



Tuning Middle East and North Africa T-MEDA

Fourth General Meeting

Valletta, 27 September - 01 October 2015

TASK 2 - SUBJECT AREA REPORT (REFERENCE POINTS)

TASK DESCRIPTION

Second draft subject area report (content)

1. Introduction

- Presentation of the countries involved in the SAG
- Presentation of the Members/Universities

2. Definition of generic competences: a thematic perspective

- Brief analysis of the generic competences from subject area perspective.
- Description of the process followed at the beginning to define a proposal for generic competences from the SAG perspective.
- Highlight some particular aspects considered and/or not considered in the final agreed list of generic competences for MEDA

3. Identification of subject specific competences

- Presentation of the subject specific competences agreed in the group.
- Explanation of the process followed to achieve the list of subject specific competences.
- Institutional/national/subregional/continental/international references which SAG took into account to achieve the list of subject specific competences.

4. Consultation and reflection

- Presentation of analysis of the results of generic competences survey (in relation to SAG perspective).
- Presentation of analysis of the results of subject specific competences survey
- Interpretation of the results.

5. Meta – profile

- Description of the process followed by the SAG to agreed a meta- profile.
- Presentation of the meta –profile as a graphic.
- Explanation of the main components/elements of the Meta – profile and how it is linked to the previous steps (generic and subject specific competences agreed).

6. Contrast of Meta – profile at regional level

- Explanation of the process followed to contrast the meta – profile with real profiles at university level. (Institutional reports should be mentioned but not included as part of this section)
- Identifying main differences and coincidences (focusing on those elements that differ).
- Analysis of these differences and coincidences.
- Analyzing the weight of the different dominant elements
- Potential changes in the original proposal of meta –profiles after the contrast exercise.

ARCHITECTURE

Task 2 "Elaboration of Second Draft Version of Subject Area Report"

Introduction

The Tuning Middle East and North Africa (T-MEDA) project aims to bring about more clarity and understanding regarding university qualifications, facilitating comparability and compatibility between different universities in the Middle East and North Africa. This is to be achieved by forming of subject area groups (Architectural Engineering, Law, Nursing and Tourism) from different partner universities in the MENA region, these groups are in charge of defining general and specific competences that will be the focus of a survey, which will serve to consult with the 4 targeted categories of stakeholders (students, employers, graduates and faculty members). Based on the results of this survey, profiles of subject areas will be designated and new curricula will be developed, the result will be implementation and assessment of new programs that will take place in the partner universities, this will be followed by continuous improvement and enhancement for them to assure quality of educational outcomes. All these stages will take place in general meetings conducted by the project, where all partner universities will have the opportunity to meet and work on planned activities. (Source: **Tuning Middle East and North Africa- First General Meeting Book**; distributed during the 1st General Meeting May 2nd to 6th 2014)

Tourism Subject Area Group (SAG) Members

For the subject area of tourism, a group of universities offering different programs of tourism and hospitality in the MENA region were selected, these are as follows:

Table 1: The partner universities participating in MEDA Tuning Project/ Tourism Subject Area, and offered the programs

University	Country	The Program(s) Offered by the University	Length of the Program
Suez Canal University	Egypt	Tourism Studies/B.Sc. Hotel Management/B.Sc. Tourism Guidance/B.Sc. Diploma in Tourism Studies Diploma in Hotel Management Diploma in Tourism Guiding Tourism Studies/M.Sc. Hotel Management/M.Sc. Tourism Guidance/M.Sc.	4 years for B.Sc. programs 2 years for Diploma, M.Sc., and Ph.D.

		Tourism Studies/Ph.D. Hotel Management/Ph.D. Tourism Guidance/Ph.D.	
Hashemite University	Jordan	Tourism Management/B.A.	4 years for B.A. program (132 credit hours)
Yarmouk University		Tourism Management/B.A. Hotel Management/B.A. Tourism/M.A.	4 years for B.Sc. programs (132 credit hours) 2 years for M.A. (33 credit hours)
Modern University for Business and Science	Lebanon	Master degree in Hospitality (Double degree) Tourism/B.A. Hospitality/B.A.	3-4 years program (94 credits)
University of Balamand	Lebanon	Tourism and Hotel Management/B.B.A.	3 years for B.B.A. program
University of Omar Al Mukhtar	Libya	Tourism Studies/B.A.	4 years for B.A. program (6 to 11 Subjects Each Year).
Université Moulay Ismail	Morocco	Hotel and Tourism Management/B.A.	4 years for B.A. program
University Mohammed First		Tourism and Heritage/M.A.	2 years for M.A. program
Palestine Ahliyeh University College / Bethlehem	Palestine	Medical Tourism/B.Sc.	4 years for B.Sc. program
University of Monastir	Tunisia	Tourism Management/B.A. Tourism Marketing/B.A. Hospitality and Tourism Management/M.A.	3 years for B.A. program 2 years for M.A. program
University of Tunis		Heritage Tourism Development/M.A.	2 years for M.A. program

