



<b>Modernization and harmonization of Tourism study programs in Serbia</b> <b>544543-TEMPUS-1-2013-1-1-RS-TEMPUS-JPCR</b>	
<b>Work package 1</b>	<b>DEV 1.3</b> <b>Harmonisation with existing EU benchmark standards</b>

**Harmonisation with existing EU benchmark standards**

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EU has established a so called, European Higher Education Area, which is obligatory for all EU members but is also recommended for all states applying for EU membership. Serbia has joined European Higher Education Area on September 18<sup>th</sup>, 2003. when she signed Bologna declaration. The main aim of Bologna declaration is to enable both student and teaching staff mobility inside this, so called European Higher Education Area. Basic principles of European Higher Education Area are: student, employer and society's interest in quality higher education; central importance of institutional autonomy in combination with an understanding that it carries great responsibility; the need for external quality assurance to be applied to its purpose i.e. to put on institutions only the necessary and appropriate burden needed for achievement of its goals. Serbia has joined EHEA by signing the Bologna declaration, after which the National Assembly of Republic of Serbia has passed a Law on Higher Education (August 30<sup>th</sup>, 2005) so that implementation of Bologna declaration began in 2006.

Aspiring to adhere to the Bologna process, higher education institutions in Serbia (with tourism study programs) – Higher Business School of Professional Studies Leskovac, Business Technical College of Vocational Studies Užice, University of Kragujevac – Faculty of Hotel Management and tourism Vrnjačka Banja in cooperation with UNIVERSITY OF GREENWICH, LONDON, UNITED KINGDOM, TECHNOLOGICAL EDUCATION INSTITUTE OF PIRAEUS, ATHENS, GREECE and UNIVERSITY OF AGRICULTURAL SCIENCES AND VETERINARY MEDICINE, CLUJ-NAPOCA, ROMANIA, took on a TEMPUS project entitled „MODERNIZATION AND HARMONIZATION OF TOURISM STUDY PROGRAMMES IN SERBIA – MHTSPS.“ One of the main goals of this project was to REFERENCE EDUCATIONAL STANDARDS FOR TOURISM which would be in accordance with the requirements of European Quality Assurance Agency for Higher Education and European brand for tourism quality.

Higher Business School of Professional Studies from Leskovac, has, on the basis of an agreement made with academic partners from Serbia on TEMPUS project MHTSPS 544543, accepted to ameliorate (modernize and harmonize) the existing tourism study programs (Table 1):

- Quality assurance system
- IT support to the teaching process
- Realization of student traineeship programs
- Highlighting both national and regional characteristics through teaching plans and programs
- Improvement of marketing activities
- Improvement of quality policy
- Amendment of practice classes with up-to-date software

**Table 1.** Tourism studies improvement

<u>QUALITY ASSURANCE SYSTEM</u> HBSL	<u>QUALITY ASSURANCE SYSTEM</u> University of Greenwich
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**Internal quality assurance:**

Quality assurance system is presented via an organizational structure for quality assurance which in turn, defines tasks and duties of teachers, teaching assistants, students, professional bodies and Committee for self-evaluation and internal quality assurance in passing and implementation of strategies, standards and quality assurance measures in accordance with the Book of regulations on standards and measures for self-evaluation and internal quality assurance.

Central body in HBSL's quality assurance system is **Committee for self-evaluation and internal quality assurance**, formed by the School's Academic Council.

Committee has five members (3 members of the teaching staff, 1 member of the non-teaching staff and 1 student representative). The Committee performs the following tasks: coordinates the process of self-evaluation and quality evaluation of institution, study programs, teaching process and working conditions; suggests amendments to the Book of regulations on standards for self-evaluation and internal quality assurance; develops a self-evaluation and internal quality assurance plan; organizes self-evaluation and internal quality assurance; proposes self-evaluation and internal quality assurance procedures; performs student surveys; writes reports on self-evaluation; presents the results of self-evaluation to the public and performs other tasks related to self-evaluation and internal quality assurance (in accordance with the Book of regulations on standards and procedures for self-evaluation and internal quality assurance).

