Creating of optimal conditions for the detection of the inclinations, the development of interests and abilities	Assimilation programme material at different levels, but not below the mandatory	Methods of individual learning
Active (context) learning	Organization of students' activity	Modelling the educational and social content (profile, professional) activity	Active learning methods
The game learning	Providing of personal type of learning, skills, abilities	Independent cognitive activity aimed at finding, processing, mastering the educational information	Game methods to involve in creative activities
Teaching of critical thinking	To ensure the development of critical thinking through interactive inclusion of students in the educational process	Ability to ask new questions, and develop a variety of arguments designed to make independent decisions	Interactive learning methods, involvement of students in different types of activities

7.3. Assessment

7.3.1. Approaches to assessment

One of the key issues of the implementation of competence-based learning is to choose and apply appropriate assessment tools. The main difficulty is caused by the necessity to keep objectivity while assessing the level of competence development. To follow this concept of objectivity and avoid the human factor, it is essential to develop the content of the level of mastery of proper quality in matching a certain competence. Assessment is a comparison of the level of mastery achieved by the student with those selected by experts. Thus it is not completely possible to avoid subjectivity. Also criteria for evaluation are considered to be significant.

Table 13. demonstrates the levels of development of competence, which may be proposed as criteria for evaluating the development of student competence at a certain level of mastery. There are three levels, each has its specific content.

Table 13
Levels of mastery of competences
for Bachelor in Tourism

Competence	Levels of mastery		
	1 level	2 level	3 level
(G1) Ability to work in team	Responsibility for tasks completion. Listens to the opinions of fellow students and teachers and recognizes their knowledge and skills. The priority of the overall objectives to personal ones	Participates in group activities, and identifies him/herself with the group. Shares his/her knowledge and experience to help others, actively contributes to the work of others. Does his/her best to see that people learn in a group and appreciate each other	Organizes the work of the group and takes the initiative to motivate others. Positively influences on members of the group

Competence	Levels of mastery		
	1 level	2 level	3 level
(G2) Ability to identify, pose and resolve problems	Knows how to identify the problem. Knows the standard methods of solving problems	Has experience in formulating and solving problems. Organizes and takes the initiative to motivate others to solve problems	Able to organize staff to solve the problem. Has the ability to find creative solutions to problems
(G3) Ability to use native and foreign languages in professional communication	Has basic skills in communication in native and foreign languages, including basic techniques of business communication	Communicates in a foreign language fluently including business communication	Implements efficient customer service both in native and foreign languages. Ability to organize business communication in native and foreign languages
(G4) Ability to focus on quality and results	Follows quality assurance rules and regulations. Knows the basic methods of quality control	Can evaluate fairly the results. Motivated to improve personal results. Takes the opportunity to mobilize resources for purpose achievement	Motivates others to achieve quality results. Implements quality management activities
(G5) Ability to apply knowledge of the subject area in professional field	Knows the basic terms and concepts of professional field. Has an idea about main activities in the field of tourism	Freely uses the terms and concepts of tourism. Demonstrates sufficient skills to use knowledge in professional activity	Knows the current trends of development of tourism and tourism science. Demonstrates skills to CAS in a professional field
(G6) Ability for critical thinking, analysis and synthesis	Knows the basic concepts of analysis and synthesis. Can make conclusions from the data analysis	Has skills of analysis and synthesis. The ability to identify patterns in the data analysis. Is able to critically assess the situation and the results of the work done	The possibility of constructive conclusions based on a critical review of the situation and predict the situation on the basis of the analysis and synthesis

