

Galina Romanova
Sergey Romanov
Marina Maznichenko¹

QUALITY OF EDUCATION IN TOURISM: CHALLENGES AND INNOVATIVE SOLUTIONS

Article info:
Received 02.04.2015
Accepted 14.09.2015

UDC – 378

Abstract: *The article deals with quality of tourism education in Russia and development of innovative ways of its improvement. The authors analyze international experience of staff training for tourism and service sectors including effective forms of interaction of universities with employers. Monitoring data assessments are provided for the quality of service in tourism. There have been offered innovative forms that help improve the quality of education in tourism: creation by universities business entities in the sphere of service and tourism; introduction into curriculum of “working semester”; involvement of experts who represent the industry into the study process; training with respect to the given characteristics of a particular enterprise; creation of training centers by joint efforts of employers and universities to re-train and certify employees; education through development and implementation of skill-driven projects by students etc.*

Keywords: *education in tourism, tourism industry, personnel training, quality of education in tourism, factors influencing quality of education in tourism, challenges of staff training in the sphere of tourism, interaction of subjects, interested in improving quality of education in tourism*

1. Introduction¹

Current day tourism is a type of economic activity that is large, high margin and dynamic. It has high multiplicity effect and is characterized by multi-tier interaction with key sectors of economy and is becoming a catalyst of socio-economic development of regions, territories and even states. Tourism is a vital factor to establish good relationships with nations and states, which is important, given challenging political environment in the international arena.

Despite challenging socio-economic factors of development in many countries with signs of crisis, decreasing standards of living in large stratum of society and uneasy international situation tourism demonstrates positive trends. UNWTO estimates show that over the past 5 years the industry has been growing steadily – at least 3% a year (UNWTO, www.statistics.unwto.org).

The Russian Federation has ample capacity to ensure stable development of tourism. However, a limiting factor is the manpower – insufficiency of qualified labour which leads to mediocre quality of service in all sectors of the tourism industry.

¹ Corresponding author: Marina Maznichenko
email: maznichenkoma@mail.ru

This article is dedicated to the elicitation of the challenges that negatively affect the quality of education in tourism in Russia and development of basic innovative solutions, based on establishing of an effective cooperation between universities and employers.

The novelty of the suggested solutions is in the development of approaches that allow increasing involvement of employers of tourism to cooperate with educational institutions.

2. Materials and methods

In our research of challenges and solutions to improve the quality of tourism education we tapped into the following resources:

- international (G. Richard (Richard, 1995), L. Onderwater (Richard, Onderwater, 1998), V. Middleton, D. Airey (Middleton and Airey, 1997)
- and domestic (Kvartalnov, 2000; Sesyolkin, 2004) theory of professional tourism education;
- Russian theories of assessment of quality of education (Krainova 2005; Subetto, 2001; Tatur, 2001).
- International theories of quality management (Clark, 2015, Cowles, 1993; Engelke-Meyer, 1993; Freeman, 1993; Jacobsson, 1990; Hansen, 1993; McCulloch, 2003; Sallis, 1993; Westerheijden, 1992);
- statistical survey of current condition of higher education in the world (Holmes, 2010; Smith, 2010; Usher and Savino, 2006);
- studies that reveal peculiarities of interaction of universities and business in the developed world (Ryan, 2011; McGettigan, 2011; Crainer, 2011; Kerr, 1982; Lambert Review of Business-University Collaboration, 2013)

The following methods were used:

- comparative analysis of the structure and curricular for tourism in Russia and developed western countries;
- studies of educational network of university level training for service and tourism personnel in the Russian Federation;
- tourist surveys to assess the quality of rendered services and correspondingly the level of personnel training;
- questionnaire surveys of heads and specialists representing different tourism and service enterprises that hire RF graduates. The goal was to get the feedback from the business community of the level of their satisfaction of various training aspects and learn how they evaluate the quality criteria of the university level of education in tourism;
- troubleshooting analysis of the quality of tourism education in Russia, identification of main challenges and discrepancies;
- systematization of quality management models of higher education in Russia and abroad;
- analysis of western experience in organizing mutually beneficial partnership of universities and employers, universities and business at large, including businesses in tourism and service;
- development of innovative approaches and practical recommendations for universities to improve the quality of tourism education that ensure expedience response to the changing conditions of the tourism sphere and demands of employers, increase motivation of the service sector to cooperate with universities;
- multilevel modeling of the process of cooperation between universities that offer tourism and service sector programs and employers.

3. Survey of the current condition of the tourism industry in the Russian Federation as a field of employment for university graduates

The goals of the survey were:

- identification of essential features of tourism as a field of employment for graduates;
- analysis of the current situation of the tourism sector in the Russian Federation against the backdrop of this sector in the world;
- customers' assessment of the quality level for rendered tourist services and the level of training of the personnel to offer such services.

To achieve these goals the following methods were used:

- analysis of statistic documents pertaining to the tourism sector;
- analysis of strategic documents of the development plans of tourism in Russia;
- customer surveys of the tourism service level.

Results of the research:

Table 1. Main indices of in-bound and out-bound tourism in Russia*

| № | Indices | 2000 | 2005 | 2010 | 2011 | 2012 | 2013 | 2014 |
|---|---|------|------|-------|-------|-------|------|------|
| 1 | In-bound tourists to Russia, mln. people | 2,59 | 2,39 | 2,13 | 2,34 | 2,57 | 2,66 | 2,58 |
| 2 | Out-bound tourists from Russia, mln. people | 4,49 | 6,79 | 12,61 | 14,49 | 15,33 | 18,3 | 17,6 |

* source – official website of the Federal Agency for tourism www.russiatourism.ru

However, the statistics of the Federal Agency for tourism shows an increasing demand of Russians to travel within Russia: in 2014 there were estimated trips by 41.5 mln. people, an increase by 9.5 mln. people over 2013 or an increase by 1.3 times (UNWTO, www.statistics.unwto.org). Considering the potential of tourism as factor for economic development of territories, its ability to strengthen

The sphere of tourism as a field of employment of graduates from instrumental and higher educational institutions has an array of features compared with labor markets of other branches of industry:

- existence of a large number of different enterprises with various characteristics (staff specifications, job description, peculiarities of their corporate culture etc.);
- wide variety of positions which can be occupied by graduates;
- individual approach to satisfy the needs of tourists requires a wider spectrum of differentiation in the course of training of staff for tourism;
- a higher percentage of the demand for the line personnel than for the university level graduates;
- higher rate of change of technology and service standards etc.

