MODERNIZATION AND HARMONIZATION OF TOURISM STUDY PROGRAMMES IN SERBIA mhtsps

European Commission TEMPUS

Modernization and harmonization of Tourism study programmes in Serbia *544543-TEMPUS-1-2013-1-RS-TEMPUS-JPCR*	
WP1: Comparative analysis of current Tourism study programmes in the EU and Serbia	**Activity 1.3. Harmonization with existing EU benchmark standards**

Report on current valid practices in the EU

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Project task:

Activity 1.3. Harmonization with existing EU benchmark standards

The description of the project task:

Some adjustments of tourism study programmes will be made based on observation and critical evaluation of the existing tourism study programmes at the first and second university levels – degrees of studies in Serbia, in line with real personnel needs and by following a good practice in the EU. The aim is to identify the elements for improving the existing tourism study programmes in Serbia, and to accredit the six new study programmes at the first and second degree of professional as well as academic studies.

The description of the outcome:

This report is the result of joint work of the project team formed by the representatives of all the partner institutions of higher education.

INTRODUCTION

This Activity Report entitled **1.3. Harmonization with existing EU benchmark standards** was made by the working team comprising: Milan Antonijevic, PhD, Ramona Suharoschi, PhD, Michael Koniordos, PhD, Milutin Djuricic, PhD, Žika Stojanović, PhD, Miloš Jovanović, PhD, Nenad Milutinović, MA, Tamara Gajić, PhD, Jovan Njegić, MSc, lecturer, Dragan Stojanović, Msc, Marija Mandarić, PhD, Vladimir Senić, PhD, Vesna Milovanović, MSc and Dejan Sekulić. It represents a response to the assigned project task.

In making this report the results of realized activities, namely, 1.1. and 1.2 were acknowledged, and we have explored, in particular, a good practice of the EU, which has been used to establish the benchmarks. On the basis of comprehensive analysis and the conducted benchmarking the reference standards were determined for the tourism studies in Serbia, which are of internal character, but can serve as a basis for the development of the National Standard. The Berlin Communiqué (September 2003) has been taken into account while determining the reference standards. The European Association for Quality Assurance in Higher Education (ENQA), as an umbrella organizaton, developed "an agreed set of standards, procedures and guidelines for quality assurance" (Berlin Communiqué) to "explore ways of ensuring an adequate peer review system for quality assurance and/or accreditation agencies or bodies involved in quality assurance and accreditation" (*Ibid.*).

This report consists of an Introduction followed by the six chapters, Conclusion, and References. After the introductory remarks about the context, objectives and principles, the following chapters are included in this report:

1. A short review of the European good practice in the field of higher education
2. Higher education in Serbia in the field of tourism and related disciplines
3. Successfully implemented benchmarking - an important requirement for improving the tourism studies in Serbia
4. Elements of benchmarking for tourism studies in Serbia
5. Prerequisites for the success of benchmarking in higher education in Serbia
6. Reference educational standards for tourism and related disciplines
7. Conclusion, and
8. References.

The most important result and proposals of this report are represented by the establishment of educational standards for tourism and related disciplines, as well as the request for internal and external quality assurance[1] in higher education institutions (HEI) in the field of tourism. With the implementation of proposals, the accreditation of the new study programmes will be provided at the first and second degree of academic studies, that is, the first and second degree of professional studies at higher education institutions from Serbia - partners in TEMPUS project. Also, by using the agreed standards:

- the consistency of quality assurance in the European Higher Education Area (EHEA) will be improved;
- other higher education institutions from Serbia will be able to use the same reference points in the creation of their curricula;
- the procedures for facilitating the recognition of qualifications will be strengthened;
- moving towards mutual recognition will be facilitated.

[1] The term "quality assurance" in this report also includes processes such as evaluation, accreditation and audit.

A SHORT REVIEW OF THE EUROPEAN GOOD PRACTICE IN THE FIELD OF HIGHER EDUCATION

The EU has established the so-called 'European Higher Education Area' (EHEA), which is binding on all EU member states, but it is *recommended* to all countries that wish to become its member. Following this example, Serbia has joined the EHEA by signing the Bologna Declaration on September 18, 2003. The main objective of the Bologna process is to achieve the mobility of students and professors by establishing the so-called European Higher Education Area starting 2010.

The main means of the unification and reform of higher education in Europe is the Bologna process. Europe has more than 530 universities in 40 countries with around 100.000.000 students and it is the world's largest center of knowledge (EURIDICE / Eurostat, 2002). The EU has adopted numerous regulations related to the promotion of its higher education across the European Higher Education Area, which consists of 40 countries characterized by the diversity of political systems, higher education systems, social, cultural and educational traditions, languages, aspirations and expectations. Thus, a monolithic approach to quality, standards and quality assurance in higher education becomes completely inappropriate. In the light of the diversity and variety, the so-called generic principle becomes preferable in relation to the specific requirements, which should facilitate wider initial acceptance, and also because it provides a stronger basis for bringing together diverse communities of higher education in the EHEA. The approved generic standards should be generally acceptable to the national level of the majority of signatory states. This results in the fact that the standards and guidelines focus more on what should be done, rather than how they should be achieved.

Language barriers and educational systems limited within national borders are the main reason why Europe has not used all its competitive potential in the global knowledge market, and thus lags behind the knowledge economy market, especially in comparison with the United States, Asia (Japan, China and India), as well as the countries of Australia and Oceania[2].

The fundamental principles of the European Higher Education Area are:

- the interests of students as well as employers and the society more generally in good quality higher education;
- the central importance of institutional autonomy, tempered by a recognition that this brings with it heavy responsibilities;
- external quality assurance should be fit for its purpose and place only an appropriate and necessary burden on institutions for the achievement of its objectives.

Achieving the goals of the EU higher education area - aligning measures and planned objectives (*i.e.* monitoring declarations) is permanently monitored by: the European Commission, that is, the Directorate-General responsible for Education and Culture, and in preparing the report, contact is made with:

a) The European University Association, (EUA),

b) The European Association of Institutions in Higher Education, (EURASHE),

c) The National Unions of Students in Europe (ESIB), and

d) The Council of Europe.

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[2] Source: Tušak, T. 2010 „*Stanje u Europi i zahtjevi Bolonjske deklaracije - Visoko školstvo u Hrvatskoj i zahtjevi Evropske unije*“ [The situation in Europe and the requirements of the Bologna Declaration - Higher education in Croatia and the European Union requirements], Zagreb.