With the aim of enhancing the quality of its study programs, HBSL has formed a **Curriculum Committee**, comprised of both teaching staff (professors and teaching assistants) and students. Student participation in School management is realized via Student Parliament. Students' participation in the process of quality assurance is regulated through the Book

Two procedural frameworks aim to inform Academic Council that the quality and standards of academic programs and teaching have been achieved:

1. Set of requirements for academic approval (consent), monitoring and control of internal and collaborative measures which are summed up in the **Book of regulations on academic quality assurance**.

2. **University academic regulations on student awards** which include principles and evaluation practice, functions, responsibility and operation of Panel for appraisal of subjects and Committee for rewarding and advancement as well as the role of External supervisors.

**Internal quality assurance:**

- Faculty offers a series of academic awards: students "grow" through coherent study programs which contain a series of mandatory and elective courses with the aim of collecting these prizes. All programs and courses are formally approved, systematically monitored and periodically assessed.

- Any amendments or significant adjustments first need to be approved through a process of academic planning. Amendments are approved via an appropriate process of projecting, consultations and external audit. The quality of skills and knowledge that students obtain is enhanced through regular monitoring and periodical program reviews.

- Within the Faculty, Department Heads have the responsibility of maintaining the quality and standards of their department.

- On University level, Committee for academic quality and standards, in cooperation with foreign and domestic partners, oversees the maintenance of



of regulations on standards and procedures for self-evaluation and internal quality assurance and Book of regulations on student evaluation of pedagogical work and institution quality. The established quality assurance system offers a solid basis for quality assurance in all areas of quality assurance, but it is recommended to periodically assess it and harmonize it with the School's basic aims and tasks as well as with the quality assurance strategy and quality. Subjects of the quality assurance system, their composition and structure are defined by law. Therefore, they are not evaluated. However, their acts and adherence to the established quality assurance standards and procedures can be evaluated – it is thus necessary to perform a periodical self-evaluation.

#### **External quality assurance**

HBSL study programs have received a positive feedback from two, independent, international, accredited higher education institutions:

- Bodø University College (Bodø Graduate School of Business), Bodø, Norway,
- University of Greenwich (Business School), London, Great Britain.

Bodø Graduate School of Business evaluation team has performed an evaluation study programs Finance and banking, Management in business, **Tourism and hospitality** and Business economy and management. Their conclusion was that the structure of HBSL's study programs and overall subject content correspond to study programs performed at their institution and other educational institutions across Europe (bachelor level).

quality and its enhancement on the level of University.

- Academic unit for quality which is a part of provost's office, supports the monitoring of quality assurance system and procedures and development of learning strategies and quality policy. It also has an advisory function and supports faculties in their quality assurance activities; in cooperation with faculties and Unit for education development, it supports quality enhancement, manages control and approval activities and cooperates with external quality agencies.

- The Unit develops and monitors the results of key functions of University's internal system for quality assurance and manages relations for external quality assurance with numerous agencies - first and foremost with Quality Assurance Agency, all in accordance with higher education standards.

#### **External quality assurance**

University is regulated through several external agencies which examine different aspects of higher education programs across Great Britain. Agency for quality assurance is responsible for regular external controls of quality assurance programs in all higher education institutions in Great Britain. Teacher education is regularly controlled by Ofsted (official authority for school inspection) on behalf of Training and Development Agency. Professional and statutory regulatory bodies are involved in the process of professional accreditation and recognition. Higher Education Funding Council for England also performs a periodical evaluation of research activity which is used for ranking of quality of research in certain areas across higher education system of

