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Qualifications in Tourism

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

Table 1
Typical degrees in Tourism in Russian Federation

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

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

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

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

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

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

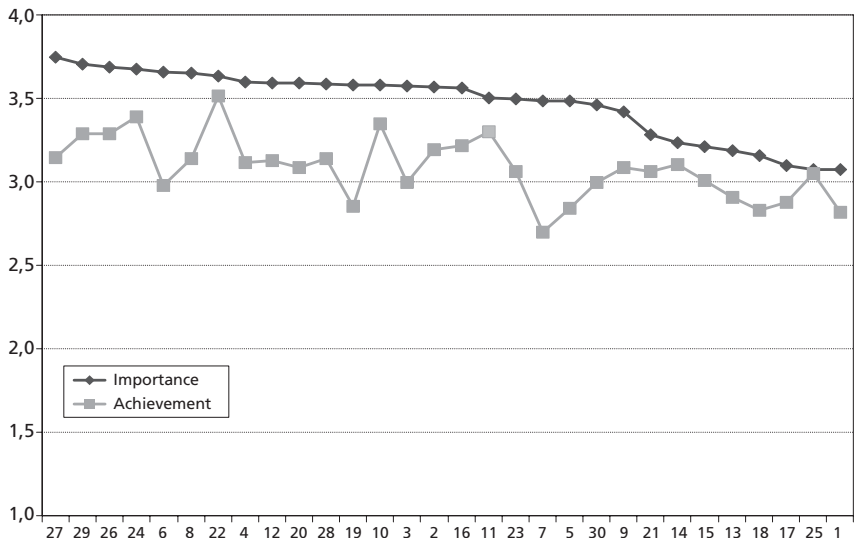


Chart 4
Ratings Generic Competences Graduates / Tourism

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

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

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

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

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

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

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

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

First-cycle graduates (Bachelors) should:

Know/Understand:

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

Be able to:

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

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Learning, teaching and assessment

7.1. General approaches for teaching

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

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

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

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

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

Table 10
The distribution disciplines
and competencies by modules

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

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

7.2. Learning

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

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

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Conclusions

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

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

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

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

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