Russia, despite its high cultural, historic, climatic potential, hasn't been able to occupy the desired place in the structure of international tourism route. For many years unfavorable balance tourist flows has been the case, as shown in table 1.

communication, expand cultural space, increase educational level of people, enrich the inner world of individuals and communities, it is necessary to promote both types domestic and in-bound tourism to Russia. To achieve this goal the scientists of Sochi State University have been assisting the Administration of Krasnodar region by conducting surveys since 2006, asking tourists who visit resorts of the sea of Azov

and the Black sea coast of Russia; the data base consists of responses from over 25 000

people. Important part is quality of service assessment by 5 point system (see table 2).

Table 2. Assessment of the service quality level at resorts of Krasnodar region by 5 point system (Romanova and Matyuschenko, 2012)

| № | Type of Service | Percentage of total respondents in the cities | | | | | | | |
|----|-------------------------------------|---|------|------|------|------|------|------|------|
| | | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2014 |
| 1 | Suburban and in-city transportation | 3,7 | 4,4 | 3,8 | 3,8 | 3,6 | 3,9 | 3,7 | 3,9 |
| 2 | Accommodation | 4,2 | 4,2 | 4,4 | 4,4 | 4,4 | 4,4 | 4,4 | 4,4 |
| 3 | Catering | 4,2 | 4,3 | 4,3 | 4,3 | 4,4 | 4,4 | 4,4 | 4,3 |
| 4 | Medical service | 4,4 | 4 | 4,3 | 4,3 | 4,4 | 4,4 | 4,3 | 4,3 |
| 5 | Entertainment | 4,4 | 3,8 | 4,1 | 4,3 | 4,4 | 4,3 | 4,3 | 4,3 |
| 6 | Shopping | 4,0 | 3,8 | 4,0 | 4,0 | 4,0 | 3,9 | 3,9 | 4,1 |
| 7 | Beach & sea | 4,1 | 4,2 | 4,0 | 3,9 | 3,9 | 3,9 | 3,9 | 3,9 |
| 8 | Attractions | 4,5 | 4,3 | 4,3 | 4,3 | 4,5 | 4,4 | 4,4 | 4,3 |
| 9 | Excursions | 4,5 | 3,9 | 4,3 | 4,3 | 4,4 | 4,3 | 4,3 | 4,2 |
| 10 | Personnel | 3,9 | 4,2 | 4,1 | 4,0 | 4,2 | 4,2 | 4,1 | 4,1 |
| 11 | Ecology | 4,2 | 4,1 | 4,3 | 4,3 | 4,2 | 4,3 | 4,1 | 4,3 |
| 12 | Security | 4,1 | 3,9 | 4,2 | 4,2 | 4,2 | 4,2 | 4,1 | 4,2 |
| 13 | Overall cleanliness | 4,2 | 4 | 4,1 | 4,0 | 3,9 | 4,1 | 3,8 | 4,1 |
| 14 | Average point | 4,2 | 4 | 4,2 | 4,2 | 4,2 | 4,2 | 4,1 | 4,2 |

Table 2 shows that in 2014 the highest points were received by accommodation, catering, medical service, entertainment, attraction sites and ecology; the weakest points were received by service aspects - suburban and in-city transportation, beach & sea, overall cleanliness, shopping and personnel.

Considering the most important role of the personnel in the service industry it must be mentioned that labour resource is the limiting factor that restrains tourism. Therefore, improvement of staff training procedures and proper education are the vital conditions to develop tourism in Russia.

4. Survey of the structure for the tourism personnel training in Russia and abroad

Goals of the survey:

- to describe the structure for the tourism personnel training in Russia and developed European countries, the USA;
- to compare the training peculiarities in Russia and abroad;
- to identify “lacunas” in the Russian training structure and discrepancy with the world standards.
- In order to address these tasks the following methods were used:
- documentation analysis (orders by the Russian ministry of education and science on the list of subjects for bachelor and master’s programs, educational standards etc.);
- analysis of websites of Russian and foreign universities;
- analysis of educational programs of universities.

Results of the survey:

Upon Russia’s entering the Bologna process the system of higher tourism education in Russia migrated to a three tier system, similar to the European system: Bachelor – Master’s – Higher doctorate. The range of training streams in Russia and outside the country has some differences.

Bachelor and Master’s training programs for in Europe and the USA have three vectors: “Tourism”, “Hospitality”, “Recreation”. The programs are geared towards training of specialists to render service in these three areas. For example, Texas institute of management offers the following bachelor programs: Texas institute of management delivers the following bachelor programs: “Rest and tourist programs”, “Financing and marketing in recreation”, “Park and natural resources in the sphere of tourism”, “Tourism and resort development”, “Tourism and Environmental Impact assessment”, “Short overview of tourism”, “Economics of tourism”, “Analytical methods in the resort industry, park and tourism”.

Russian university programs have a rather

holistic approach within “Service and Tourism” which has 3 main streams of Bachelor and Master’s training: “Service”, “Tourism”, “Hospitality management” (profiles “Hotel management”, “Restaurant management”, “Resort & spa management”). Besides, with tourism enterprises in mind there are broader programs (i.e. disciplines within “Economics and management”) through such profiles as: “Economics of international tourism”, “Commercial aspect of tourism”, “Excursion management”, “Hospitality management”, “Marketing of Tourist services”, “Applied IT in tourism services”, “Animator (activities organizer) of international tourism programs”, “Planning and organization of tourist activities” etc.