	<p>Great Britain.</p> <p><b>Quality assurance Committee structure</b></p> <ol style="list-style-type: none"> <li>1 Academic Council</li> <li>2. Committee for academic planning</li> <li>2a) Partner supervision group</li> <li>3. Committee for academic quality and standards</li> <li>3a) Approval and overview group</li> <li>4. Committee for student traineeship programs</li> <li>5. Research Committee</li> <li>6. Faculty boards</li> <li>6a) Committee for academic quality and faculty standards, student traineeship and research results</li> </ol>
<p align="center"><b><u>IT TEACHING SUPPORT</u></b></p> <p align="center">Higher Business School of Professional Studies Leskovac</p>	<p align="center"><b><u>IT TEACHING SUPPORT</u></b></p> <p align="center">University of Greenwich</p>
<p>School has a computer center which the students can use for copying, scanning, burning of electronic materials onto CDs/DVDs and similar. Computer center is equipped with five computers, three printers and two scanners. Teaching is conducted with the use of the latest teaching materials. IT lab is equipped with 30 latest generation computers which have Internet access. Internal computer network in the IT lab is designed as an internal computer network of a business entity. Dividing the students into several groups which perform certain functions in a business entity (procurement, sales, production, finance, accounting...) has the aim of qualifying them to perform practical jobs in a "virtual enterprise", whereby internal communication of certain "divisions" is performed via a computer network. Moreover, School has a software (latest generation) for simulation of trade race between several virtual companies. Students are divided into larger number of groups where each group presents management team of a company. Competence to perform a certain function in the management team</p>	<p><b>Electronic center</b> is a research center for digital technology, development and usage of new servers and network technology at University of Greenwich and any other distributor system. Therefore, electronic center deals with: e-learning, e-portfolio, e-health, e-management, e-inclusion and smart systems. Web pages of electronic system contain information on different research groups which work under e-center (which is multidisciplinary and available to universities), information on ongoing projects and results of their work. Moreover, there you can find information on University's PhD students, their projects, resources they have developed, used or considered useful and events they have organized or planned.</p> <p>Electronic center was first established at the Faculty of Mathematical and Computing Sciences with primary focus on development of multimedia, web and e-learning technology. From the moment it was founded (together with the University's educational-developmental Unit) it has been applied across the</p>



is determined by students (based on their affinity – Head of procurement, Head of Sales, Head of Accounting, Head of Production, Head of Finance, etc.). Each “company” works in their own lab which is equipped and physically isolated from the other companies’ labs. This ensures independency in decision making and authenticity of decisions made. The emphasis is placed on team work and shared decision making through discussion.

University, multimedia research centers where special emphasis placed on development and usage of digital technology. Center is an umbrella institution of great number of research groups in and out of the faculty and University. Center is also an umbrella institution for ever growing number of PhD students.

Institutional center offers a great number of academic staff a chance to develop and enhance the good quality of academic practice in the usage of digital technology and possibility of development of new technological solutions for academic problems. However, center does not only focus on academic questions – it enables academic staff to work together (through different disciplines) in solving real world problems (from industry to private and public sector) with the help of digital technology. Center also deals with the use of social networks technology and other communication and distribution media of new generation – in combination with contents generated by users. Together with the Faculty of Mathematical and Computing Sciences, Electronic center is very much concerned with providing services and development of apps of “socially responsible” computers and networks. This enables academic staff and students to use social networks to post questions of any kind. Center also organizes a great number of seminars and work groups on different topics. It hosts international conferences on the usage and application of digital technology for academic purposes (APT).

#### **Research group**

At the University of Greenwich, Electronic center provides multidisciplinary research environment where different staff can research the use of digital technology in teaching, research, consultations and commercial activities. As such, center supports different kinds of activities such as