Starting from the fact that the primary objectives of the Bologna Declaration are not forcing member states or signatory states to act towards a direction they do not want, but to encourage them to think about what contributes to the overall attractiveness of an educational system, as well as to consider the actions towards that direction.

-While respecting diversity (social, cultural etc.) of different countries, the aim is to remove barriers and create a framework for teaching and research that will promote mobility and close cooperation (Copenhagen Trends III 2003 - recognized the need to introduce QF-Qualification Frameworks to facilitate the comparability)

- The Framework is a pathway from the knowledge society to the society of wisdom!

-The goal is clear and the paths to achieve that goal represent the realization of one's own skills and creative expression.

The EU places a particular emphasis on ensuring quality[3] in higher education institutions and society as a whole, thus it set the following standards:

1. **The European standards and guidelines for internal quality assurance within higher education institutions,**
2. **The European standards for external quality assurance in higher education and**
3. **The European standards for agencies for external quality assurance.**

Namely, the Ministers of the signatory countries of the Bologna process, in the Berlin communiqué from 19 September, 2003, invited the European Network for Quality Assurance in Higher Education to develop "through its members, in cooperation with the EUA, EURASHE and ESIB, an agreed set of standards, procedures and guidelines of quality assurance" and "explore the ways of ensuring an adequate peer review system for quality assurance and / or body or accreditation agencies, and in 2005 to submit a report to the Ministers, through the working group for monitoring the Bologna Process". The Ministers also asked the ENQA to take into account "the expertise of other organizations and networks for quality assurance". The ENQA welcomed the opportunity to make a major contribution to the development of the European dimension in quality assurance, and thereby promote the aims of the Bologna process, so that it involved all its members in those activities, but also a number of organizations and the interest groups: European University Association (the EUA), the European association of Institutions in Higher Education (EURASHE), the National Unions of Students in Europe (ESIB) and the European Commission. It maintained active communication with other networks such as the European Consortium for Accreditation (ECA) and The Network of Central and Eastern European Quality Assurance Agencies in Higher Education (CEE Network). Naturally,

[3] Standards and procedures take into account the quality convergence study, which was published by the ENQA in March, 2005. The study examined the reasons for the differences between national approaches to external quality assurance and constraints in their convergence. Furthermore, they reflect the statement of the Berlin communiqué of Ministers that "in accordance with the principles of institutional autonomy, the primary responsibility for quality assurance in higher education is on each institution and represents the basis for real accountability of the academic system within the national quality framework". These standards and guidelines are, therefore, looking for a balance between building a culture of internal quality and the roles that can be played by external quality assurance procedures. In addition to this, the standards and guidelines have also benefited from the 'Code of Good Practice', which was published in December, 2004 by the European Consortium for Accreditation (ECA), as well as other perspectives included in the ESIB's 'Statement on agreed set of standards, procedures and principles at the European level' (April 2004) and the 'Statement of peer (within the profession) analysis of Quality Assurance Agencies and Accreditation' (April 2004), the EUA's 'Strategic position in the context of the Berlin Communiqué' (April 2004) and the EURASHE 'Policy Statement on the Bologna Process' (June 2004). Finally, an international perspective is included in the comparison of external quality assurance standards with the 'Guidelines of good practice' conducted by The International Network for Quality Assurance Agencies in Higher Education - INQAAHE.

the ENQA and its partners used their individual international contacts and experience, and thus ensured that the process involved the relevant international viewpoints.

It is evident that quality assurance in higher education is not just a European burning issue, so that the whole world became increasingly concerned with the quality and standards, as reflected in the rapid development of higher education. Europe wants to become the most dynamic knowledge-based economy in the world (The Lisbon Strategy), which means that European higher education must be based on high-quality programmes and university degrees, and that it is willing to establish the ways of ensuring and demonstrating that quality. Initiatives and requirements in the light of the internationalization of higher education come from the inside and outside of Europe, looking for a response to strengthen the attractiveness of what is offered by the higher education in the European Higher Education Area.

HIGHER EDUCATION IN SERBIA IN THE FIELD OF TOURISM AND RELATED DISCIPLINES

Serbia joined the so-called. 'European Higher Education Area' by signing the Bologna Declaration on September 18, 2003. After that, on August 30, 2005, the Republican Assembly of Serbia adopted The Higher Education Act, so that the implementation of the Bologna Declaration began in 2006. The main objective of the Bologna process is to achieve the mobility of students and professors by establishing the so-called European Higher Education Area starting 2010.

A detailed analysis of the situation in higher education in the field of tourism and related disciplines is presented in the Report on the implementation entitled DEV. 1.1. On the other hand, a record of the need for knowledge of employees in the tourism industry is presented in detail in the Report on the implementation entitled DEV. 1.2.

Guided by an ambition to successfully adapt to the Bologna Process, higher education institutions in Serbia, in which tourism is seen as a basic discipline: Business Technical College of vocational studies, Uzice; Higher Business School of Leskovac; Novi Sad Business School higher education institution for applied studies; The University of Kragujevac - Faculty of Tourism and Hotel Management in Vrnjacka Banja, collaborate with: UNIVERSITY OF GREENWICH, LONDON (UNITED KINGDOM), TECHNOLOGICAL EDUCATION INSTITUTE OF PIRAEUS, ATHENS (GREECE) and UNIVERSITY OF AGRICULTURAL SCIENCES AND VETERINARY MEDICINE OF CLUJ-NAPOCA (ROMANIA), and are engaged in TEMPUS project entitled: „MODERNIZATION AND HARMONIZATION OF TOURISM STUDY PROGRAMMES IN SERBIA - MHTSPS“. One of the main goals is to establish REFERENCE EDUCATIONAL STANDARDS FOR TOURISM (Benchmark standards for tourism), which would be in accordance with the requirements of the European Agency for Quality Assurance in Higher Education and the European brand for tourism quality.

Before we present a concrete standard for tourism, it is more than necessary to define some very important terms / concepts that were derived from the Bologna process, such as, for example, *benchmark*, *benchmarking*, *descriptors*, *competences*, *outcomes* or *reference value of scientific field*. The source of the data is UNESCO's *Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions* (2007) [19].

Important terms / concepts

First of all, we need to define all the important concepts related to reference educational standards as well as those that contribute to the creation of these standards. In doing so, the most important are those that inevitably arise from these standards, and are an integral part of quality management in higher education institutions. It should be highlighted that this article does not include all terms related to the quality management system in education. This article presents the most important concepts given in [2], [17] and [19].

