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| 544543-TEMPUS-1-2013-1-RS-TEMPUS-JPCR | |
| Work package 8 | Activity 8.2 |

Report on Mentoring Programme

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Užice, November, 2016

Project task:

Report on mentoring programme

The description of the project task:

In order to accomplish the activity 8.2 - a mentoring programme was organized for the students newly enrolled on the modernized and recently accredited undergraduate and specialist studies of the Tourism study programme. The mentors and other members of the Project Team have to perform a mutual analysis of the results of the mentoring programme and suggest the appropriate measures to be taken in order to continue improving the quality of studies at the Business and Technical College of Applied Sciences in Užice.

The description of the outcome:

This report is the result of the joint work of the mentors and other Project Team members.

INTRODUCTION

In order to organise the mentoring programme for Tourism students at the Business and Technical College of Applied Sciences Užice, on the meeting held on 26th October 2015, the Council of the Tourism study programme appointed four teachers (Radmila Kostić Novaković, PhD, Zorica Sagić, PhD, Radomir Stojanović, PhD and Biljana Đuričić, MSc) as mentors of students of undergraduate vocational studies (79 students), and Milutin Đuričić, PhD as the mentor of students of specialist studies (12 students).

In the first place, this report contains the description of the activities accomplished within this MHTSP Tempus project activity, but it also contains the recommendations and conclusions that can help to significantly improve the work of the entire college, and especially the tourism studies.

DESCRIPTION OF ACCOMPLISHED ACTIVITIES

UNDERGRADUATE STUDIES

Over the last four years, about 58-82 students a year enrolled in the first semester of undergraduate studies of the Tourism study programme at the Business and Technical College of Applied Sciences Užice (Table 1). Figure 1 shows the number of students enrolled per semester in the 2013/2014 academic year. Out of 58 students newly enrolled in the first semester, 41 enrolled in the second year (third semester), and 37 students enrolled the third year (fifth semester) (Figure 2). The next year, 2014/2015, out of 60 students newly enrolled in the first semester, 40 students enrolled in the second year (third semester), whereas 37 students enrolled in the third year (fifth semester) (Figure 3).

Table 1

| Academic year | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
|---------------|---------|---------|---------|---------|
| 1 semester | 58 | 60 | 82 | 70 |
| 2 semester | 49 | 53 | 57 | |
| 3 semester | 62 | 41 | 41 | 47 |
| 4 semester | 62 | 40 | 40 | |
| 5 semester | 66 | 61 | 37 | |
| 6 semester | 64 | 59 | 35 | |