Comparative analysis of the tourism personnel training structure both in Russia and outside the country (Europe, the US) shown in Table 3. The programs of Management Institute of Texas at Sam Houston and Kendall College (a leading school in hospitality management), Hong Kong SAR China were selected to compare with Russian ones.

Table 3. Comparative analysis of the tourism personnel training structure both in Russia and outside the country (Europe, the US)

| Type of educational program | Russia | | | Europe, USA | |
|--|--------------------------|---------|--|-------------|---|
| | Enlarged group of majors | Major | Educational programs | Major | Educational programs |
| Educational programs with main specialization in the sphere of tourism | Service and tourism | Tourism | Bachelor: Technology and organization of tour operator and tour agent services. Technology and organization of excursion services. Technology and organization of tour operator and tour agent services. Technology and organization of catering services Technology and organization of sports and health services. | Tourism | Tourism management Park and natural resources in tourism. Tourism and resort development. Tourism and Environmental Impact Assessment. Short overview of tourism. Economics of tourism. Opening of a tourism enterprise. Setting up and management of tourism enterprises. |

| Type of educational program | Russia | | | Europe, USA | |
|-----------------------------|--------------------------|----------------|---|---------------------|---|
| | Enlarged group of majors | Major | Educational programs | Major | Educational programs |
| | | | <p>Technology and organization of entertainment International tourism.</p> <p>Master's programs: Tourism: evolution, structure, management, marketing. Organization and technology of outbound and domestic tourism. Innovative technology in the hospitality and tourism business. Technology and organization of excursion services. Tourism of children and youth. State regulation in tourism. International cooperation in tourism: structure and development. Study of natural resources by satellite etc.</p> | | <p>Main principles of tourism business. Manufacturing and distribution of tourism products. Structure of tourist markets. Operation and process of tourism production. Territorial tourism resources. Tourism normative base: national and international. Strategic marketing of individual tours. Global analysis in tourism. Policies of Management in tourism. Application of research data in management of travel industry. Financial management of travel industry. Tourism and internet etc.</p> |
| | | Hotel business | <p>Bachelor: Hotel management Restaurant management Hotel and spa business</p> <p>Master's programs: Hotel management Client-centered technology of hotel management</p> | Hospitality | <p>Hotel business. Management of hotel industry. Management in the sphere of hotel business. Multiplication of the hotel. International management of the hotel industry. Restaurant management. Hotel management. Hospitality school Business school Culinary school etc.</p> |
| | | Service | <p>Ethno-culture service Catering service Animators' service Excursion service Sports and health service Transportation service IT Art & technology service Retail service</p> | Rest and recreation | <p>Rest and tourism programs. Entertainment in the hotel. Analytical methods in recreation, park and tourism. Rest and tourism. Recreation, park and</p> |

| <i>Type of educational program</i> | Russia | | | Europe, USA | |
|--|---------------------------------|--------------|--|-------------------------|---|
| | <i>Enlarged group of majors</i> | <i>Major</i> | <i>Educational programs</i> | <i>Major</i> | <i>Educational programs</i> |
| | | | Design industry, beauty and fashion service Image maker service Real estate service etc. | | scientific research in tourism. Administering parks and recreational zones. Management of agencies “Recreational resources”. Relaxation and tourist programs. Relaxation, parks and various settlements. Tourism and recreational businesses. Financing and marketing in the sphere of relaxation. Location of parks and recreational resources. Social, economic and cultural problems in the sphere of recreation and natural resources. Analytical methods in recreation, park industry and tourism. |
| Educational programs of training for specialists of other industries to be employed in tourism | Earth science | Geography | Tourism, excursion management and eco tourism. Social ecology and tourism Geography based excursions Regional history and tourism | | |
| | IT and computational devices | Applied IT | Applied IT in tourism | IT | IT, e-commerce and travel industry |
| | Economics and management | Economics | Economics of international tourism Commerce in tourism | Financing and marketing | Financing and marketing in tourism |
| | | Management | Excursion management Hospitality management Hotel and tourism management | | |
| | | Marketing | Marketing of tourism services | | |

| Type of educational program | Russia | | | Europe, USA | |
|-----------------------------|--------------------------------------|---|--|-------------|----------------------|
| | Enlarged group of majors | Major | Educational programs | Major | Educational programs |
| | Industrial ecology and biotechnology | Technology of cooking and organization of catering | Technology of restaurant services | | |
| | Physical training and sport | Physical training | Sports and health tourism Tourism and excursions | | |
| | | Recreation and sport&health tourism | Eco tourism | | |
| | History and archeology | History | History and culture tourism | | |
| | Culture and socio-cultural projects | socio-cultural activities | Planning and organization of tourist activities Animators and tourism products abroad | | |
| | | Museums and protection of cultural and natural heritage | Museum and exhibition services | | |

The existing structure of programs does not fully reflect the current business structures and job description at tourism enterprises. To give an example, universities in Russia do not offer specialized Bachelor or Master’s programs for the sphere of state management of tourism, specialists in tourist activities and recreation. Programs of economics and management in Russia are not focused solely on tourism. Therefore, the volume of tourism specific disciplines and practices is insufficient. In this regard, the hierarchy of programs should be improved and reconciled with the international standards and needs of the tourism industry of Russia.

5. Review of educational programs for tourism

Goal of the review: identify the extent to which the tourism educational programs in Russia and abroad satisfy the needs of employers of tourism and facilitate expedient response to the changes in the tourism market and needs of the students.

Methods of research:

- analysis of scientific papers and literature;
- analysis of educational programs;
- comparative analysis of educational programs of Russian and international universities.

Results of the research:

We have been deeply involved in studying the European experience of teaching tourism and such education programs can be divided into two main types:

- programs that teach tourism as profession;
- programs that teach tourism as field of knowledge.