Benchmark	A standard, a reference point, or a criterion against which the quality of something can be measured, judged, and evaluated, and against which outcomes of a specified activity can be measured. The term, benchmark, means a measure of best practice performance. The existence of a benchmark is one necessary step in the overall process of benchmarking.
Subject Benchmark/Subject Benchmark Statements	Subject benchmark statements provide means for the academic community to describe the nature and characteristics of programmes in a specific subject and the general expectations about standards for the award of a qualification at a given level in a particular subject area. They are reference points in quality assurance framework more than prescriptive statements about curricula.
Benchmarking	A standardized method for collecting and reporting critical operational data in a way that enables relevant comparisons among the performances of different organizations or programmes, usually with a view to establishing good practice, diagnosing problems in performance, and identifying areas of strength. Benchmarking gives the organization (or the programme) the external references and the best practices on which to base its evaluation and to design its working processes. Benchmarking is also defined as: – a diagnostic instrument (an aid to judgments on quality); – a self-improvement tool (a quality management/quality assurance tool) allowing organizations (programmes) to compare themselves with others regarding some aspects of performance, with a view to finding ways to improve current performance; – an open and collaborative evaluation of services and processes with the aim of learning from good practices; – a method of teaching an institution how to improve; – an on-going, systematically oriented process of continuously comparing and measuring the work processes of one organization with those of others by bringing an external focus on internal activities. Benchmarking implies specific steps and structured procedures. Depending on what is being compared or the type of information an institution is gathering, there are different types of benchmarking: *strategic benchmarking* (focusing on what is done, on the strategies organizations use to compete); *operational benchmarking* (focusing on how things are done, on how well other organizations perform, and on how they achieve performance), or *data-based benchmarking* (statistical bench-marking that examines the comparison of data-based scores and conventional performance indicators). There is also internal/external and external collaborative/trans-industry/ implicit benchmarking. Within different types, benchmarking may be either *vertical* (aiming at quantifying the costs, workloads, and learning productivity of a predefined programme area) or *horizontal* (looking at the costs of outcomes of a single process that cuts across more than one programme area). Examples of benchmarking programmes are the following: ***Internal Benchmarking***: Benchmarking (comparisons of) performances of similar programmes in different components of a higher education institution. Internal benchmarking is usually conducted at large decentralized institutions in which there are several departments (or units) that conduct similar programmes. ***(External) Competitive Benchmarking***: Benchmarking (comparisons

	of) performance in key areas, on specific measurable terms, based upon information from institution(s) that are viewed as competitors. ***Functional (External Collaborative) Benchmarking***: Benchmarking that involves comparisons of processes, practices, and performances with similar institutions of a larger group of institutions in the same field that are not immediate competitors. ***Trans-Institutional Benchmarking***: Benchmarking that looks across multiple institutions in search of new and innovative practices, no matter what their sources. ***Implicit Benchmarking***: A quasi-benchmarking that looks at the production and publication of data and of performance indicators that could be useful for meaningful cross-institutional comparative analysis. It is not based on the voluntary and proactive participation of institutions (as in the cases of other types), but as the result of the pressure of markets, central funding, and/or coordinating agencies. Many of the current benchmarking activities taking place in Europe are of this nature. ***Generic Benchmarking***: Compares institutions in terms of a basic practice process or service (*e.g.*, communication lines, participation rate, and drop-out rate). It compares the basic level of an activity with a process in other institutions that have similar activity. ***Process–Based Benchmarking***: Goes beyond the comparison of data-based scores and conventional performance indicators (statistical benchmarking) and looks at the processes by which results are achieved. It examines activities made up of tasks, steps which cross the boundaries between the conventional functions found in all institutions. It goes beyond the comparison of data and looks at the processes by which the results are achieved.
Best practice	A superior method or an innovative process involving an actual accepted range of safe and reasonable practices resulting in the improved performance of a higher education institution or programme, usually recognized as "best" by other peer organizations. A best practice does not necessarily represent an absolute, ultimate example or pattern, the application of which assures the improved performance of a higher education institution or programme; rather, it has to do with identifying the best approach to a specific situation, as institutions and programmes vary greatly in constituencies and scope.
Bologna Process	An initiative to strengthen and develop the European Higher Education Area as a means of ensuring that qualifications are mutually recognised, systems are transparent and staff and students can transfer easily between higher education institutions in Europe.
Descriptor (LEVEL)	Level descriptors are statements that provide a broad indication of learning appropriate to attainment at a particular level, describing the characteristics and context of learning expected at that level. They are designed to support the reviewing of specified learning outcomes and assessment criteria in order to develop particular modules and units and to assign credits at the appropriate level.
Descriptors (Qualification)	Qualification descriptors are statements that set out the outcomes of principal higher education qualifications at given levels (usually of an awarded degree) and demonstrate the nature of change between levels. At some levels, there may be more than one type of qualification. The first part of a qualification descriptor (of particular interest to those designing, approving, and reviewing academic programmes) is a

	statement regarding outcomes, *i.e.*, the achievement of a student that he or she should be able to demonstrate for the award of the qualification. The second part (of particular interest to employers) is a statement of the wider abilities that the typical student could be expected to have developed. Upon periodical review of the existing qualification descriptors and in the light of the development of other points of reference, such as benchmark statements, additional qualification descriptors at each level are elaborated. In view of the creation of the European Higher Education Area, the Joint Quality Initiative (JQI) Group proposed considering the development of descriptors for Bachelor's and Master's Degree (BaMa descriptors) that might be shared within Europe and be available for a variety of purposes depending on particular national, regional, or institutional contexts and requirements.
European Standards and Guidelines	(ESG) The expectations developed by the European Association for Quality Assurance in Higher Education (ENQA) for quality assurance in higher education across the European Higher Education Area.
Good academic practice	Working with integrity, avoiding plagiarism and other forms of cheating.
Higher education	Education that comes after secondary and further education, leading to a qualification or credit awarded by a degree-awarding body. Typically it involves working towards a degree, but some programmes may lead to a diploma, certificate or other award or qualification on the national frameworks for higher education qualifications.
Higher education institutions	Universities, colleges or other organisations that primarily deliver programmes of higher education. See also **higher education providers**.
Standards	Statements regarding an expected level of requirements and conditions against which quality is assessed or that must be attained by higher education institutions and their programmes in order for them to be accredited or certified. Standards may take a quantitative form, being mostly the results of benchmarking, or they may be qualitative, indicating only specific targets (*e.g.*, educational effectiveness, sustainability, core commitments, etc.). When quantitative, the standards include threshold levels that have to be met in order for higher education institutions or programmes to be accredited. More often than not, the thresholds or the "basic standards" are defined at the level of minimally acceptable quality. On other occasions, the standards refer to the highest level of quality, thus being considered as "standards of excellence". These may result from a benchmarking exercise or be asserted implicitly, being so recognized by the peers in a collegiate way. Standards may have different reference points: (*i*) inputs [*e.g.*, *content standards*]; (*ii*) outputs [*e.g., performance standards*], (*iii*) processes. Standards can be general (for a degree level, *e.g.*, a Bachelor's or a Master's Degree) or subject-specific (*e.g.*, discipline benchmarking statements in the United Kingdom). Standards may also vary by different types of standard setting methods (such as criterion-referenced, minimal competency, or objective setting methods). In order to judge properly whether or not a particular standard/threshold level of quality is met or not, it has to be formulated clearly and explicitly and related to specific criteria which can be further divided into (more operational) indicators. Standards are thus related to a specific (institutional programme)