	<p>development of social relations, teaching techniques in research disciplines, development of web pages through partnership with the European project for development of multimedia environment for strategic crisis managers. Other projects involve UK national projects in electronic informing and digital literacy. Center acts as an umbrella organization for a wide span of research groups where some have a long project work tradition, some were recently established and are building their reputation, while some research groups are short-term ones created to solve particular problems. Furthermore, E-center is an umbrella institution for a great number of PhD and master students who research a great number of topics related to the usage of digital technologies. Certain number of these projects are University's internal projects while the great majority are applied research which include external institutions, companies and organizations.</p> <p><b>Distance learning</b> Students attending University of Greenwich's distance learning programs, get significant help and support via OSCARS (distance learning support system). If students need general information on certain topic or require specific information, they can contact library service via e-form and staff members will respond providing expert advice. Through OSCARS – registered distance learning students at the University, can borrow books and obtain magazine and book copies (copy service and mail lends).</p>
<p align="center"><b><u>REALIZATION OF STUDENT TRAINEESHIP PROGRAMS</u></b> HBS Leskovac</p>	<p align="center"><b><u>REALIZATION OF STUDENT TRAINEESHIP PROGRAMS</u></b> FHMT Vrnjacka Banja</p>
<p>Professional practice (traineeship), as a form of practical teaching, represents an integral part of study program for the summer semester (undergraduate studies at HBSL). Students have to perform their</p>	<p>Professional practice (traineeship) enables students to acquire practical experience in hotel-tourism industry. The aim of such programs is to enhance students' capability to successfully apply</p>



professional practice in accordance with the professional practice program for study program Tourism and hospitality and particular study year. After successful completion of their training, students obtain a particular amount of ECTS points specified for study program Tourism and hospitality and a particular study year. Student Affairs office keeps record of student practice based on data collected by professional practice associate. These data include information on the name of institution in which student performed his/her practice, dates and mentor's name in a particular enterprise. Professional practice associate has to provide students with a professional practice referral form and to keep track of students' regular attendance through constant contact with students' mentors. On performed practice, student has the obligation to deliver a professional practice diary to a particular professor (Professional Practice). HBSL students (study program Tourism and hospitality) perform their professional practice at Sani Resort, Kassandra, Khalkidhiki, Greece. This hotel chain consists of 4 luxury 5-star hotels. HBSL students work on following positions: receptionists, waiters, barmen, kitchen staff, maintenance staff, beauty and wellness staff, entertainment staff and animation staff (nursery). HBSL students spend 3 to 6 months at Sani Resort during summer season. Students work 5 to 6 days a week (shifts) with 30 minutes break during one shift. First 3 days of their stay in Greece are orientation and training days.

professional and scientific knowledge and methods in given practical situations, as well as to contribute to linking of theory and practice. As a retroactive effect of professional practice programs, we expect for students to be motivated to master their vocation and to perform similar jobs after their graduation. Professional practice programs are realized in Serbia and abroad during the fourth, sixth and eighth semester. Business entities where FHMT students perform their professional practice include: hotels, tour operators and travel agencies, tourism organizations, transport business, etc. In line with the teaching plan and program which define students' obligation to perform professional practice in enterprises and organizations in the hotel-tourism industry, FHMT has signed cooperation agreements with 17 hotels across Serbia. During school year 2012/2013, second year students were sent to perform professional practice during July and August 2013. Students found themselves dealing with real-life challenges and situations which can occur in any business setting. Moreover, their responsibility, seriousness, commitment to work and desire to learn and develop practical skills, represent something that FHMT employees should particularly be proud of. This is corroborated by mentor grades that FHMT students got for their professional practice work. Average professional practice grade of the first generation of FHMT students in school year 2012/2013 is 9,85.

**QUALITY POLICY –  
ENHANCEMENT**

Higher Business School of Professional  
Studies Leskovac

**QUALITY POLICY –  
ENHANCEMENT**

University of Greenwich



Higher Business School of Professional Studies from Leskovac implements the following **quality assurance measures**:

1) continually works on modernization of contents and improvement of quality of its study programs in cooperation with domestic and foreign accredited higher education institutions, 2) provides its teachers and teaching assistants the opportunities for continuous professional development, 3) continually monitors the quality of teaching and realization of teaching plans with mandatory provision of student opinion on quality of teaching process., 4) provides student participation in development and implementation of quality assurance strategies, standards and measures, 5) develops standards and procedures for quality assurance which are available to the public, 6) in accordance with the law, periodically executes self-evaluation and publishes its results, 7) monitors market demands and needs for certain educational profiles and in accordance with that, redefines learning outcomes, 8) develops an organization quality culture, 9) provides interconnection between educational, professional and publishing activities, 10) periodically monitors examination process, students' performance (in general and for particular subjects), quality of textbooks and takes measures to eliminate perceived deficiencies, 11) provides enhancement of management quality, 12) provides enhancement of quality of non-teaching activities and work conditions, 13) periodically re-evaluates and upgrades quality assurances strategy.