The majority of programs are of the first type. Graduates can find employment in a particular tourism sector. Such programs are action oriented and much attention is paid to internship and skill development. They are created, most of the time, by non-state-run educational institutions with a particular social goal and with involvement of specialists in tourism who have niche specialization in a sector or type of tourism. Quite often, they are attributed to a level of

instrumental education where tourism is taught as a sphere of service where large role is given to the process of inculcation and formation of relevant psychological mindset for service personnel. However, while assisting educational initiatives as part of national programs to develop tourism they arrive at new programs of higher education in tourism that are wider in their focus and overseen by Ministry of education. After this process of rebirth of university programs for tourism, general public perceives it as a fully-fledged profession and every university graduate with a certificate or a degree is appreciated by the employer better than holders of professional certificates.

Second type of program usually arises as part of the order or demand that takes into consideration the potential of pedagogical staff members at particular institutions and often ignores current requirements and demand of tourism sector in in specialists with particular skill sets. Large scope of such tourism programs appeared lately as specialization programs within traditional streams of higher education where professors and lecturers accumulate tourism teaching material. Tourism as a field of knowledge appeared and develops in close relationship with other branches of science. Students should obtain analytical skills, critical thinking, figure out consistent patterns, broad outlook and creativity. Graduates are able to conduct market research, financial condition at enterprises and regions, develop new tourism products. The demand for such specialists is growing in the world as well as demand for such system of tourism education. Since mid 1990s young scientists have been joining universities and put research to a higher level.

Besides above-mentioned types of programs there are many programs in the world that may be attributed to tourism but only partially because students study tourism only to broaden their outlook and as part of studying other subjects. However, these programs make their input into the development of tourism as a field of

knowledge. In many such cases the disciplines that are connected with tourism, do not reflex tourism content. On the other hand, there are cases when disciplines and modules that have the word “tourism” in their title can use practice-oriented material on tourism superficially and one-sidedly. Unfortunately, the same problem is true for programs of first and second type.

Current tourism education programs abroad utilize several approaches to teaching tourism:

- institutional approach (main focus is on studying of tourism enterprises the their main operations to offer specific tourism services);
- industrial approach (development, marketing and use of product);
- historical approach (analysis of evolution of tourism);
- managerial approach (working environment of a tourism manager at an enterprise);
- sociological approach (tourism is analyzed as a social category);
- geographic approach (study the development of destinations, tourist routes);
- economic approach (consistent patterns and mechanisms of tourism development as an industry).

In the 1970s the content of programs was mainly subjects that deepen understanding of tourism as an occupation. Current stage is characterized by liberal approaches that include large block of natural sciences forming deeper understanding of tourism as a heterogenic area of science. Prestigious universities favour those who have already had experience in tourism and obtained relevant skills. Content of programs and methodological base for their implementation is focused on the development of skills, values and positive mindset.

In 1990s, thanks to the expertise and practical experience gained at national

levels, it was possible at the European level to discuss single concept for tourism curriculum. “ATLAS” - the European Association for Tourism and Leisure Studies organized this work as part of SOCRATES project (Richards, 1995). Using “corpus knowledge” of tourism created by the UK (Middleton and Airey, 1997) participants of the international project had consultations with various European universities and gave a holistic description of such “corpus knowledge” on hospitality, which was adopted by HCIMA - Hotel and Catering International Management Association. A little later researches from Sheffield Hallam University (GB) started to develop “corpus knowledge” on leisure studies. Consequently, European countries formed 3 main streams of personnel training for the tourism industry which require diligent analysis and adaptation to our education system.

Current tourism education programs in Europe and the USA offer a lot of options and flexibility to react to the changes in the tourism market and demands of employers. For example, Management Institute of Texas at Sam Houston not only makes sure that every element of curriculum has a large educational portion covering the Travel industry but also supports any type of activity connected with supporting services for tourism. The curriculum is based around developing strategies of building skills to solve problems and IT and methods of decision making by developing skills of critical thinking.

In general, Russian educational programs in tourism cannot boast of huge variety of options. It limits flexibility and efficiency of the response to the changes in the labour market and employers’ demand.

6. Review of the educational network of higher education in tourism in Russia

Goal of review: put together a list of Russian

universities and institutes that offer degree programs for Tourism and Service sector.

Methods of research:

- review of the normative base and relevant documentation for classification of universities;
- analysis of registers of universities, provided by the Ministry of education and science of Russia;
- analysis of websites of universities and institutes;
- systematization and classification.

Results of the research:

There was compiled a database of 410 universities, institutes and their branches located in different regions of the Russian Federation. The database features the following information:

- official name of the university;
- ownership status;
- legal address;
- type of the educational establishment according to the current certificate of accreditation (university, academy, institute);
- ownership (state run, privately owned);
- type of the educational establishment according to Federal Law as of 08.05.2010 № 83-FZ (autonomous, budgetary, government issue);
- status of the institution (national research university, federal university, classical university, an institution of an industry that supports tourism, other);
- list of branches that offer degree programs in “Service and Tourism”;
- bachelor programs;
- Master’s programs;
- results of efficiency as of monitoring program 2014 (efficient, non-efficient, pending assessment, undergoing liquidation).

Main statistical data is presented in Table 4.