	culture of evidence. In the context of the growing diversity of higher education, the translation of academic quality into standards and indicators has become complex. Often, a more dynamic approach to defining and assessing standards is visible (a mixture of reality-based components and potentiality- focused ones). The challenge is threefold: *(i)* to diminish the number of reference standards; *(ii)* to relate them to appropriate performance indicators while also making use of specific criteria within a consistent culture of evidence; and (*iii*) to provide for sufficient flexibility in the formulation of standards in order to allow for innovative academic developments. Standards are often used synonymously with criteria, as in the United States, while in Europe, standards are becoming increasingly distinct from criteria.
Education(al) Standards	Level of requirements and conditions regarding different stages of the educational process and the relationship between those stages, such as inputs, processes, and outputs. Various types of educational standards exist with regard to learning resources, programmes, and results, in general, and student performance (content standards, performance standards, proficiency standards, and opportunity-to-learn standards).
Indicators	Operational variables referring to specific empirically measurable characteristics of higher education institutions or programmes on which evidence can be collected that allows for a determination of whether or not standards are being met. Indicators identify performance trends and signal areas in need for action and/or enable comparison of actual performance with established objectives. They are also used to translate theoretical aspects of quality, a process known as *operationalization*. An *indicator* must be distinguished from a *measure*, which is data used to determine the level of performance of an attribute of interest, and from a *standard*, which is the level of acceptable performance in terms of a specific numeric criterion. Another distinction is made between the different types of indicators: *(i*) *indicators of economy* (following and respecting budgets); *(ii*) *indicators of efficiency* (actual productivity or output per input unit); and *(iii*) *indicators of effectiveness* (degree of attainment of objectives). A third and relatively consequent distinction is made between: (*i*) *context indicators*, that relate to the specific environment of a higher education institution or programme (social, economic, political, geographical, etc.); (*ii*) *input indicators*, that relate to the logistical, human, and financial resources used by a higher education institution; (*iii*) *process indicators*, that refer to the use of resources by a higher education institution, to the management of the inputs, and to the functioning of the organization; and (*iv*) *output indicators*, that concern the actual achievements or products of the higher education institution. This latter framework is also known as the CIPO-model (*i.e.*, **C**ontext, **I**nputs, **P**rocess, **O**utputs), frequently used in evaluation studies.
Outcomes	Anticipated or achieved results of programmes or the accomplishment of institutional objectives, as demonstrated by a wide range of indicators (such as student knowledge, cognitive skills, and attitudes). Outcomes are direct results of the instructional programme, planned in terms of student/learner growth in all areas. An outcome must be distinguished from an objective, which is a sought-after result. Generally, each outcome statement should describe one effect of the instructional programme, and not accumulate several into one statement. Also, the statements should be clearly detailed and easily understandable

	by all teaching staff and students in the given area or department.
Performance Indicators	A range of statistical parameters representing a measure of the extent to which a higher education institution or a programme is performing in a certain quality dimension. They are qualitative and quantitative measures of the output (short-term measures of results) or of the outcome (long-term measures of outcomes and impacts) of a system or of a programme. They allow institutions to benchmark their own performances or allow comparison among higher education institutions. Performance indicators work efficiently only when they are used as part of a coherent set of input, process, and output indicators. As higher education institutions are engaged in a variety of activities and target a number of different objectives, it is essential to be able to identify and to implement a large range of performance indicators in order to cover the entire field of activity. Examples of frequently used performance indicators, covering various institutional activities, include: the number of applications per place, the entry scores of candidates, the staff workload, the employability of graduates, research grants and contracts, the number of articles or studies published, staff/student ratio, institutional income and expenditure, and institutional and departmental equipment and furniture. Performance indicators are related to benchmarking exercises and are identified through a specific piloting exercise in order to best serve their use in a comparative or profiling analysis.
Reference value of scientific field	Reference values of scientific field are a means for the academic community used in description. a) We should make a distinction between the English words "output" and "outcome", the former is related to what we do and refers to the product / the result itself, and the latter is the outcome and refers to the level of achieved results (quantifies the performance) - the concept is explained in detail in this paper concerning the nature and characteristics of programmes in a particular scientific field (tourism, economics, management, ...) as well as the general expectations about standards of academic educational level (first degree - undergraduate academic studies, second degree - master academic studies, and third degree - PhD programme *at academic studies*; first degree - undergraduate professional studies and second degree - specialized professional studies *at applied studies*) in a particular scientific field. A display of the reference values of scientific field serves more as a representation of reference points within the quality assurance system, rather than as recommendations related to the curriculum.
Knowledge	Knowledge is a set of lessons and related information. From the standpoint of the achieved educational qualifications the concept of knowledge refers to practical and theoretical and / or factual knowledge.
Knowledge transfer (or knowledge exchange)	The process of using the results or outcomes of higher education research activities to benefit the wider society and economy. This could be through the development of commercial applications or by contributing to the effectiveness of public services for example. These activities may be undertaken through 'knowledge transfer partnerships (KTPs)'.
Skills	A **skill** is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy, or both. In other words the abilities that one possesses. Skills can often be divided into domain-general and domain-specific skills. For example, in the