Higher Business School of Professional Studies defines the following **priority areas of quality assurance**: - standards and quality assurance measures; quality assurance system; quality of study programs; quality of the teaching process; quality of publishing and professional work; quality of teaching staff; quality of students; textbook, literature, library and

### **Quality assurance policy and procedures**

Current quality assurance policy at the University, procedures and practical guidelines are contained in the Guide for quality assurance in the following sections:

- Quality assurance system principles, its aims, processes and key elements;
- Approval and alterations of programs and courses
- External partners' approval and revision
- Procedures for suspension of internal and joint measures
- Periodical program control
- Control of arrangements for monitoring of courses (subjects) and programs and faculty solicitations for completion of annual documentation on monitoring and reporting
- Student representation system and students' say

### **Quality assurance principles**

#### *Aims*

University's quality assurance procedures are designed so that they:

- provide students with adequate academic experience and support their engagement and participation in assurance of quality of programs and courses;
- ensure the quality and award standards
- promote and enhance the quality and stimulate development of curricula through demands placed on teaching personnel to evaluate their courses and programs through self-inspection and critique
- meet the requirements of external agencies in relation to adherence to standards, quality assurance and development of learning possibilities.

#### **Process**

IT resources quality; management quality and quality of non-teaching support; finance quality; students' role in self-evaluation and quality control; systematic monitoring and periodical quality control;

### ***Authorization and new partner approval***

Authorization means the interface between academic planning and quality assurance. Academic Planning Committee (APC) is responsible for approval and suspension of all programs included in the academic portfolio. Only authorized programs can be considered in the University approval process i.e. in cooperation with approved external partners. Suggestions for new, external partners are subjected to reviews and need to be approved by the Academic Council based on the PSP's (Panel for supervision of partners) recommendations. All new programs, whether they are internal or joint need to start from obtaining a license (approval for continuation of development), as part of annual process of portfolio planning. New program suggestions are delivered to APC which reports to Academic Council. Joint programs require previous partner approval through PSP. To obtain a license, all programs need to be related to a corresponding faculty and departments. Departments need to confirm the availability of particular staff, equipment or objects and library resources and particularly important are research, consulting, professional experience and expertise.

### ***Suspension***

APC also considers suggestions for program suspension and checks whether arrangements are adequate and satisfactory enough for current students in order for them to finish their studies. When a program is suspended further recruitment is not possible. Faculty can also be asked to consider removal of programs which were suspended for some time or which did not recruit enough students.



### ***Approval***

Once authorized, programs go through the process of academic development and are subjected to formal approval including independent panel appraisal (Panel's members are not members of the faculty or University). Organization of activity approval is responsibility of Academic Unit for quality, in consultation with faculties. After the approval program, faculties need to provide this organ with a temporary date for approval on the next academic session.

### ***Supervision***

Student quality perception is available through evaluation of student courses, National student survey and internal student survey, as well as through informal forms of supervision. On faculty level, students fill out surveys; different evaluative techniques are applied including evaluation questionnaires and program boards. They are considered through the process of annual monitoring based on which a report is written.

### ***Program overview***

The continuous process of reflection and improvement, which stems from the monitoring process, offers regular and systematic control of program standards and quality. Overview of all programs in a five years period provides a basis for institutional monitoring of programs and suitability, offering the possibility for self-reflection and critical analysis. By the end of December each year, Academic Unit for Quality provides a calendar for event consideration for the upcoming school year. When set, this schedule is sent to the Unit for education development so that it can plan its support to program teams.

