



<b>544543-TEMPUS-HBSL-01-2014-001-P</b>	
<i>Date</i>	<b>29.01.2014.</b>
<b>Work package 1</b>	<b>Activity 1.1</b>

## **REPORT**

**on analysis of current study programs in Republic of Serbia**

**Author:**

**Žika Stojanović, PhD, professor of vocational studies**

**Leskovac, January 2014.**



**Activity:**

**1.1 Report on analysis of current study programs in Republic of Serbia**

**Description of the activity:**

Consideration and critical evaluation of existing tourism study programs at undergraduate and postgraduate courses in Serbia is a backbone of HE quality improvement. Every HE institution from Serbia participating in the project will perform its own analysis of the current tourism study programs in Serbia. The aim is to determine the strengths and deficiencies of analyzed study programs in order to obtain the information necessary for later curricula design.



## Glossary

<i>NCHE</i>	National Council for Higher Education
<i>CAQA</i>	Commission for Accreditation and Quality Insurance
<i>MoESTD</i>	Ministry of Education, Science and Technological Development
<i>CONUS</i>	Conference of Universities of Serbia
<i>ECTS</i>	European Credit Transfer System
<i>HEI</i>	Higher education institution
<i>BTC</i>	Business technical college of Vocational Studies, Uzice
<i>VPSSS</i>	Higher School of Professional Business Studies, Novi Sad
<i>HBSL</i>	Higher Business School of Leskovac
<i>UNIKG</i>	Faculty of Hotel Management and Tourism



## **1. Overview of accredited tourism study programs at undergraduate and postgraduate courses in Republic of Serbia**

Activities in the higher education system of Republic of Serbia are conducted through academic and specialization studies based on accredited study programs. There exist three levels of studies in higher education system:

- First cycle: academic and professional studies;
- Second cycle: academic master studies, professional specialization and professional bachelor studies
- Third cycle: doctoral academic studies.

First and second cycle tourism study programs have been accredited by 18 HEI in the Republic of Serbia. According to the data that follows, referring to the last accredited study programs, there are, in total, 33 accredited study programs whose annual intake is over 2799 students.

### **1.1 First and second cycle accredited study programs of Higher schools of professional studies**

In total, there are 10 accredited study programs, 9 academic and 1 professional specialist study program. Tourism study programs are realized at following higher schools:

1. College of Tourism Belgrade – study program Economics and tourism;
2. Higher Business School of Professional Studies in Leskovac – study program Tourism and Hospitality;
3. Business-Technical College of Vocational Studies in Uzice – study program Tourism;
4. Business-Technical College of Vocational Studies, Uzice – professional specialist study program Management of tourism destinations;
5. Higher School of Professional Business Studies, Novi Sad– study program Tourism and hotel business;
6. Higher Business School of Professional Studies, Blace – study program Tourism;
7. The College of Hotel Management, Belgrade – Restoran Management;
8. The College of Hotel Management, Belgrade – Gastronomy;
9. The College of Hotel Management, Belgrade – Hospitality;
10. College of Professional Studies for Management and Business Communication - Management in Hospitality.

In total, there are 7 higher schools of professional studies that have accredited tourism study programs. There are 10 accredited study programs, 9 academic and 1 professional specialist study program. All accredited programs are from the field of humanities and social sciences. According to the data related to the ultimate accreditation, the total number of students that can enroll is 1232, 1182 on professional bachelor studies and 50 on professional specialization studies.



## 1.2 Accredited study programs of faculties

There are 11 faculties that have accredited, first and second cycle tourism study programs (out of that number, two faculties, on their web pages have issued information that, as part of their accredited study programs there are tourism modules). According to last accreditation data, the total number of students is 1567, 1120 at academic and 447 at master studies.\* Number of students for all of the study program modules.