	domain of work, some general skills would include time management, teamwork and leadership, self-motivation and others, whereas domain-specific skills would be useful only for a certain job. Skill usually requires certain environmental stimuli and situations to assess the level of skill being shown and used.
Competencies	Competency-based learning or Competency Based Education and Training is an approach to teaching and learning more often used in learning concrete skills than abstract learning. It differs from other non-related approaches in that the unit of learning is extremely fine grained. Rather than a course or a module every individual skill/learning outcome, known as a competency, is one single unit. Learners work on one competency at a time, which is likely a small component of a larger learning goal. The student is evaluated on the individual competency, and only once they have mastered it do they move on to others. After that, higher or more complex competencies are learned to a degree of mastery and isolated from other topics. Another common component of Competency-based learning is the ability to skip learning modules entirely if the learner can demonstrate they already have mastery. That can be done either through prior learning assessment or formative testing.
Programme (of study)	An approved course of study that provides a coherent learning experience and normally leads to a qualification.
Programme specifications	Published statements about the intended learning outcomes of programmes of study, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.
Qualification	Any higher education award (degree, diploma, or other type of formal certification) issued by a competent, registered authority attesting the successful completion of a course programme. It covers a wide variety of higher education awards at different levels and across different countries (*e.g.*, the Bachelor's and Master's Degree, the Doctorate, etc.). A qualification is important in terms of what it signifies: competencies and range of knowledge and skills. Sometimes it is equivalent to a license to practice. It is often synonymous with *credential*.
Qualification Framework	A comprehensive policy framework, which defines all qualifications recognized nationally in higher education in terms of workload, level, quality, learning outcomes, and profiles. It should be so designed as to be comprehensible through the use of specific *descriptors* for each qualification covering both its breadth (competencies associated with learning outcomes) and its depth (level). It is structured horizontally in order to cover all qualifications awarded in a system, and vertically, by level. Its purpose is that of facilitating: (*i*) curriculum development and design of study programmes; (*ii*) student and graduate mobility; and (*iii*) recognition of periods of study and credentials. While certain higher education systems have their own qualification frameworks, others allow for the development of a wide variety of qualifications without providing an explicit framework. The emerging European Higher Education Area, envisaged by the Bologna Declaration, is regarded by many as being in need of a pan-European Qualification Framework. The Bachelor's-Master's Degree generic descriptors (*e.g.*, The Joint Quality Initiative (or Dublin Descriptors); the Bachelor's-Master's Degree subject-specific benchmarks (*e.g.*, The Tuning Project); the International Credit Framework (*e.g.*, ECTS for transfer and

	accumulation); The Integrated National Credit Framework (*e.g.*, Ireland, Denmark); or, Learning Outcomes and Competencies – General and Specific (*e.g.*, United Kingdom, Denmark) are among recent output-focused systems approaches and techniques used to classify and explain qualifications and qualification frameworks.
Learning Outcomes	The most commonly used and perhaps parsimonious definition of "learning outcomes" proposes that they are "…what a student is expected to be able to DO as a result of a learning activity."

Source: *„Author's Research"*

SUCCESSFULLY IMPLEMENTED BENCHMARKING - AN IMPORTANT REQUIREMENT FOR IMPROVING THE TOURISM STUDIES IN SERBIA

A contemporary business is carried out within the conditions of global competition, in which the emphasis is placed on increasing interest in obtaining investment for quality and continuous penetration towards improvement, that is, a necessity of innovative action. Each market-oriented business system, which includes higher education institutions in the field of tourism, must continually improve all aspects of its operations. For this purpose, the various methods of improving quality are priceless, among which the most significant is the application of benchmarking.

Benchmarking is considered to be the most powerful development tool, and represents a technique of competitive ability assessment of a business entity, through self-assessment, process analysis, management direction and improving business practices based on international experience. Its goal is to continuously improve the business environment and to focus on real problems, such as, reducing errors, lowering costs and increasing the satisfaction of customers and other stakeholders. Common determinant of benchmarking is: "*To improve business by following the best practices and to be the best of the best*" (Benchmarking or Dantotsu, Japanese for "striving to be the best of the best").

The task of benchmarking is learning from others' positive experiences and interpreting these experiences into acceptable and achievable standards - benchmarks - which can be compared to measure business performance[4].

The following features make the essence of benchmarking:

- targeting explicitly on a specific product, process or functional area, and not on the business system as a whole
- decentralization of processes for each individual function requires the appropriate model,
- the focus is on a specific individual comparison, and not a global comparison.

ELEMENTS OF BENCHMARKING FOR TOURISM STUDIES IN SERBIA

Benchmarking represents a learning process based on the best business experiences of others[5] (ĐURIČIĆ, M., 2008), on the basis of interpretation of the perceived business experience into the achievable standards - benchmarks. Benchmark is defined as the point which serves as a standard of comparison with other points or particular situations in order to draw conclusions. Two important points of view are the following:

1. Focus on a continuous and systematic process and

[4] Leibfried and McNair believe that we should learn from the competition in order to exceed the competition and define benchmarking as `an external focus on internal activities, functions or operations in order to achieve continuous improvement' (Leibfried and McNair, 1994). Robert C. Camp considers that "benchmarking encourages striving for perfection in each entrepreneurial venture".
Source: http://www.scribd.com/doc/118391538/Ben%C4%8Dmarking

[5] Source: Đuričić R.M., Đuričić M.M., Đuričić M.R. (2008), *Integrisani mendžment sistem* [Integrated management system], *IR-MIR, Uzice, Serbia*

2. Implementation of the best practices (Figure 1).

Also, if someone wants to become the best it is worth-considering that: benchmarking will not work unless you know yourself, understand how the best practitioners operate in the industry, use the best available practices, continually improve these processes and never stop thinking about ways to improve the business.