Competence	Levels of mastery		
	1 level	2 level	3 level
(G7) Ability to find, process and analyze information from different sources	Knows the main sources of professional information. Knows the basic methods of information search	Feels free to use different sources of professional information. Creates professional analytical reviews on the basis of different information	Demonstrates the skills to analyse and compare information from different sources. Makes decisions based on the analysis of different types of information
(G8) Ability to plan and manage time	Knows the basic rules of time management	Determines time necessary to solve specific problems. Demonstrates time management skills to perform a certain amount of work	Organizes work of employees with regard to the required amount of time. Plans staff work with necessary amount of time
(G9) Ability to lifelong learning	Recognizes the value of learning throughout life. Has basic technology training	Motivated for continuous knowledge updating. Constantly expands professional knowledge	Constantly finds innovation in the professional sphere. Constantly implements innovations in professional activities
(G10) Ability to act concerning social responsibility	Has knowledge about social responsibility. Knows the basic ethical rules	Acts in accordance with ethical principles and motivates others	Takes into account the interests of staff. Takes into account social value of the firm
(G11) Ability to create new ideas (creativity)	Has out-of-the-box solutions. Ability to generate new ideas	Able to formulate and implement new ideas	Provides creative atmosphere in the group. Organizes implementation of new ideas
(S1) Ability to use marketing research data in tourism	Knows the basic concepts and tools of marketing. Knows methods of marketing research organization of the tourist market	Demonstrates skills to carry out market research. Analyses the results of market research	Makes decisions based on market research. Plans company work on the basis of market research

Competence	Levels of mastery		
	1 level	2 level	3 level
(S2) Ability to execute tourism documentation);	Knows basic documents of tourist agency. Is able to fill in standard documents when working with clients	Fills the full set of documents while working with client. Knows regulatory standards drafting	Generates a set of documents to work with partners and to implement the tourist product
(S3) Ability to manage, promote and sale of tourist product	Provides customers with information on the content and value of tourist programs. Knows the basic techniques of travel services selling	Advises consumers. Selects programs in line with customer's needs	Chooses a tour in accordance with customer needs. Arranges effective promotion of tourist product
(S4) Ability to use of information and communications technologies in professional sphere	Knows the basics of the profession. Knows how to use modern office equipment	Demonstrates skills to find relevant professional information. Freely uses professional software products	Creates informational videos and other products to attract consumers. Uses IT-technologies for advertising and promotion services
(S5) Ability to develop innovative tourist product according to tourists demands and trends of tourism industry	Knows the rules and regulations of creating tourist programmes. Knows the basic techniques of creating tourist programs	Develops a tourist product in accordance with needs of the target group. Demonstrates the skills to use modern service technologies	Develops original tour programmes and ensures their promotion
(S6) Ability to identify and manage regulations in tourism	Knows the basics of the legislation in the field of tourism. Knows current changes in legislation in the field of tourism	Acts in accordance with the legislation in the field of tourism. Continuously monitors changes in the legislation in the field of tourism	Motivates employees to act in accordance with the legislation in the field of tourism. Monitors other staff to comply with the laws
(S7) Ability to cooperate with partner organizations	Knows the types of partner organizations in the field of tourism. Knows the procedure for establishing partnerships	Provides search for effective partners. Follows the interests of the company, in a partnership	Establishes and maintains relationships with partner organizations. Creates terms for a strategic partnership

Competence	Levels of mastery		
	1 level	2 level	3 level
(S8) Ability to resolve conflicts and set up effective communications with clients	Knows the basic methods of conflict resolution. Knows the basic techniques of effective communication with customers	Demonstrates skills to avoid conflicts. Implements various styles of conflict resolution	Implements process of conflict prevention in relationships with clients and staff; Finds creative solutions in case of conflicts

7.3.2. Assessment technologies

The following pedagogical technologies could be used for determining the level of students' competencies formation: project work, role-play, individual case studies (where the students will have to choose a strategy and tactics in the proposed situation), as well as expert supervision. Also, diagnostic interviews could be applied appropriately which should help to clarify inconsistencies in the assessment. Self-assessment of competencies formation could be offered to students. It should be underlined that the feedback is required for the competence assessment, i. e. students should be provided with detailed review on his/her completed work indicating advantages and disadvantages of his/her work as well as specific recommendations on it improving.

Well-organized feedback can become additional motivation for further student training and development. Based on the receiving assessment the gap between the actual level of competence formation and their expectations can be determined, that is aimed to build a phased development plan for each student, the development dynamics and to assess what issues (competences) should be formulated in the future.