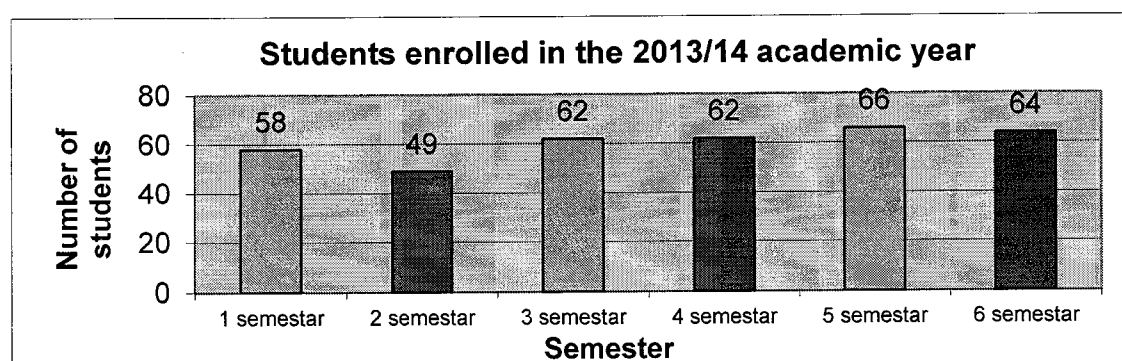


Figure 1

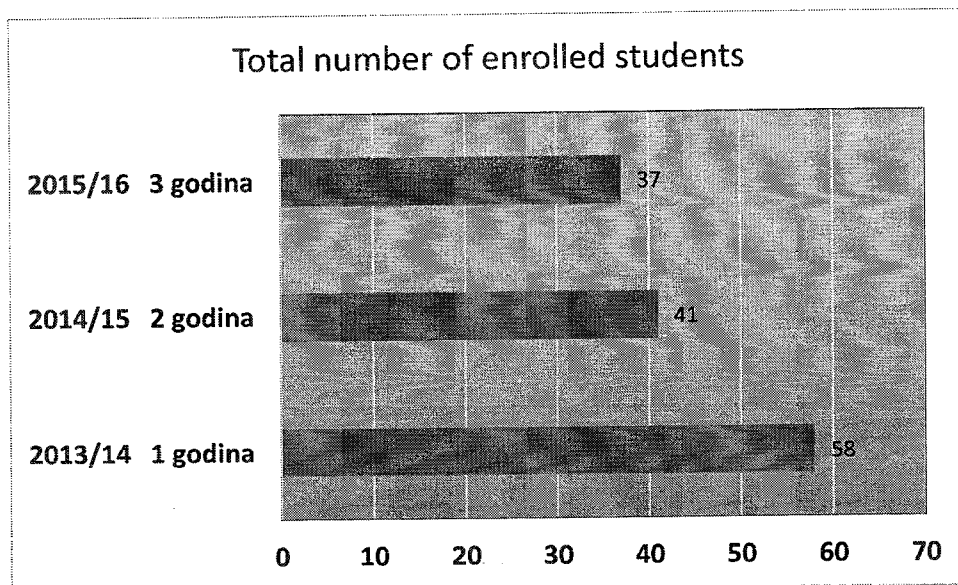


Figure 2

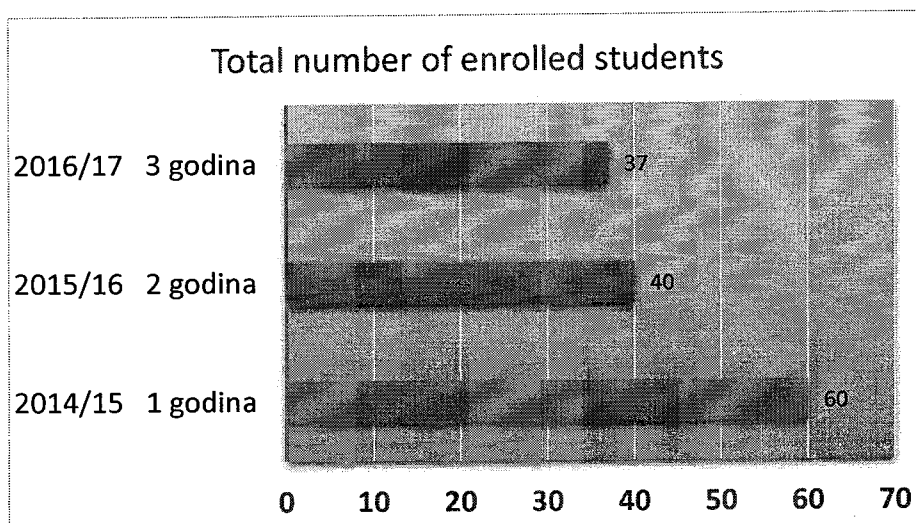


Figure 3

Each of the four mentors appointed for undergraduate students performed mentoring activities during the winter and summer semester of the 2015/16 academic year. At the initial meeting they informed students that they would be their mentors, and encouraged students to contact them whenever necessary both in person (during student consultation hours, during the breaks between classes, but also at any other time), and by phone or email. All the mentors have used the breaks between classes and student consultation hours to talk to students and discuss the problems they have encountered during studies.

The main problems relating to the first-year studies have been as follows:

1. A great number of students enrolled in the College, but have not even started studies yet. Out of 82 students enrolled in the first semester in the 2015/16 academic year, 57 students enrolled in the second semester. The reasons for the withdrawal of 25 students (30.5 %) include certificates necessary to regulate the health insurance, family pensions and alimonies, poor background knowledge insufficient to continue education, etc.
2. Insufficient knowledge of students who did not complete a high tourism (hospitality) school or a high school of economics, and who meet the complexity of tourism for the first time at the college. This especially applies to the subjects such as Business

Economics in the first semester, and Accounting in the second semester, as well as Mathematics.