There exist 24 accredited study programs, 12 of which are programs of academic studies, 11 of master studies and 1 of doctoral studies. The study programs are realized at the following faculties:

1. Faculty of Geography, Belgrade – University of Belgrade, undergraduate studies – Tourism;
2. Faculty of Geography, Belgrade – University of Belgrade, master studies– Tourism;
3. Faculty of Agriculture, Novi Sad - University of Novi Sad, undergraduate studies– Agriturism and rural development;
4. Faculty of Agriculture, Novi Sad - University of Novi Sad, master studies– Rural development and Agriturism;
5. Faculty of Sciences, Novi Sad – University of Novi Sad, undergraduate studies – Tourism and Hotel Management,
6. Faculty of Sciences, Novi Sad – University of Novi Sad, undergraduate studies – Graduate Tourismologist,
7. Faculty of Sciences, Novi Sad – University of Novi Sad, , master studies– Tourism and Hotel Management,
8. Faculty of Sciences, Novi Sad – University of Novi Sad, , undergraduate studies – Master Tourismologist,
9. Faculty of Hotel Management and Tourism, University of Kragujevac, undergraduate studies, - Hotel management and tourism;
10. Faculty of Hotel Management and Tourism, University of Kragujevac, master studies– Tourism Management;
11. Faculty of Hotel Management and Tourism, University of Kragujevac, master studies, - Hotel Management;
12. Faculty of Sciences, University of Nis, master studies – Tourism;
13. Integrated Singidunum University, Belgrade - undergraduate studies – Tourism and Hospitality management in both serbian and english language;
14. Integrated Singidunum University, Belgrade - undergraduate studies – Tourism and Hospitality management distance learning;
15. Integrated Singidunum University, Belgrade - master studies – Business ssystem in tourism and hospitality, both in english and serbian;
16. Integrated Singidunum University, Belgrade - undergraduate studies – Tourism and Hospitality management in both serbian and english language;
17. Faculty of Business, Valjevo – Singidunum University - undergraduate studies – Toursim and Hospitality;
18. Faculty for sport and tourism, Novi Sad - University Educons, undergraduate studies – Tourism management;
19. Faculty for sport and tourism, Novi Sad - University Educons master studies – Tourism management;



20. Faculty of Economics, University of Belgrade, undergraduate studies , study field Economy, Business Management and Tourism, module Tourism and Hospitality;
21. Faculty of Economics, University of Belgrade, master studies, study field, Business Management, Tourism Management;
22. Faculty of Economics, University of Kragujevac, undergraduate studies , Business Economics and Management – module Tourism and Hospitality;
23. Faculty of Economics, University of Kragujevac, master studies, Business Economics and Management – module Tourism Management;
24. Integrated Singidunum University, Belgrade – doctoral academic studies – Tourism Management, both in serbian and english.

## **2. Analysis of first and second level accredited tourism study programs in Republic of Serbia**

When applying for accreditation of tourism study programs at undergraduate and postgraduate courses, an institution prepares its documentation on the basis of the following:

1. Standards for accreditation of undergraduate and postgraduate study programs;
2. Adjunct of standards for accreditation of study programs under a specific educational field of Science or educational field of Arts;
3. Guidelines for preparation of the accreditation documentation for undergraduate and postgraduates programs;
4. Guidelines for preparation of accreditation documents (November 2007);
5. Ordinance on list of professional, academic and scientific names. If necessary, the accreditation of a study program is based on the following documents:
6. Guidelines for preparation of the accreditation documents for joint (JT) (interdisciplinary, multidisciplinary and transdisciplinary) study programs;
7. Guidelines for the preparation of material for accreditation of a study program realized by distance learning;
8. Guidelines for preparation of the accreditation documents for joint study programs.

One of the important outcomes of work package 2 is the development of a common basis for undergraduate study programs (180 ECTS). It is planned that the redesigned study programs at higher education partner institutions have in common at least 50% of the subjects (deliverable 2.3). Having this in mind, it is necessary to conduct an analysis of present needs in this area. The same or similar subjects (those whose description matches at least 70%) in accredited undergraduate tourism study programs, which are found in the curriculums of all HE partner institutions from Serbia.

Looking at the structure and contents of subjects in tourism study programs one can note that the structure of subjects at undergraduate programs, in relation to the total number of ECTS is the following: 15 % of subjects are academic – general education subjects, 20% theoretical - methodological, 35% scientific – artistic professional and 30 % professional applicative.



At undergraduate professional studies, in relation to the total number of ECTS, there exist the following subject groups: 15% academic – general education subjects, 40 % scientific – artistic professional, 45 % professional applicative.