Example of the formation of self-competence of the student.

We propose to consider the self-evaluation procedure on the basis of the example of general competence (G1) «Ability to work in a team.” Among the key indicators by which to judge the level of formation of this competence of the students are the following:

1. Assumes responsibility for carrying out the tasks. Listens to the opinions of fellow students and teachers, recognizes their skills and

- knowledge. Recognizes the priority of the common goals above the individual ones.
2. Participates in group activities, and identifies with the group. Sharing his knowledge and experience to help others, actively contributes to the overall work.
 3. Organizes the work of the group and takes the initiative to motivate others. Has a positive effect on group members.

For each indicator there are three positions: "I do it rarely or never," "I do it often enough," "I do it always in all situations." Each statement corresponds to a level of achievement the indicator (the low level estimated to be 1 point, medium - 2 points, the highest level - 3 points). Then the students are asked to select one option from three positions for each key indicator of competence, and then from the results obtained the mean is determined, and that will be the self-assessment of the level of formation of this competence. The scale of points: up to 3 - first level, up to 6 - the second, and 9 - the third. The self-evaluation is of particular importance in the situation in which the material to determine the level of formation of competence is not enough.

Graduates of the bachelor in "tourism" can work in tourist companies (tourist agency and tour operator companies), as well as in the various organizations of the tourism sphere and associated activities (hospitality industry, catering, entertainment, etc.). The competences of the Bachelor of Tourism leads to work primarily at the executive level. The graduate bachelor has business and communication skills, owns modern technology service activities, orientates on the quality of professional work and further training in the professional sphere. In assessing the competence of students it makes sense to rank the competencies in terms of their relevance to employers - the social partners whose approbation it is desirable to attract (for example, during the passage of educational practice). The process of competency assessment requires the involvement of not only teachers but also of outside experts (ideally, the personnel manager employing company). As a guide to evaluation it is possible to use the criteria given in Table 14.

Table 14
Recommended levels of competence and related learning outcomes, necessary for the implementation of activities in the sectors of tourism

Sector: Touoperator	Competence																		Learning outcomes		
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8	
Director of Tourism Enterprise																				1 level	
					x	x	X			x		x								2 level	
	x							x										x	x	x	3 level
Sector: Touoperator	Competence																		Learning outcomes		
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8	
Manager of a tourist product on tourism destinations	x					x		x	X	x	x	x				x		x	x	1 level	
			x	x	x		X													2 level	
														x	x	x					3 level
Sector: Touoperator	Competence																		Learning outcomes		
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8	
Head of Department for booking and sales of tourism products									X							x				1 level	
		x	x	x		x				x					x	x		x	x	x	2 level
					x		X	x						x							3 level
Sector: Touoperator	Competence																		Learning outcomes		
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8	
Head of the tourist product of tour organization									X				x							1 level	
		x	x	x		x	X			x	x	x			x		x		x	2 level	
					x			x							x		x		x	3 level	
Sector: Touoperator	Competence																		Learning outcomes		
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8	
Manager to build a tourist product	x	x				x		x	X	x		x	x					x		1 level	
			x	x	x		X				x				x	x				2 level	
																					3 level

Sector: Touroperator	Competence																	Learning outcomes		
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6		S7	S8
Manager for registration of exit visas	x	x				x		x	X	x					x		x		x	1 level
			x	x	x		X							x						2 level
Sector: Touroperator	Competence																	Learning outcomes		
G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8	
Manager of Corporate Banking		x				x	X		X	x	x	x	x	x	x		x			1 level
	x		x	x	x			x										x	x	2 level
Sector: Touroperator	Competence																	Learning outcomes		
G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8	
Cultural studies, animator	x							x	X	x										1 level
			x	x	x						x								x	2 level
Sector: Touroperator	Competence																	Learning outcomes		
G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8	
The specialist for orders			x	x	x	x			X	x										1 level
													x		x					2 level
Sector: Touroperator	Competence																	Learning outcomes		
G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8	
Instructor Methodist Tourism				x			X		X	x			x		x				x	1 level
			x		x															2 level
Sector: Excursion Activities	Competence																	Learning outcomes		
G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8	
Director (CEO) Tour Desk							X				x	x								1 level
			x	x	x	x		x		x							x	x	x	2 level
		x																		