3. According to students, it has been most difficult to pass the exam in Business Mathematics, because of the poor background knowledge due to the secondary education where Mathematics was not present to the extent required at the Business and Technical College of Applied Sciences. A small percentage of students passed this exam in the January term, and most of them were exam exempted having passed preliminary exams. Another subject that students did not have in the secondary school and therefore, have had problems with is Sociology. The teaching material was divided into parts to make it easier for students to pass the exam.
4. The pass rate for Accounting and Mathematics was a bit lower, whereas students did not have any serious problems with other subjects.
5. The students who neglected student consultations were less successful in exams. However, those who regularly came to consultations had much more success in exams. The consultations held before the September and October exam terms were especially efficient.
6. Students mostly consulted mentors about the preparation of seminar papers; they neither mentioned and discussed any other problems nor asked for any other help.
7. The students who want to study (57 students) achieved the pass rate of 82.57% (47 students out of 57) working both on their own and with the help of mentors. In comparison with the number of students enrolled in the first semester, the pass rate was insufficient, i.e. 57.3%.

SPECIALIST STUDIES

Since the introduction of the mentoring programme, 9 students enrolled specialist studies each year. The average number of students enrolled this and last year is 9.5 a year, which is by 5.3% higher than before (Table 2 and Figure 4).

Out of 13 students enrolled last year, 9 chose the Tourism Destination Management module, and 4 chose the Ecotourism module.

Table 2

| Year of entry | 2012/13 | 2013/14 | 2014/15 | 2015/16 | 2016/17 |
|---------------|---------|---------|---------|---------|---------|
| Tourism | 8 | 10 | 9 | 13 | 6 |

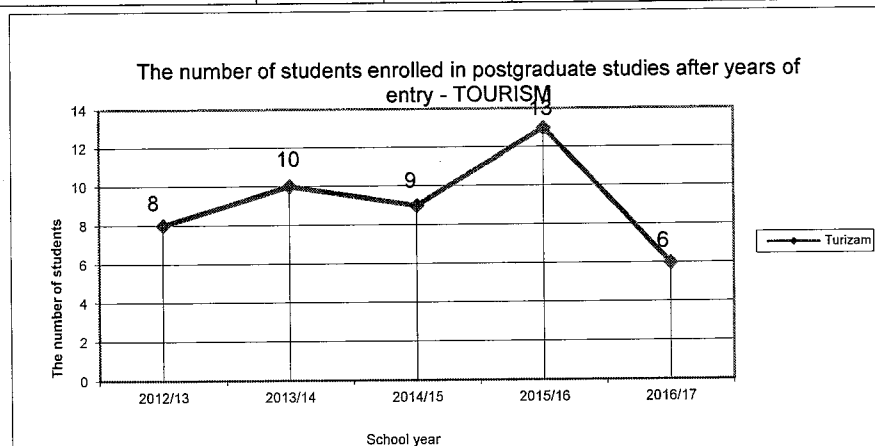


Figure 4

The description of the mentoring programme for students of specialist studies:

1. Mentoring of students enrolled in specialist studies took place continually throughout the academic year, because their mentors taught them during both semesters.
2. The communication was two-way, taking place at a high level, and all the problems were efficiently solved.
3. Students highly evaluated the free publications - coursebooks, they received owing to the implementation of the TEMPUS project no. 544543.
4. Students did not mention any problems regarding the teaching process and exams.
5. The number of students who completed their studies in the year of 2016, within the given period of time is 3, and their average grade was 9,59.
6. All the students took part in the third international conference relating to the TEMPUS project no. 544543.
7. One student of specialist studies, together with a student of undergraduate studies, went on a study visit – specific professional practice - to Greece, and spent a month at the Technological Education Institute of Piraeus.

CONCLUSION

The mentoring programme has proven to be a good idea. Based on the gained experience, it should be improved and organized continually for the future generations of students.

It is necessary to:

- involve other teachers in the mentoring programme, and reduce the number of students per group.
- discuss the efficiency and quality of studies, as well as the measures for their improvement, more often at the Department Council meetings.
- initiate the introduction of the mentoring programme for students enrolled in other study programmes.