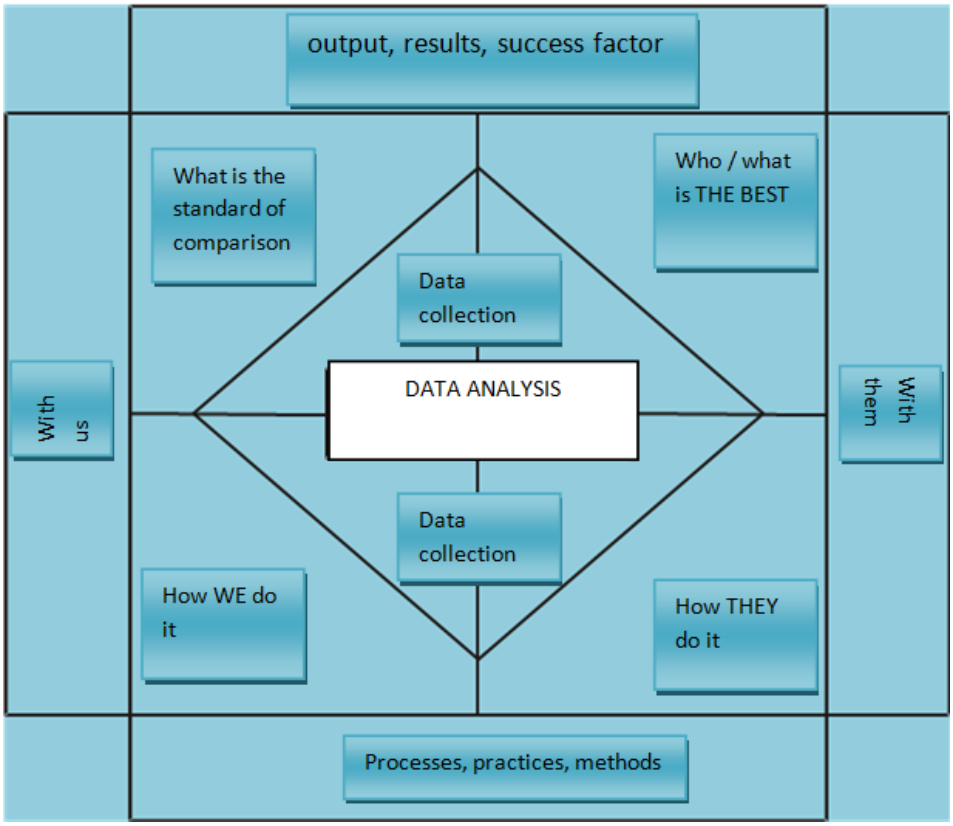

Figure 1. The essence of benchmarking – a review (Source: Mašić, B., 2001)[6]

While taking into consideration the above-mentioned postulates, a working team of TEMPUS project conducted the benchmarking related to tourism studies in Serbia in order to fulfill the requirements for the project activity entitled DEV 1.3. Thus, at the brainstorming session held on March 20, 2014 in Uzice (Serbia), the representatives of academic partners from Serbia (prof. Marija Mandarić, PhD; prof. D. Stojanović, PhD; J. Njegić, MSc; prof. M. Jovanović, PhD; N. Milutinović, MSc and prof. M. R. Đuričić, PhD) agreed on the following elements as the subjects to improvement - modernization and harmonization of the existing tourism studies:

Table 2. Subject: Tourism studies improvement

No.	Element of improvement	Benchmark	Situation Assessment in Serbia	Benchmark assessment	Assessment - a goal that can be achieved
1.	Quality assurance system	University of Greenwich	**2**	**8**	**6**
2.	Information Technology (IT) support in the teaching process	University of Greenwich	**3**	**8**	**6**
3.	Implementation of	FTHM in Vrnjacka	**3**	**8**	**6**

[6] Mašić B., „ *Strategijski menadžment*" [Strategic management], BK University, Belgrade, 2001.

	students' fieldwork	Banja and good practice of the EU			
4.	Improvement of the practice classes by modern software	Good practice of the EU	**1**	**9**	**6**
5.	Highlighting the national and regional particularities through curricula	Greece and Romania– partners in the Project, and the EU practice	**1**	**8**	**6**
6.	Improving marketing activities of each higher education institution (HEI)	Good practice of the EU	**3**	**8**	**6**
7.	Ecotourism accreditation at the BTC Uzice	Good practice of the EU	**1**	**8**	**6**

Source: *Academic partners' assessment*

1. Quality assurance system at all levels of study

A present-day higher education perceives the ***quality***[7] primarily from the strategic point of view. The attractive quality can only be achieved by an educational institution that has a clearly defined mission, transmitted to the expected results, and for this purpose takes the necessary actions. Finally, an institution must develop appropriate strategies to achieve the expected results. The mission, expected results and strategies properly synchronized and systematically implemented in all the activities carried out by a higher education institution is a prerequisite for the HEI's quality assurance.

The partner institutions from the EU have a clearly defined mission, vision and expected results. Their experience will be useful for improving the tourism studies in Serbia.

2. Information Technology (IT) support in the teaching process

Rapid developments of contemporary information technology as well as its application are present in all aspects of school life, especially in the teaching process. The weakness is still apparent, especially with the lack of computers and the modern technology in the teaching process. Most of the Curriculum contents supported by the information and communication technology (ICT) include: text, images, video activities and a quiz / test. Other facilities include: standard facilities, e - books, collections, official information, encyclopedias, cultural contents, campaigns, skills, games and video activities. The content depends primarily on: the purpose and audience, authority and authenticity, objectivity, accuracy and worthiness in the ICT curriculum, educational relevance.

The HIEs participating in TEMPUS project possess computer labs, which are mainly used for the realization of The Information Technology Basics course, while the lack of their application is observed in the general professional skills and professional applicative skills

[7] Quality is a term that has a number of interpretations. The complexity of the quality is best manifested through a number of different definitions which are used to describe it. The British Standard Institution (a.k.a. BSI) and the American National Standard Institute (ANSI) define quality as *the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs*. When it comes to defining the quality of education, the situation is no less complicated and it can be concluded that there is no single definition that will describe the quality in all areas of education.

courses, in the area of the modern software application. In most cases, teachers use computers in their teaching but through Power Point presentations, which is unsatisfactory and insufficient. A recording of the personnel needs (DEV1.2.) and the situation in education (DEV1.1.) confirmed that ICT usage in an appropriate manner falls under 1/3, while for the adopted benchmark of the University of Greenwich the assessment score is 8. With the introduction of the planned software and teacher and teaching associates training, a realistic assumption is that, by the end of this Project, the assessment score 6 might be achieved at all HEIs , participants in the Project.

3. Implementation of students' fieldwork

Students of undergraduate studies as well as the second degree studies in the field of tourism in due course must take the time to familiarize themselves with the nature of business processes in tourism and develop skills that will be necessary for the successful management of these processes. The presence of practice at all levels of study allows students to apply fresh knowledge gained within HEI. This leads to a better understanding of theoretical knowledge and its retention, since, naturally, it becomes reduced due to lack of its application.