The following is a brief summary about each of these establishments:

Suez Canal University

[\(http://tourism.scuegypt.edu.eg/\)](http://tourism.scuegypt.edu.eg/)

SCU was inaugurated 1976 as a community-oriented public university in Egypt, to serve Suez Canal Region and Sinai, 5 out of the 28 governors in Egypt. The Faculty of Tourism & Hotels was first open in 1995 and graduated its first group of students in 1999. The faculty has three departments which are Tourism Studies, Hotel Management and Tourism guidance. The faculty is in the process of constructing a new educational building and a hotel inside Suez Canal University campus. The faculty has two other centers, one is located in Sharm Elshiekh and the other is in Elarish. Both have accommodation units and training centers for students and managed by the faculty staff.

Hashemite University

<http://www.hu.edu.jo/fac/Default.aspx?facid=69000000>

Queen Rania Faculty of Tourism & Heritage was established in September 2000 to assume an important role with collaborators within and outside the university to provide assistance and support to enhance sustainable management of natural, environmental and cultural resources throughout Jordan. The faculty started to accept students in the year 2001/2002, it offers 3 B.Sc. /B.A. degrees in Tourism Management, Conservation Science, & Cultural Resources Management and Museology; also a Masters degree in the field of Archaeology of Ancient Arab Civilizations

Yarmouk University

http://www.yu.edu.jo/en/?option=com_k2&view=itemlist&layout=category&task=category&id=68&Itemid=530

The faculty of Tourism and Hotel Management was established at Yarmouk University in the academic year 2011-2012 as part of the university orientation to make available the necessary qualified and specialized manpower that contributes to sustain the economic and social development. The faculty encompasses two departments: The Tourism Department, and the Hotel Management Department.

Modern University for Business and Science

<http://www.mubs.edu.lb/en/main/academics/schools/international-school-of-business.aspx>

School of Business Administration offers during the initial semesters a core curriculum for all business students. In the later semesters, when students have the knowledge to evaluate their business interests, students specialize in certain functional areas while still developing their overall business knowledge and transferable skills. The available concentrations are:

Accounting, Banking & Finance, Business Administration, Business Information Systems, Human Resource Management, Management, Marketing, Tourism and Hospitality.

University of Balamand

[\(<http://www.balamand.edu.lb/Academics/Faculties/THM/Template/Pages/default.aspx>\)](http://www.balamand.edu.lb/Academics/Faculties/THM/Template/Pages/default.aspx)

The University of Balamand, founded in 1988, is a private non-profit independent Lebanese institution of Higher Education licensed by the State of Lebanon. The School of Tourism and Hotel Management offer a 3-year BBA program of 99 credits majoring in Tourism and Hotel Management. The teaching language is English. The curriculum has three components: university required courses, business required courses and hospitality/tourism required courses.

University of Omar Al Mukhtar

[\(<http://www.omu.edu.ly/>\)](http://www.omu.edu.ly/)

The Faculty of Tourism & Archaeology was established in 2010, it offers B.Sc. in Tourism and Archaeology, which is a 4 year program where students take 6 to 11 subjects each year. The faculty encompasses three departments: Department of Tourism Studies, Department of Classical Archaeology, and Department of Islamic Archaeology.

Université Moulay Ismail

[\(\[www.umi.ac.ma\]\(http://www.umi.ac.ma\)\)](http://www.umi.ac.ma)

University Moulay Ismail of Meknes was established on October 23rd 1989; it includes 6 schools; these are as follows: The School of Sciences (FS), The School of Arts and Humanities (FLSH), The School of Law, Economics and Social Sciences (FSJES), The School of Sciences and Technology – Errachidia (FST), The School of Engineering (ENSAM), The Graduate School of Technology (EST), The Polydisciplinary School – Errachidia (FP), in which tourism training programs are offered, and The (School of Teaching Training) Ecole Normale Supérieure (ENS)

University Mohammed First

[\(\[www.univ-oujda.ac.ma\]\(http://www.univ-oujda.ac.ma\)\)](http://www.univ-oujda.ac.ma)

Mohamed the First University 'MFU' (Oujda, Morocco) was established in 1978 in Oujda. The University Mohamed First provides two degrees: a Master in Tourism and Heritage, and a University Diploma of Technology in Tourism Management. The 12 major modules for the Master degree program aim at training of mediation and communication for cultural tourism; they are centered on 2 aspects: knowledge and management of cultural heritage; and knowledge about activities and crafts of tourism. The University Diploma of Technology is directed to train on managerial skills related to tourism.