Sector: Excursion Activities	Competence																		Learning outcomes	
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8
Translator (in tourism)								x	X											1 level
				x	x															2 level
			x																	3 level
Sector: Excursion Activities	Competence																		Learning outcomes	
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8
The guide- interpreter (in tourism)	x						X	x	X	x										1 level
				x	x														x	2 level
			x																	3 level
Sector: Excursion Activities	Competence																		Learning outcomes	
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8
Guide	x						X	x	X	x										1 level
				x	x														x	2 level
			x																	3 level
Sector: Excursion Activities	Competence																		Learning outcomes	
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8
Tour organizer	x	x	x	x					X	x	x	x				x		x	x	1 level
					x			x												2 level
																				3 level
Sector: Excursion Activities	Competence																		Learning outcomes	
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8
Agent receiving orders for tours			x	x	x				X	x			x		x					1 level
																				2 level
																				3 level
Sector: Excursion Activities	Competence																		Learning outcomes	
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8
Office Administrator	x	x			x	x			X	x			x		x					1 level
			x	x				x											x	2 level
																				3 level

Sector: Travel Agency	Competence																	Learning outcomes				
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6		S7	S8		
Director of travel agency																					1 level	
			x	x	x			x	X				x	x						x	2 level	
		x					x												x		x	3 level
Sector: Travel Agency	Competence																	Learning outcomes				
G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8			
Manager for directions	x	x				x		x	X	x	x								x		1 level	
			x	x	x		X						x	x	x	x	x			x	2 level	
																						3 level
Sector: Travel Agency	Competence																	Learning outcomes				
G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8			
Agent (on tourism reservations on the formation of groups)	x		x	x	x		X		X	x				x	x	x					x	1 level
																						2 level
Sector: Leisure & Entertainment	Competence																	Learning outcomes				
G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8			
Director (companies, recreation centers, parks, etc.)																						1 level
				x								x										2 level
		x					x		x										x	x	x	
Sector: Leisure & Entertainment	Competence																	Learning outcomes				
G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8			
Manager (by destination)	x						X								x	x	x				x	1 level
			x						X		x											2 level
Assistant manager, animator, etc.	Competence																	Learning outcomes				
G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8			
	x		x	x			X		X					x	x	x						1 level
																						2 level

Sector: Hotel Activities	Competence																		Learning outcomes	
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8
Officer (CEO) of hotel business							X				x		x							1 level
			x	x	x					x		x						x	x	2 level
		x				x		x										x		3 level
Sector: Hotel Activities	Competence																		Learning outcomes	
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8
Chief of the hotel stock							X		X											1 level
		x		x	x	x		x				x						x	x	2 level
			x																	3 level
Sector: Hotel Activities	Competence																		Learning outcomes	
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8
Head of Reception							X					x								1 level
		x		x	x	x		x	X						x		x		x	2 level
			x																	3 level
Sector: Hotel Activities	Competence																		Learning outcomes	
	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	S1	S2	S3	S4	S5	S6	S7		S8
Manager reception		x				x	X	x	X				x	x						1 level
				x	x	x									x				x	2 level
																				3 level

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Conclusions

The Reference Points of the subject area “Tourism” are recommended provisions and can be used in the design of educational programmes in the various areas of training in this subject area.

The Reference Points form the core content of the educational programme, as reflected in meta-profile, which is a synthesis of generic and specific competencies.

In the Reference Points, the results of the survey of employers, graduates, teachers and students are represented. This survey aims to determine the importance of the competences of graduates in the area of “Tourism”.

The Reference Points include the description of the strategies, methods, technologies, training and organization of independent work of students, the specific content of which is connected with the professional activity in the subject area “Tourism” and the trends of modern tourism education.

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