Table 4. Educational network of higher education in tourism in Russia

| Indices of institutions by Federal District | Federal city | | | FD | | | | | | | | |
|---|--------------|----------------|------------|------------|-------------|-------------|-------------|-------------|----------|----------|-------------------|-----------|
| | Moscow | St. Petersburg | Sevastopol | Central FD | Southern FD | Northern FD | Far East FD | Siberian FD | Urals FD | Volga FD | North Caucasus FD | Crimea FD |
| Total number of parent institutions (not branch) offering degree programs “Service and Tourism” | 59 | 19 | 1 | 46 | 27 | 13 | 11 | 40 | 19 | 50 | 20 | 4 |
| Including those that are assessed as Efficient by results of 2014 monitoring program | 28 | 15 | - | 35 | 24 | 9 | 9 | 35 | 18 | 45 | 15 | - |
| Including not-efficient by results of 2014 monitoring program | 2 | 4 | - | 8 | 2 | 4 | 2 | 3 | 0 | 5 | 5 | - |
| Including State owned | 26 | 15 | 0 | 33 | 17 | 11 | 10 | 36 | 17 | 49 | 14 | 4 |
| Including private | 33 | 4 | 1 | 13 | 10 | 2 | 1 | 4 | 2 | 3 | 6 | 0 |
| National research universities | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 1 |
| Federal universities | 0 | 0 | 0 | 0 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| Classical universities | 3 | 2 | 0 | 14 | 6 | 5 | 5 | 8 | 3 | 10 | 5 | 0 |
| Industrial institutions with specialization in service and tourism | 6 | 2 | 0 | 3 | 1 | 0 | 0 | 1 | 0 | 3 | 0 | 1 |
| Industrial institutions with partial specialization in the service industry and tourism | 18 | 5 | 0 | 9 | 9 | 5 | 2 | 18 | 2 | 7 | 6 | 1 |
| Industrial institutions with no specialization in service and tourism | 31 | 9 | 1 | 19 | 10 | 2 | 2 | 12 | 13 | 26 | 8 | 0 |
| Total number of branches offering degree programs “Service and tourism” | 1 | 0 | 2 | 23 | 12 | 11 | 6 | 15 | 8 | 17 | 9 | 4 |
| Including those that are assessed as Efficient by results of 2014 monitoring program | 1 | 0 | - | 8 | 6 | 1 | 2 | 6 | 3 | 3 | 4 | - |
| Including those that are assessed as not-efficient by results of 2014 monitoring program | 0 | 0 | - | 0 | 11 | 4 | 3 | 7 | 5 | 7 | 2 | - |

7. Main factors, influencing the quality of tourism education

The following factors influence the quality of education in tourism:

- motivation of learners;
- quality and efficiency of feedback between learners (graduates), universities and employers that provides for expedient and adequate

response to the demands of employers, changers of the working environment;

- level of qualification of the faculty members and their own experience in tourism;
- facilities and resources of universities;
- possibilities for students to get the firsthand experience in tourism;
- goals and content of education in tourism that are defined by the current educational standards.

graduates;

- to identify strengths and weaknesses of training programs;
- to describe challenges of training programs as viewed by employers;
- to identify main contradictions between demands of employers and the level of training provided by an educational institution;
- Methods of research:
- questionnaires of tourism and service employers;
- troubleshooting analysis.

8. Survey of satisfaction of tourism and service employers with the quality of graduates' skills

Goal of the survey:

- to assess the level of satisfaction of tourism and service employers with different aspects of training of

Results of survey:

The feedback was provided by 112 heads and specialists of service and tourism enterprises of Krasnodar region. The results of the survey show overall satisfaction with the quality of graduates' training in 80% of employers. The highest ratings are shown in Table 5.

Table 5. Aspects of university training that received the highest ratings by service and tourism employers

| Aspect of training | Average score by employers (from 0 to 5 points) |
|--|---|
| Ability to maintain positive relationships with colleagues | 4,48 |
| Discipline at work | 4,44 |
| Employment duties | 4,35 |
| Teamwork, tolerance, work ethics, faith-base and cultural divergence | 4,3 |
| Ability to recuperate | 4,25 |

Aspects that received the lowest rating are presented in Table 6.

Table 6. Aspects of university training that received the lowest ratings by service and tourism employers

| Aspect of training | Average score by employers (from 0 to 5 points) |
|--|---|
| Ability to work in a multi-language professional environment | 3,27 |
| Knowledge of legal and economic aspects of business | 3,48 |
| Decision making and delegation of authority | 3,55 |
| Ability to apply practical skills in non-standard situations | 3,62 |
| Sufficiency of practical skills | 3,8 |

In the current situation there becomes more apparent the discrepancy between the level of training of tourism students at institutes and the needs of employers and the priorities of state policy of the Russian Federation in the area of the development of internal and in-bound tourism (Federal targeted program “Development of internal and in-bound tourism in Russia”, 2011). Here we encounter a number of contradictions:

- between a large number of university graduates majoring in “Service”, “Tourism”, “Hotel management” and much lower number of vacancies at tourism enterprises with relevant level of qualification;
- between requirements of employers in tourism to the experience of specialists and the lack of such experience in university graduates;
- between requirements of employers to the level of practical skills, personal qualities and competency level of specialists and insufficiency of the level of training of students to such requirements;
- between subjects of tourism business that implement innovations in the professional sphere and the lack of basic system of skill enhancement and staff training, providing for implementation of such innovations;
- between expectations of graduates about their paycheck and working conditions and the level of their training and possibilities of employers;
- between the declared by the program and regulatory documents (educational standards etc.) necessity for employers to participate in formation, implementation and assessment of educational programs of universities and formalities of their participation, lack of motivation;
- between versatility of professional competencies that university trains in students and the range of functions that they perform at the working place in the resort industry.
- At present, there are particular discrepancies between levels of training of staff for tourism at the university level and the demands of employers. This disparity reflects the following unresolved *problems*:
- graduates don’t have the practical skills and professional experience required by the employers;
- graduates have low professional motivation and higher demands for their working conditions, functions and salary;
- quite often university applicants select such majors as “Service” and “Tourism” haphazardly; they don’t have full understanding of their future employment potential and job description;
- often university graduate are not ready to adapt to the environment, conditions and corporate culture at the tourism enterprises;
- many graduates don’t have those personal qualities of the level required by the employers (for example, ability to acquire new professional skills, functions, build friendly relationships with colleagues and customers etc.);
- universities train more specialists of the higher level than there are vacancies at tourism enterprises. High competition increases requirements of employers therefore, graduates have to seek employment for positions below the level of their qualifications;
- either non-participation, or formal involvement of employers in the process of development and

implementation of educational programs at universities.

9. International practice of organization and mutually beneficial partnership of universities and employers in the sphere of Service and Tourism

The analysis of current situation of education in tourism in western countries lead to identification of possible solutions to the above mentioned problems – effective and efficient cooperation of educational institutions with employers in the tourism industry. It is common for the US to attract business community to participate in administration of professional education – employers become essential developers and leaders of educational programs and courses.