Benefits of students' fieldwork include making connections with the industry-leading companies, which is otherwise very difficult or even impossible to achieve. In addition to gaining practical knowledge and skills development, students can collect valuable references during their studies which become particularly important in job searching. In planning the field work, it is necessary to align the curriculum, the level of students' knowledge, their interests and demands of job positions where they will implement fieldwork. This has been already done in the EU whose practice should be followed.

4. Improvement of the practice classes by modern software

The use of modern software solutions within the teaching process in the field of tourism in Serbia is not at a satisfying level. In order to improve teaching, especially practice classes, the implementation and use of modern software is essential. For this purpose, we can use the experience of developed countries with a long tradition of education in the field of tourism.

Software solutions in tourism allow connection of all segments of the tourism industry, such as: airlines, airports, rent-a-car companies, cruisers, hotels, insurance companies, railways, tour operators, travel agencies. Therefore, modern business environment cannot be imagined without the use of these tools. In this context, the implementation of modern software is an integral part of the teaching process.

5. Highlighting the national and regional particularities through curricula

It is an undeniable fact that each state is distinctive, based on its organisation, tradition, geographical position, development, culture. Owing to that fact, each country creates an optimal strategy for the development of its tourism. A part of that strategy is related to education and tourism. The examples of Greece and Romania are inspirational for the HEI - partners from Serbia.

6. Improving marketing activities of each higher education institution (HEI)

Marketing activities should be consistent with the strategic development plan of the institution, its vision and mission. At the one end of the spectrum, intense competition and the search for alternatives to attract students in recent years, has resulted in a growing number of higher education institutions; at the other end of the spectrum, there has been a small rate of population growth during the 90s, generation of today's college freshmen and high school graduates. Innovative study programmes should be offered to the new generations. The study

programmes should be tailored to the needs of the labor market, in line with global trends in the tourism market, which require the application of modern information and communication technologies. In this regard, in addition to promotions in high schools, participation in education fairs and organization of "Open Days", it is necessary to introduce new marketing activities of the HEI.

7. Ecotourism accreditation at the BTC Uzice

Ecotourism is a very pronounced trend in the developed world. Serbia, and in particular the Zlatibor District have a comparative advantage in this area and it is therefore necessary to develop a specialist study programme related to ecotourism by following the model of good practice in the EU.

The planned improvements can be assessed as realistic and can be achieved with good management and implementation of this TEMPUS project.

PREREQUISITES FOR THE SUCCESS OF BENCHMARKING IN HIGHER EDUCATION IN SERBIA

The well-known benchmarking experts claim that the success of this technique largely depends on whether an adequate preparation has been made[8] (Đuricic M., 2004). According to estimates by the UK Depatment of Trade and Industry, about 40% of the resources allocated for benchmarking are spent precisely on preparing and collecting the data. Statistics also show that almost 70% of the attempts to introduce changes and improvements fail because there is no support from the top or middle management, strategic thinking and planning, compliance with the company's mission, a clear concept and priorities, as well as perseverance in their implementation.

The greatest problem is then, as usually, in people's way of thinking. The fact is that every manager and employee should be responsible for continuous improvement of the processes for which they are responsible. What prevents them from doing so is, among other things, a lack of knowledge on how they can advance in that. If they do not have with whom to compare, people will think that their current level or quality of performance is quite satisfactory, and that is indeed understandable. Quality of benchmarking as a technique is in the fact that it eliminates these concerns, and it sets clear goals and standards for companies and individuals.

At the center of each benchmarking plan, there must be a communication plan by which the employees will get acquainted with the project and the benefits that it will bring to the organization and all employees, as well as to remove the following prejudice:

Benchmarking is not just copying or cloning the process or the success of other companies, after all, that is not even possible. Without benchmarking, there is no fundamental understanding of the learning process that precedes the fulfillment of high standards as well as without the adjustments of the recorded processes to the corporate culture of an organization.

A wrong perception is that benchmarking is an industrial tourism, which consists of expensive and lengthy visits to successful companies. It does not have to take place, at least in the beginning, outside the borders of one's own company, nor can it succeed, if the center of perception is not directed to one's own organization.

The key of benchmarking is not to measure for the sake of measuring. People tend to feel reluctant when it comes to their participation in benchmarking, and it is natural, but, on the other hand, that is the only way to obtain the relevant data that may indicate areas of potential improvement and ways to achieve it.

There is also a wrong attitude that the experience of other companies is inappropriate and cannot be applied within their own companies. Each company has to come to the knowledge

[8] Đuričić R. M. (2004), *Menadžment kvalitetom* [Quality Management], ICIM plus, Kruševac (Serbia)

about its strong points in doing business, the operations which require changes, as well as how to perform these changes. It will be much easier if there are role models and key signposts. Improvements are possible only if an organization is change-ready and committed to its implementation as well as if the goals of the benchmarking processes are clear and *harmonized with* the goals of the organization.

In order to conduct benchmarking, it is essential that the top management of the company is committed to the goals of the projects and actively supports them. It is important that the project coordinator is a person who occupies a high rank on the hierarchical ladder and who therefore has sufficient authority and authorizations.

It is necessary to allocate appropriate resources for project implementation (primarily time and people). It is important to perform the training of people who will collect all the necessary information related to the project (those related to the analysis of processes within their organization, as well as those related to the processes in company that serves as a role-model). Ideally, the team that conducts a process should consist of 5-8 people, they should possess the necessary skills (in the area of benchmarking, research technique and data analysis), as well as the skills needed for a successful teamwork.

Based on the current research results of the situation in Serbian higher education as well as the expressed needs for knowledge of graduate experts in Tourism, and good practices in the EU higher education, the reference educational standards for tourism and related disciplines can be proposed.

In what follows, we present and describe the reference educational standards.

REFERENCE EDUCATIONAL STANDARDS FOR TOURISM AND RELATED DISCIPLINES

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 by the following levels of education:

1. First degree studies – undergraduate academic studies

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

• Possess the basic knowledge and understanding of technical terms and scientific content in accordance with the implemented study programme.
• Use the acquired knowledge to identify, distinguish, understand and resolve familiar problems in a logical manner in accordance with a tourism best practice.
• Ability to adequately solve the problems of the Tourism and Hospitality sector.
• General (transferable, generic) skills (e.g., speaking, writing and numerical expression or the use of information technology) developed at the basic level.
• Concrete application of knowledge of foreign languages in business communication, with understanding of technical / professional terminology, which will help them in carrying out specific activities that await them in the future.
• Awareness of the importance of a professional appearance, attitudes and behaviors that are appropriate to the tourism sector.
• Capacity for analysis, synthesis and evaluation of the key issues and trends in the tourism industry, at the local and global levels.
• Application of knowledge related to the theory and techniques in the development of tourism destinations.
• Ability to monitor and implement the relevant standards in tourism business systems.