Palestine Ahliyah University College / Bethlehem

<http://www.paluniv.edu.ps/?p=main>

Palestine Ahliya University College (PAUC) is a higher education institution that was established in 2006 as a culmination of a joint venture between selective academics and investors for social development and maintenance of national capital within the country. The college includes departments that offer the following bachelor degree programs: Department of Arts and Sciences, Department of Law, Department of Medical Sciences, Department of Information Technology, and the Department of Administrative and finance Sciences, which offers a bachelor degree in accounting, business administration, finance and banking, also the Medical Tourism Program.

University of Monastir

www.um.rnu.tn

The University of Monastir was founded in 2004 and is organized in 6 faculties and several institutions. One of these is the Higher Institute of Applied Studies in Humanities of Mahdia (ISEAH), which offers a BA in Tourism Marketing and a Master degree program in Hospitality and Tourism Management. There is also the Applied License in Tourism Animation, which focuses mainly on making students aware of different tourism potentials in the country, and to train them on communication and linguistics skills required to work in tourism facilities.

University of Tunis

www.ens.rnu.tn

University of Tunis was established in 1988, the university provides 113 degrees within sixteen higher education and scientific research institutions. One of these is the Higher Institution of Heritage Careers in Tunisia, which offers two professional Master programs, these are: Heritage Tourism Development and Applied Heritage on Traditional Crafts.

The Tuning methodology and approaches, as well as overall coordination and project management will be provided by University of Deusto. The tourism SAG includes also a number of experts from EU universities who have extensive experience and international cooperation regarding educational expertise and technical capacity in project management, which are all required to carry out all aspects of the project stages, these members are:

Expert Name	The Institution	Role
Alvaro DE LA RICA	University of Deusto	Coordinator
Ana GOYTIA PRAT	University of Deusto	Coordinator
Gerold BEYER	Universite d'Angers	Coordinator
Pascal MISSIR	Universite d'Angers	Contact Person

To evaluate the current status of tourism and hospitality programs in participating universities, a SWOT analysis is presented here, which is a compilation of individual SWOT analysis submitted by the Tourism SAG members (The issues mentioned in the SWOT analysis were indirectly discussed during the first meeting, and they had a great influence in directing the group when suggesting different competences) :

Table 2: A SWOT Analysis Concerning Tourism and Hospitality Education in SAG Member Universities

Strengths	Weaknesses	Opportunities	Threats

<ul style="list-style-type: none"> - The big number of hotels and travel agencies which are necessary for internship and practical training. - The excellence of entrepreneurs in F&B new concepts and their franchising which can be translated into a considerable number of job opportunities (mainly applies to Lebanon). -The big number of job opportunities offered by the private sector. 	<ul style="list-style-type: none"> - Lack of support from the Ministry of Education in relation to admission standards and curricula at schools. - Negative perception of local communities about tourism jobs - Colleges are perceived as too academic, teaching skills and their application in an isolated context, but not the basic and potential skills of how to run a business. - Lack of coordination with private sector in different stages of developing curricula, training and recruitment - Many hospitality programs aim to prepare students for managerial positions without being really designed to develop students for such positions; there is so little focus on their problem identification skills, communication skills, and analytical skills, also the ability to synthesize information, creativity and leadership skills. - In many universities, there are no technical facilities such as laboratories and technology to support the curriculum. 	<ul style="list-style-type: none"> - Having some tourism schools involved in projects as Erasmus and T-MEDA, which will facilitate future development of the tourism education. - Affiliation of some tourism schools with well-known hospitality schools 	<ul style="list-style-type: none"> - Political instability affecting tourism sector performance - In some countries, hiring unqualified foreign workers with lower salary to take the place of qualified workers
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Developing the Lists of Generic & Specific Competences

During the First General Meeting (May 2nd to 6th, Jordan), several sessions were held where the following was done:

- The four (SAGs) were formed (including the tourism group)
- A SAG coordinator was elected for the group.
- An oral brief presentation was given by each member of the group about the program offered by the university he/she represents.

The following is a list of job opportunities available to tourism graduates as stated by participating universities

Tour Operators/ Travel Agents

- Airlines (Boarding and Hosting)
- Tour Guides and Escorts (Different Languages)
- Tourism Marketing
- Hotel/ F&B: Management and Operation (All Departments)
- Tourism Governmental and Non-governmental Organisations (All Departments)
- Tourism and Hospitality Training
- Tourist Consultants
- Cruise Couriers
- Event Organizers
- Regional Destination and Site Manager
- Tourism Entrepreneur