In the UK there functions an effective network of Industrial councils for professional skills development; participation of employers is geared towards the process of professional assessment of graduate students and development of industry-prone educational institutions.

France enjoys the revival of “internship” (partly education is administered within formalized educational process, practical skills and selection is done by business enterprises).

Sweden is characterized by the policy of active development of labour resources: geographic mobility of graduates; creation of data centers that provide complete information on job openings by professions and industries; subsidized employment at private companies.

Germany implements a system of internship at a wide range of small enterprises; model of “working year”; centers for professional education.

The Netherlands organized non-state National councils on profession profiles with the aim to increase the alignment of

employers’ demand to the quality of professional education.

Scotland has a non-governmental organization that deals with development and assessment of professional skills of graduates – Scottish qualification department, aimed at developing of cooperation between employers and the system of education (T. Balueva, 2014).

Various educational institutions in the USA set up dedicated departments that are connected with tourism businesses by a software program, which enables them to regularly monitor labour market, employment rates of young specialists and amend in-take numbers of applicants. This helps educational institutions respond to the changes in the tourism sector and tailor their degree programs in line with these changes.

10. Models of quality management in higher education

We analyzed both Russian and international models of managing quality of higher education:

1) models of international agencies of quality assessment of higher education:

- ENQA model (European Association for Quality Assurance in Higher Education) for internal system of quality assurance;
- INQAAHE - The International Network for Quality Assurance Agencies in Higher Education;
- CEENET – Central and Eastern European Networking Association;
- APQN model - Asia-Pacific Quality Network;
- Eurasian Quality Assurance Network (CIS and Baltic states);

2) models of offices of professional accreditation and best practices:

- Belgium-Netherlands model (HBO Expert Group);
- model of Center for Higher Education Policy Studies (CHEPS) of Twente university (Netherlands);

- Elsevier and the Association of Universities in the Netherlands (VSNU);
 - Malcolm Baldrige National Quality Award (MBNQA) in education;
 - model for benchmark testing for Australian universities;
 - basic model of education quality assurance (Letter by the Department of educational institutions as of 22.05.2006 № 836/12-16 “On basic model of system of quality management for higher educational institutions and instrumental colleges”);
- 3) national models of quality management:
- state accreditation by the Ministry of education and science of the Russian Federation;
 - basic quality model of the Government of RF;
 - basic quality model of the Ministry of education and science for the contest “Systems, ensuring quality of education of specialists”;
- 4) models of managing quality of education:
- assessment approach to quality management at a university. It requires systematic self-assessment to identify strengths and weaknesses of a university, positive and negative factors for its development on the basis of which new measures and activities to improve its efficiency are developed;
 - model for quality compliance according to ISO 9001:2000.
 - model, meeting requirements of TQM;
 - European Foundation for Quality Management (EFQM) and its modification for higher education;
- 5) custom models of integral assessment of the quality of education:
- four-tier model of assessment of the

educational process by D. Kirkpatrick (Clark, 2015).

It should be noted that the above mentioned models overlap in some criteria. We share the opinion that the most thought through conceptual model is Belgium-Netherlands model of improving of the quality of education that is based on the European Foundation for Quality Management (EFQM) and the model of the contest, organized by the Ministry of education and science of Russia “University systems of ensuring quality of education of specialists”. However, the above mentioned models do not fully consider the peculiarities of higher education in the sphere of service and tourism.

11. Innovative approaches and practical recommendations for universities on how to increase quality of education in tourism

To solve the above-mentioned problems of improving tourism education in Russia we need to change the approaches to education in tourism. Therefore, the following *innovative ways* to solving these challenges are proposed:

1) Changing the ways and practices of universities in running of their awareness programs – a deeper explanation to applicants about the majors “Service”, “Tourism”, content of educational programs, peculiarities of work, employment opportunities.

2) Studying at the universities and cooperation of universities with employers should be done in such a way so that students could gain hands on practical experience totaling 1-2 years in service and tourism trying out different positions as line personnel while studying. This can be a dotted-line practice, creation of, so called, business entities at universities in the sphere of service and tourism, which would help students with employment and create conditions to reconcile part-time jobs with

their studying.

3) Inclusion into university programs a “working semester” during which students should have their apprenticeship at a real enterprise.

4) Employers should provide their expertise to assess the quality of students’ training. It is necessary for both employer and university to join efforts to raise the bar of the courses to meet the demands of employers. As a rule, universities conduct surveys of employers asking them about the level of students’ training upon graduation and first employment. It is more reasonable for the employer to assess the skillset of students before they graduate, for example at their final year at the university during internship. This assessment should not be formal. It should be a comprehensive assessment of the level of training, including the evaluation of competences, individual traits of character, corporate culture and other parameters, important for employers. Within a timeframe, left before graduation some of the drawbacks can be fixed by joint efforts of the university and employer (introduction of new disciplines, organization of master classes, trainings, implementation of continuous education programs).

5) Universities should sign agreements with partner enterprises to organize apprenticeship for their students with further employment.

6) Universities should train students considering characteristics and peculiarities of their partner enterprises.

7) Joint creation by universities and employers of tourism training centers (centers of training and certification of personnel). Students and employees of tourism enterprises could use the centers for training, mastering continuous education programs with features and corporate culture, true for a particular enterprise.

8) Universities together with employers should define basic (universal) qualities, necessary for any position at any enterprise of

service and tourism (for example, foreign language skills, professional computer software (Fidelio etc), communication skills, initiative, work ethics, response to orders, responsibility, listening to clients, self-education skills and motivation for career growth etc.

9) Universities should plan measures to help graduates of “Service”, “Tourism”, “Hotel management” understand the mission of their profession, which is to render assistance to people but not only make money.

10) Active use in teaching practice of the project based learning methods along with Service learning, education through development and implementation by students professional projects (including volunteer and social events at the partner enterprises). Organization of professional skills contests by employers for students to identify winners with further employment opportunities.