	<p><b>External examiners</b></p> <p>University's external evaluation system is established on certain principles and it considers the following:</p> <ul style="list-style-type: none"> <li>• Departments' role in establishment and management of certain external examiners;</li> <li>• need for feedback sent to external examiners concerning activities performed by the University, faculty, departments or partners in response to examiners' comments;</li> <li>• relation between external examiners, Panel for appraisal and Board for progression and awards.</li> </ul> <p><b>Student feedback/ Student survey</b></p> <p>University encourages students to answer to National student surveys, which report on student quality perception and their overall educational experience. Departments also collect student feedback on the level of programs and of course, through Board work and formal program examinations where special attention is placed on the quality of teaching and learning. Departments also collect feedback via informal feedback from mentors and lecturers, course coordinators and program leaders. Departments are also required to comment on student feedback through Reports on monitoring of programs and courses.</p>
<p align="center"><b><u>IMPROVEMENT OF THE PRACTICE CLASSES BY MODERN SOFTWARE</u></b></p> <p align="center">Higher Business School of Professional Studies, Leskovac</p>	<p align="center"><b><u>IMPROVEMENT OF THE PRACTICE CLASSES BY MODERN SOFTWARE</u></b></p> <p align="center">Faculty of Tourism and Hospitality Management, Opatija</p>
<p>HBSL students, in the course of Information systems subject, master basic informatics skills through the use of: Widows Explorer; Control Panel; Microsoft Word – standard and formatting functions; Microsoft Word – select and format parts of text, insert pictures in text,</p>	<p>Students of Faculty of Tourism and Hospitality Management in Opatija, in the course of Information and communication technology in tourism subject as well as through Information and communication technology in hospitality subject, obtain concrete skills</p>



<p>formatting on the level of font and paragraph; Microsoft Word – creating and formatting tables; page formatting; Use of e-mail; Microsoft Word – use of tools AutoShapes and WordArt; Microsoft Excel – introduction to Excel.</p> <p>Having in mind that the School is not equipped with modern software used in tourism and hospitality area (agencies, hotels), we find the current situation unsatisfactory.</p>	<p>and knowledge related to the use of modern software in online business. Within these courses, students deal with: the notion of ICT, information as resources in tourism and hospitality, global changes – contemporary trends – management in tourism and hospitality, importance of internet and web for operation of tourism and hospitality enterprises, modern software-business solutions, e-management, e-economy, e-business, safety of e-business in tourism and hospitality.</p> <p>Modern software solutions applied in the course of these subjects are: <b>Fidelio 8</b> – completely integrated, flexible software package, designed to maximally increase the efficiency of hotel operation. System contains all functions for daily hotel operations including all aspects of hotel management and maintenance. It covers all hotel industry demands, from basic to full and luxury services.</p> <p><b>Amadeus</b> is a global leader in providing IT services and transaction processing for travel and tourism industry. Amadeus provides solutions in the area of distribution, information technology and sales. Its users are service providers (air companies, hotels, rent-a-cars, railway companies, insurance companies and tour operators), travel sellers (travel agencies and web pages) and service users (corporations and travelers). Learning about the software, students master basic and specialized courses such as: Amadeus Introductory, Amadeus Functionality, Amadeus Fares, Amadeus Ticketing &amp; Virtual MCO, Amadeus Hotels &amp; Cars, and Amadeus Customer Profile.</p>
<p><b><u>HIGHLIGHTING THE NATIONAL AND REGIONAL PARTICULARITIES THROUGH CURRICULA</u></b> Higher Business School of Professional Studies, Leskovac</p>	<p><b><u>HIGHLIGHTING THE NATIONAL AND REGIONAL PARTICULARITIES THROUGH CURRICULA</u></b> University of Agricultural Sciences and Veterinary Medicine of Cluj, Technological Education Institute of Piraeus,</p>