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

• Possess the theoretical and practical knowledge, which includes important aspects of the course education gained through the programme and which encourages interest in practical work and professional development.
• Possess the ability to engage in research.
• Behave in a professional, responsible and safety-oriented manner while on duty in tourism business systems.
• Possess and apply competencies in key areas of tourism: basics of tourism, tourism management and economic operations in tourism business systems.
• Ability to communicate the strategies in tourism and the practical application of communication skills in tourism business system. Communication skills improved to the extent necessary to provide adequate services to the guests / tourists.
• Ability to apply marketing in tourism business systems.
• Ability to apply different forms of promotion in tourism organizations, promotion of tourism festivals, attractions, special occasions, and events.
• Understanding the role, place and importance of tourism agencies in the tourism market; organization of the work process in travel agencies and conducting business operations in making and the formation of travel arrangements; realization of foreign travel arrangements; managing the processes of organization and implementation of the travel arrangements.
• Possess developed practical skills in the field of tourism acquired on lectures and practice classes, which involved either individual or group work in accordance with the requirements of the teaching subject.
• Creating a mission, goals and guidelines for tourism destinations based on a SWOT analysis of tourism destinations.

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

2. Second degree studies - master academic studies

2.1. The statements / requirements that follow describe in general the basic / beginner level of abilities for those who have completed Master academic studies in Tourism and the 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 business decisions in tourism.
• Problem-solving by using the appropriate methodologies and taking into account all the possible constraints.
• Practical problems and case studies are realized completely independently and in an innovative way.
• Ability to apply basic principles of sustainability (in the context of the natural and cultural environment) and socially responsible behavior when making decisions related to tourism product development / tourism destination.
• Ability to create and promote new tourism products.

• Recognize, systematically analyze and suggest the optimal solutions for a given case.
• Active participation in the work of various professional and interdisciplinary teams.
• Increased awareness of the socio-geographical and cultural differences and the ability to communicate effectively.

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

• Possess an interdisciplinary knowledge in the field of tourism and related disciplines, applied in recognizing and implementing new business opportunities.
• Understanding the importance of general and spatial planning for sustainable tourism development,
• Possess competencies for administration and management in tourism business system.
• Possess an advanced level of knowledge and skills in areas such as leadership, entrepreneurship, investment, finance, business communication, negotiation, primary and secondary research.
• Evaluate, select and use of efficient strategies in managing and coordinating the activities of project teams.

1. First degree studies – Undergraduate professional studies

1.1. The statements / requirements that follow describe in general the basic / beginner level of skills for those who have completed the Undergraduate professional 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.
• Have mastery of the basic (professional) level of generic skills: verbal, numerical and written expression.
• Possess knowledge and its practical application to theoretical, technical and modern information and communication technologies.
• Performance of concrete actions with the application of knowledge of foreign languages and application of technical / professional terminology in business communication.
• Identification and effective problem-solving activities in business related to the narrowest professional part of the business tourism system, by using the acquired knowledge in accordance with the implemented study programme.
• The application of the principles of the Code of Business Conduct and Ethics, developed awareness of the need to adapt to the work environment in accordance with ethical and professional standards and generally accepted values.
• Analytic and synthetic method and interdisciplinary approach to the key issues and trends in tourism at the local and global levels.

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

• Possess the professional knowledge as a good basis for conducting the practical part of business that raises interest in further professional development.
• Developed willingness and ability to conduct a continuous process of self-evaluation, monitoring and improving one’s own practice.
• Initiation and participation in certain segments of research.

• Identification and a good understanding of key concepts / terms in tourism.
• Solve problems in familiar areas in a logical manner where the solutions are correct and acceptable.
• Understanding the different strategies and skills of business communication and public relations.
• Understanding the system of standards and rules of professional conduct.
• Knowledge and application of various promotional activities as a part of business goal in tourism business systems.
• Understanding the importance of tourism business enterprises in the development of the tourism market.
• Possess knowledge from the segment of preparation, creation and implementation of the travel arrangements, as well as other professional business activities in tourism and related disciplines.
• Thorough knowledge of key areas of tourism and related disciplines: basics of tourism, marketing and management in tourism and economic operations in tourism business systems.
• Possess the basic knowledge and skills in related disciplines and perceive tourism as intrinsically interdisciplinary.
• Developed practical skills in the field of tourism acquired in practice classes and auditory training classes (individual or group work in accordance with the requirements of specified areas).
• Possess knowledge to create the mission, goals and guidelines in the strategic management of tourism destinations and product development.
• There is a possibility of enrollment to the second degree of professional studies or an equivalent year of academic studies.

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

2. Second degree studies – Specialized professional studies

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

• Possess knowledge of the systematic understanding of the conceptual and practical aspects of business, as well as a critical approach to current issues in tourism industry operations.
• Ability to analyze the collected data and make appropriate decisions in accordance with the obtained results.
• Understand and use the appropriate technical methodology for solving the acute problems in the tourism business in compliance with the existing limits.
• Problem solving with the application of basic principles of sustainability in tourism development.
• The use of knowledge in identifying, creating and promoting (enhancing) the existing and new tourism products.
• Problem solving and suggesting optimal solutions by using appropriate methodology along with the awareness of the possible lack of complete data.
• Solve practical problems in a completely original and independent way.
• Employ the analytic and synthetic methods in solving the identified problems through finding optimal solutions.

• Possess general (generic) skills that have been developed for professional work.
• Cultural awareness and the awareness of 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 Specialized professional studies in the field of tourism and related disciplines:

• Possession of interdisciplinary expertise in the field of tourism and related disciplines which are applied in the existing business activity or creating new business opportunities.
• Application of acquired knowledge and skills to the existing professional business and initiating and implementing new business activities.
• Possess a higher level of expertise, as well as explicit management skills, the essential skills for marketing, entrepreneurship, investing activities, finance, negotiation, business communication and the secondary research in the field of profession.
• Possess knowledge and competencies required for managing tourism business systems.
• 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.

CONCLUSION

A need of the educational institutions in Serbia, in which Tourism is seen as a basic discipline, and which participate in TEMPUS project and in a preparation of this text, 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.

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