11) Universities that offer educational programs for the sphere of service and tourism on the one hand and employers of this sphere should establish effective connections at the following levels:

- the system of higher education in tourism – tourism as a type of economic activity (main subjects: Ministry of education and science of the Russian Federation, Ministry of culture of Russia, Federal Agency for tourism);
- associations of universities that train personnel for the sphere of tourism – unions of employers in tourism (main subjects: educational methodological association of Russian universities in the sphere of service and tourism, consortiums of universities, networks of enterprises in the sphere of service and tourism, self-regulating organizations);
- selective universities – selective employers (main subjects: universities that offer programs in

- “Service”, “Hotel business”, “Tourism”, partner enterprises);
- connections within a university (main subjects: top management of a university, heads of departments, teachers, students);
- connections between individuals (a student and an employee (head) of an enterprise, student and teacher, teacher and head (employee) of an enterprise etc.).

12. Multi-level model of cooperation between universities that offer programs to train specialists for service and tourism and employers of the field

To establish such connections there was developed a multi-tier model, which depicts the essence of the methodology, levels of interaction, goals, content and effective forms at each level.

- 1) Level of interaction of coordinating authority:
 - goal of interaction: agreeing on priorities, goals and content of tourism education and ways to increase its quality;
 - content of interaction: setting priorities and streams of interaction, development of norms and strategic documents, requirements to train graduates;
 - forms of interaction: joint development of professional and educational standards; creation and support of public-private councils that coordinate and facilitate partnership in the sphere of tourism education; development and implementation of strategies to increase the quality of training of graduates; agreeing on topics and exchange of results of R&D (state contracts) geared towards monitoring of quality of tourism

education and development of ways to improve it.

- 2) Level of interaction of associated organizations:
 - goal of interaction: agreeing on goals and content of tourism education between various educational institutions, identification of basic (universal) competences which are required of specialists, regional specific features;
 - content of interaction: creation of so called social demand for the system of instrumental and higher education to train specialists for the service and tourism industry; approval of educational and professional standards; adaptation of educational programs of universities to the needs of the labour market and requirements by employers; development of rules and regulations with the goal to increase the quality of tourism education, state accreditation and licensing of educational programs;
 - forms of interaction: meetings, seminars, round tables, master classes, development of quality monitoring programs, criteria base and methods to assess educational programs; creation of data bases; monitoring of consumer and labour markets; development of competences and qualification profiles of graduates and specialists; creation of consultative bodies consisting of experts who coordinate interaction of educational institution and employer etc.
- 3) Level of interaction of individual organizations:
 - goal of interaction: ensure succession between different levels of education in tourism; prompt response of institutes and

universities to the demands of employers and the tourism labour market;

- content of interaction: joint development, implementation and expertise of educational programs, targeted training of staff, cooperation in finding jobs for graduates; study of the dynamic of the regional labour market demand and employers' requirements; assessment and results of training of graduates;
- forms of interaction: universities set up entities that conclude contracts to prepare specialists; setting up centers of training and certification by departments of universities and business enterprises; expertise by employers of the skill sets of students during the study period with further amendment of the content and technology of training; internship training for students at leading enterprises and organizations with ensuing job allocation; signing agreements on targeted training, skill enhancement, creating a list of important up-to-date topics for project and graduation papers as requested by employers; involvement of employers in expertise of study materials and aids on disciplines, assessment of educational programs with the goal to make them relevant to the conditions of their professional activity; refinement of requirements to the result of the study process, as expressed through qualification requirements (professional standards) in terms of their job description; implementation of business projects with involvement of students, professors and employers; involvement of representative of employers to the process of defending the thesis and

selection of best students for internship (temporary of full employment) at enterprises etc.

4) Level of interaction within an institution:

- goal of interaction: educational institutions satisfy the demand of employers in training of staff for tourism; prompt response to the increasing level of requirements for graduates;
- content of interaction: identification and elimination of causes and conditions that bring down the quality of training of students; improvement of content, methods and technology of training of specialists; introduction of teaching methods that involve employers (master classes, trainings etc.); improvement of current, term and final assessment of students, internship and individual R&D projects by students;
- forms of interaction: universities set up business entities that offer service in tourism with further opportunity to seek employment; curriculum includes "working semester" during which a student has to work as an intern, occupying a certain position at an enterprise; training of students for the needs of a selected list of enterprises of the tourism industry considering their specific features; seek participation of employers at meetings of university departments to improve quality of education in tourism; joint projects of professors and employers.

5) Level of interaction of students with employers:

- goal of interaction: satisfaction of needs of tourism enterprises in highly qualified personnel, to fulfil their open job vacancies; better employment opportunities for graduates; increasing the level of

adaptability of students and graduates to the conditions of particular tourism enterprises, their corporate culture;

- content of interaction: internship of students at tourism enterprises; assistance in adaptation of students and graduates to the needs and conditions at particular enterprises, their corporate culture; assessment of readiness of students and graduates to their professional activity, their personal traits of character (motivation, initiative, responsibility, communication skills etc.) assistance in finding a job and professional self-determination of graduates;
- forms of interaction: signing of trilateral agreements between student, educational institution and tourism enterprise; students participate in projects upon the order of a tourism enterprise; internship at enterprises and organizations with further temporal or permanent employment; creation of training centers with the help of tourism enterprises where students can participate in training programs of continuous education; employers organize professional skills contests with the prize of future employment opportunity for the winners; expert assessment of the skill sets of

students' by employers etc.

Ministry of education and science of Russia established Federal methodological bureau of service and tourism in 2015 to finalize in 2016 the development of new federal education standard for personnel training. Our profound conviction is that these documents should include the requirements of professional standards along with international experience in this area.

Broadly speaking, it can be assumed, that implementation of measures as described in this article will enhance the quality of tourism education and improve response time of the tourism industry to the current challenges and demands of employers. It will also favour the development of tourism in the Russian Federation.