	Faculty of Tourism and Hospitality Management, Opatija
<p>Study program Tourism and Hospitality realized at HBSL, does not have a subject through which national and regional particularities of Republic of Serbia could be highlighted. Thematic parts of national and regional particularities of Republic of Serbia are discussed in several teaching subjects such as: Tourism geography, Tourism and Rural Development Management, Cultural Heritage and Gastronomy.</p>	<p>Project partners, University of Agricultural Sciences and Veterinary Medicine of Cluj, Romania and Technological Education Institute of Piraeus, Greece, through their teaching plans and programs, strive to point out their national and regional particularities especially through subjects such as National Ethnography and National folklore and Gastronomy. Example of good EU practice is Faculty of Tourism and Hospitality Management in Opatija which highlights its national and regional particularities through subject - Croatia as a travel destination. Through this subject, students gain knowledge on Croatia as a travel destination, its historical aspects and cultural historical heirloom, its national parks, tourism regions (Istria, Kvarner, North, Central and South Dalmatia, Gorska Croatia, Central Croatia, East Croatia), most famous travel destinations (Dubrovnik, Split, Zadar, Šibenik, Zagreb, Pula, Poreč) and Croatian cuisine.</p>
<p align="center"><b><u>IMPROVING MARKETING ACTIVITIES</u></b> Higher Business School of Professional Studies, Leskovac</p>	<p align="center"><b><u>IMPROVING MARKETING ACTIVITIES</u></b> University of Greenwich</p>
<p>Some of HBSL marketing activities are: Open Doors Day, International Conference on international cooperation in education, International conference on cooperation of educational institutions and HBSL promotion in high schools in Serbia.</p>	<p>As an example of good practice of improvement of marketing activities we mention University of Greenwich, United Kingdom. University publishes an Informant on study programs for potential students; University organizes Open Doors days several times in one academic year; it organizes the preparation for the arrival and stay of interested potential students in Greenwich; University has the so called student ambassadors (members of the Student Parliament) which participate in University presentation to new students; University helps students adjust to new environment and helps them plan their finances. All student ambassadors are active, full time students (first and</p>



	<p>second degree of studies) trained in areas such as finance, human resources and other relevant higher education areas.</p> <p>Creating personal prospectus</p> <p>Based on a questionnaire made up of questions from several scientific fields and which is filled out by potential students, these potential students are advised to enroll at a particular study program (based on answers given).</p> <p>Conferences</p> <p>University organizes international conferences attended by professors, higher education bodies and career counselors. The aim of such conferences is to modernize the existing knowledge from different fields and to pass recommendations and guidelines for further development of higher education.</p>
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**REFERENCE EDUCATIONAL STANDARDS FOR TOURISM AND RELATED DISCIPLINES WITH VOCATIONAL STUDIES (UNDERGRADUATE AND POSTGRADUTE STUDIES)**

The students who intend to acquire any of the diplomas (qualifications) in tourism and related disciplines are expected to demonstrate that they have acquired the knowledge, understanding, skills and abilities in the areas defined for the first and second level of higher education (vocational studies – undergraduate vocational studies and postgraduate vocational studies).

**1. First degree studies– undergraduate vocational studies**

*1.1. The statements / requirements that follow describe in general the basic / beginner level of skills for those who have completed the Undergraduate vocational studies in the field of Tourism and related disciplines:*

- Possess the basic knowledge and understanding of technical terms in the field of Tourism and related disciplines.
- General (transferable, generic) skills (e.g., speaking, writing and numerical expression) developed at the basic level.
- Possess and apply theoretical-technical knowledge and contemporary information-communication technology.

- Possess concrete activities with application of foreign language knowledge and application of technical terms in business communication.
- Recognize and effectively solve business problems related to the most professional part of tourism business system, using the acquired knowledge in accordance with the realized study programs.
- Application of codex of business conduct and etiquette, awareness of the need to adjust to the work environment in accordance with the moral and professional norms and general accepted values.
- Analytical-synthetic and interdisciplinary approach to the key issues and trends in tourism at local and global level.