Of that, at undergraduate professional studies, 20% are elective and at specialized professional specialist studies elective courses make up 30 % of the curriculum.

Comparing the curriculums of tourism study programs at partner HEI, we can conclude that their plans and programs are harmonized in a small degree. Subjects which are the same or similar ( subjects whose descriptions matches 70%) make up 22% to 29% of the curriculum. Subjects which are the same are mostly from the general education subjects' group. It is noticed, that while certain subjects have similar or the exact same names, they differ in terms of goals, curricula and programs, teaching methods used, outcomes and achieved competencies.

In the following period, by implementing this program, higher education partner institutions will redesign and create new study programs which will be harmonized with the similar EU practices and current market needs. The process of study programs' innovation and modernization of teaching process at partner HEI implies their mutual harmonization, which will result in a greater number of common subjects in the tourism study programs structure.

Using SWOT analysis method, we assessed the quality of tourism study programs in Serbia. Study program's quality is obtained through the process of monitoring and control of its goals, structures, students' work overload, as well as through modernization of contents and constant collection of data on program quality from relevant institutions. The results of the analysis presented here, present an important input for the recognition of available strategic options and suggestion of measures and activities for redesign of study programs.

The SWOT analysis of contents and structure of the tourism study programs' curricula, shows the following:

#### Strengths:

- Study programs that are realized in the Republic of Serbia are accredited in accordance with the standards, instructions and regulations of NCHE and CAQA. These study programs are also in line with Bologna Declaration.
- Higher schools have certain approval, monitoring and control techniques of the teaching process performed on analyzed study programs and the students are active participants of the process of control and monitoring.
- The goals, tasks, outcomes and competencies, as well as the methodology of a particular subject are clearly defined in accordance with the regulations mentioned above.
- A high level of transparency is achieved through the availability of information about study programs since, in the majority of cases, they can be found on official HEI web presentations.
- There exists a high level of harmonization of learning outcomes and competencies of graduate students.



#### Weaknesses:

- Discrepancy of teaching processes performed at these study programs. This means decreased student mobility.
- Programs are not entirely in compliance with the current EU practice, as well as with demands of modern tourism market.
- Tourism employees do not have the required knowledge and competencies. This especially refers to practical skills that the staff must have once they graduate from HEI, since not enough attention is paid to work based learning and practical training.
- Interactive method of teaching performed with the use of IT is not a recurrent practice. Lack of use of such a method of teaching has negative effects on development of creativity, inventiveness and critical thinking with youth, with which their, personal and professional development potentials are not entirely drawn on. The cause of this state is to be found in academic staff which is inert, unmotivated, as much as unprepared for implementation of modern teaching methods.

#### Opportunities:

- What is necessary is to modernize the existing tourism study programs at HEI and perform it in accordance with Bologna process and Standards of the European system of higher education.
- Study programs should be flexible as that enables the development of youth's skills and knowledge in accordance with their personal interests. In order to achieve this, it is necessary to establish a professional cooperation network between HEI, Tourism stakeholders and tourism business systems. The development and modernization of teaching processes demands staff training, which has got to be a continuous process. When creating a curriculum, a greater level of understanding for the learning outcomes must be shown, as those learning outcomes must be in line with market needs.
- Creating conditions for improvement of competencies through growing presence of practical practice.
- Improvement of competencies of academic staff through scientific, professional work.
- The process of modernization and development of tourism study programs is, at this moment, appropriate as there is a growing need for highly-educated staff and conditions on tourism market are opportune.

#### Threats:

- The process of modernization and harmonization of tourism study programs can be inhibited by the lack of funds for development and maintenance of teaching process in the area of tourism.
- A drop in population growth, meaning smaller number of young people who decide to continue their education after graduating from high schools, has a negative effect on higher education system, its development and growth. There is also the question of unfair competition in higher education, especially in the area of humanities and social sciences.





- Unfavorable conditions in the business environment, insufficient use of existing tourism potentials, high unemployment rate, aversion to self-employment are some of the problems with which HEI are faced when working on developing tourism study programs.
- A potential problem for higher schools is the fact that labor market does not recognize, at least not in a appropriate ammount, three-years bachelor degrees and professional titles received on completion of specialised professional studies.