13. Conclusion

Current situation is characterized by a discrepancy of the level of training of graduates and the requirements of employers. To repair this discrepancy and to improve the quality of education in tourism it is advisable to implement the measures described in this article, namely utilize international experience and best practices in personnel training, establish an effective cooperation between universities and employers in the sphere of tourism.

References:

- Balueva, T.V. (2010). Interaction of university with employers as a success factor to find jobs for graduates [e-publication]. *International e-magazine "Sustainable development: science and practice"*. 1(12), 2014, Retrieved from: www.yrazvitie.ru.
- Baty, Ph. (2010). *Measured, and found wanting more, Times Higher Education*. Retrieved from: <http://www.timeshighereducation.co.uk/story.asp?storycode=412341> Accessed: 8 July.
- Clark, D. (2015). *Four Level Evaluation Model [Electronic resource]*. Retrieved from: <http://www.nwlink.com/~donclark/hrd/isd/kirkpatrick.html>. Accessed: 06.09.2015.
- Cowles, D., & Gilbreath, G. (1993). Total Quality Management at Virginia Commonwealth University: An urban university struggles with the realities of TQM. *High Educ*, 25(3), 281-302. <http://dx.doi.org/10.1007/bf01383855>

- Crainer S. (2011). *Corporate views of University, Management Skills and Development*. 13.10.03. Retrieved from: <http://www.managementskills.co.uk/articles/univer.htm>. Accessed: 29.08.11.
- Engelkemeyer, S. (1993). TQM in higher education. *The Centre for Quality Management Journal*, 2(1), 28-33.
- Federal targeted program "Development of internal and in-bound tourism in the Russian Federation (years 2011-2018)"* (2011). (adoped by decree of Government of RF of August 2, 2011 644). Sistema GARANT Retrieved from: <http://base.garant.ru/55171986/#ixzz3oBfBOOOV>
- Freeman, R. (1993). *Quality Assurance in Training and Education*. Kogan Page, London.
- Hansen, W. (1993). Bringing Total Quality Improvement into the college classroom. *High Educ*, 25(3), 259-279. <http://dx.doi.org/10.1007/bf01383854>
- Holmes, R. (2010). The THE-QS World University Rankings, 2004–2009, Universities Rankings Watch. 2010. October, 19. Retrieved from: <http://www.universities06.com/theqsranking.pdf>.
- Jacobsson, P. (1990). *A Plea for more consistent definition of quality in education and research. Quality and communication for improvement: proceedings 12th European AIR Forum*, September 9-12, 1990, Enscheda: EAIR, a European Higher Education Society; Utrecht: Lemma. pp. 59-84.
- Kerr, C. (1963). *The uses of the university*. Cambridge, Mass.: Harvard University Press.
- Krainova, E.B. (2005). *Criteria of quality of education: main characteristics and ways of measurement – M.*. Akademia, 2005.
- Kvartalnoye, V.A. (2000). *Theoretical basis for establishing and development of the system of continuous professional education in tourism*. Abstract of a thesis. M.
- Lambert Review of Business-University Collaboration*. (2013). Retrieved from: http://www.hm-treasury.gov.uk/d/lambertemergingissues_173.pdf. Accessed: 29.08.11.
- Mc Culloch, M. (2003). Total Quality Management: its relevance for higher education, *Quality Assurance in Education*. 1(2). 5-11.
- McGettigan T. (2011). US: The business of higher education, University World News. Retrieved from: <http://www.universityworldnews.com>. Accessed: 29.08.11.
- Middleton, V., & Airey, D. (1997). *Tourism Education – is it at a cross-roads? Tourism Intelligence Papers*, Insights Forum – 1997. UK.
- Richard, G., & Onderwater, L. (1998). *Towards a European Body of Knowledge for Tourism: Perspectives and Proposals*. ATLAS – Tilburg University, 87.
- Richards, G. (1995). *European Tourisen and Leisure Education: trenda and prospects*. Tilburg Unniversity. 293.
- Romanova, G.M. (2012). *Research of main trends of development in domestic tourism market (case of Krasnodar region)*. Service plus. 28-36.
- Ryan, L. (2011). Corporate Universities: An Overview from Academic and Professional Journals, Corporate Education Advisers. Retrieved from: <http://www.corpedadvisers.com.au> Accessed: 29.08.11.
- Sallis, E. (1993) Total Quality Management in Education. Kogan Page, London, 1993.
- Sesyolkin, A.I. (2004). *Diversification of professional tourism education*. Doctoral dissertation on discipline 13.00.08.

- Smith, D.N. (2010). *The history behind universities, league tables and the brand*, *Global Opinion Survey*. New Outlooks on Institutional Profiles. Retrieved from: <http://science.thomsonreuters.com>
- Subetto, A.I. (2001). *Quality of education in Russia: current conditions, tendencies, perspectives*. Research center of problems of quality of education of specialists.
- Tatur, Y.G. (2001). *Comprehensive approach to quality management of training of specialists (precondition and essence)* Y.G. Tatur, N.N. Pakhomov, E.M. Gassel. Higher school bulletin.
- UNWTO Long term forecasts – Tourism towards 2030 (2015). World Tourism Organizations, Retrieved from: <http://www.statistics.unwto.org>. Accessed: 22.01.2015.
- Usher, A., & Savino M. (2006). *A Global Survey of Rankings and League Tables. College and University Ranking Systems*. Global Perspectives and American Challenges. Institute for Higher Education Policy (editor). Retrieved from: <http://www.educationalpolicy.org/pdf/World-of-Difference-200602162.pdf>.
- Westerheijden, D.F. (1992). *Systems of quality assessment in European higher education*. 4-th EAIE Conference, Berlin, 5-7. November. 1992.

Galina Romanova

Sochi State University,
Rector of the Sochi State
University
Russia

Sergey Romanov

Sochi State University,
Dean of Tourism, Service
and Sports
Russia

Marina Maznichenko

Sochi State University,
Chair of Pedagogical and
Psychological Education
Russia
maznichenkoma@mail.ru