*1.2. The statements / requirements that follow describe in general the typical / optimal level of skills for those who have completed the Undergraduate vocational studies in the field of tourism and related disciplines:*

- Possess the theoretical and practical knowledge, as a good basis for practical operation of a business entity and which encourages interest in professional development.
- Developed awareness and qualifications for constant self-evaluation, monitoring and enhancement of individual practice.
- Initiate and participate in certain segments of research.
- Identify and understand concepts/terms in tourism.
- Solving known problems in a logical manner in which the solutions are correct and acceptable.
- Knowledge of different strategies and skills of business communication and public relations.
- Knowledge of the system of standards and rules of professional conduct.
- Knowledge and use of various promotional activities as part of a business objective in operation of tourism system.
- Understand the importance of tourism business enterprises in development of tourism market.
- Possession of knowledge in the segment of preparation, design and delivery of travel arrangements, as well as other professional business activities in the tourism sector and related disciplines.
- Basic knowledge of key areas of tourism and related disciplines: basics of tourism, marketing and management in tourism, as well as business operations in tourism economic systems.
- Possession of basic knowledge and skills in related disciplines, as well as an understanding of the interdisciplinary nature of tourism.
- Developed practical skills in the field of tourism acquired at practical and auditory exercises (individual or group work in accordance with the needs of specified areas).



- Possession of knowledge to create mission, goals and guidelines in the strategic management of the development of tourism destination and products.
- The possibility of enrollment on second degree vocational studies or corresponding year of academic studies.

A typical / optimal level of abilities should be applicable to the majority of students who complete the first degree - undergraduate vocational studies in tourism and related disciplines.

## **2. Second degree studies– postgraduate vocational studies**

*2.1. The statements / requirements that follow describe in general the basic / beginner level of abilities for those who have completed postgraduate vocational studies in Tourism and related disciplines:*

- Knowledge and skills which include a systematic understanding and critical awareness of the issues which are current in tourism business systems.
- The ability to collect relevant data and analyze them in order to make adequate business decisions which are in accordance with obtained results.
- Understanding and usage of adequate professional methodology for solving of acute problems in business operations of tourism entities while adhering to existing limitations.
- Solve problems by applying the basic principles of sustainability in tourism development.
- The use of knowledge in identifying, creating and promoting existing and new tourism products.
- Troubleshooting and suggesting optimal solutions using appropriate methodologies in the presence of awareness about the possible absence of complete data.
- Solving practical problems in a completely original and independent manner.
- Access analytical and synthetic solving of identified problems through finding optimum solutions.
- Possession of general (generic) skills that were developed for the needs of professional work.
- Developed awareness of respect for cultural and socio-geographical differences in the development of effective business communication

*2.2. The statements / requirements that follow describe in general the typical / optimal level of skills for those who have completed the postgraduate vocational studies in the field of tourism and related disciplines:*

- Possession of interdisciplinary expertise in the field of tourism and related disciplines that apply to existing operations or the realization of new business opportunities
- The application of acquired knowledge and skills in the existing professional business and initiate and implement new business activities

- Possession of a higher level of expertise, as well as strong management skills, marketing skills, entrepreneurial skills, investment activities, finance, negotiation, business communication and secondary vocational studies
- Possession of knowledge and competence management in the tourism business systems.
- The acquired expertise in the field of business tourism industry is implemented through the use of effective management strategies in business activities and coordination of project teams.

The need of educational institutions in Serbia, which stem in the scientific field of tourism, and which participate in the TEMPUS project, to adopt harmonized reference educational standards for tourism and related disciplines emerged from the Bologna process, which is applied in each educational institution. Unanimous attitudes and joint text are based on the fact that the same standards already exist in Europe. The adopted reference educational standards for tourism and related disciplines can be used in Serbia for the development and adoption of national standards for training of highly qualified personnel in tourism and related disciplines.