In order to define generic and specific competence, the tourism group members were asked in a brain storming to list a number of competences related to knowledge and skills needed in tourism employability, for example: management, work ethics, sustainability, leadership, multicultural scope, communication, innovation, ethics, problems solving... etc. These suggested competences were listed by the coordinator and EU experts (as facilitators), where some were eliminated, others were rephrased. The following generic competences were the ones decided by Tourism SAGs as to be included in the general list of generic competences for the Tuning MEDA project:

1. Diversity & multicultural scope
2. Entrepreneurship
3. Leadership & managerial skills
4. Customer care and retention
5. Planning & time management
6. Research skills
7. Commitment to health and safety
8. Continuous professional development
9. Commitment & ability to lifelong learning
10. Ability to reflect and provide feedback
11. Ability to act with social responsibility & civic awareness

12. Commitment to social justice

Based on these concepts, a draft list of general competences were generated and agreed on by the group members, this was followed by getting all generic competences suggested by other SAGs, these came out to be as following:

Ability to:

- GC1. Manage time effectively
- GC2. Communicate orally and in writing with different audiences
- GC3. Maintain continuous education
- GC4. Have critical thinking, analysis and synthesis
- GC5. Identify and resolve problems
- GC6. Make logical decisions
- GC7. Work in an interdisciplinary team
- GC8. Lead effectively
- GC9. Work autonomously
- GC10. Maintain quality of work
- GC11. Act ethically with social responsibility
- GC12. Apply knowledge in practical situations
- GC13. Communicate in a second language
- GC14. Be innovative and creative
- GC15. Be flexible and adapt to different situations
- GC16. Empower others
- GC17. Search for information from a variety a sources
- GC18. Protect and preserve the environment

Commitment to:

- GC19. Human rights
- GC20. Health and safety procedures
- GC21. The preservation of cultural heritage and values

Having:

- GC22. Organizational skills
- GC23. Sense of dedication
- GC24. Respect for diversity and multiculturalism
- GC25. Skills in the use of information and communication technologies

Being:

- GC26. Initiative-driven
- GC27. Self-motivated
- GC28. Assertive

It is well known that all tourism and hospitality careers share the need to have the employees acquainted with some particular competences to professionally perform in different types of operations. These are: having good communication skills (verbal and non-verbal communication+ foreign languages), working in a team, mastering management knowledge and skills, working in a multi-cultural environment, using information technology skills,

applying health and safety procedures and ethics. Though, it must be mentioned that such requirements are not equally covered in the programs offered by participating universities.

Therefore, a list of subject specific competences was developed by tourism SAG that covers knowledge areas and skills required in the previously mentioned jobs, these were:

Ability to:

- SC1. assess and understand the global and local tourism potentials
- SC2. demonstrate hands-on experience in real life environment
- SC3. apply knowledge and skills in tourism jobs
- SC4. understand different market segments for marketing, research and communication
- SC5. understand concepts such as carrying capacities and ecological footprint
- SC6. effectively operate tourism companies
- SC7. make effective identification and presentation of tourist environment
- SC8. manage customers and stakeholders in English/another foreign language
- SC9. coordinate and networking with stakeholders
- SC10. financially manage tourism services
- SC11. understand the current issues in tourism and other general knowledge
- SC12. have knowledge and capabilities of procurement techniques
- SC13. develop knowledge of key concepts, theories and practices in the tourism activities
- SC14. identify the natural and cultural tourism resources
- SC15. perform accounting and money transactions

The group members worked on translating the English version of the competences to Arabic and French in order to facilitate the consultation process. The project coordinators clarified the sampling technique and framework considered while reaching the stakeholders (employers, students, academics and graduates). The following sections show the results of this process and main conclusions.

The Consultation

The four categories of stakeholders, academics, students, graduates and employers, were asked to fill an online survey, where both generic and specific competences were to be evaluated on 4-point scale:

- 1: none,
- 2: weak,
- 3: considerable,
- 4: strong,

Each competence was rated for both importance and achievement. Moreover, respondents were asked to select the five most important competences, according to this, points were given in descending order from 5 points to 1.

Consequently, there will be a focus on 3 main indicators:

- Means of ratings,
- Rankings and
- Correlations between importance and achievement.

Each member in the SAG was requested to target at least the 30 respondents for each category of stakeholders (i.e. a total of 11 SAG members × 4 categories × 30 = 1320 respondents for SAG).

The project management provided each SAG member with the following to reach respondents:

- A username,
- Letters of request to fill the survey and
- A link and a password to access to the on-line survey.
- The response to the survey by stakeholders took place during the period 16/06 to 17/07, after which the project management processed the data and came out with the final results of the consultation to be presented in the second general meeting.

Analysis and Results

Concerning the Generic Competences, 2687 respondents filled the related part of the survey in the 4 subject areas, out of which 645 were in the Tourism area. The distribution of these responses upon the four consulted categories is as follows:

Stakeholders	Number of Respondents to Competences	
	According to Competences Lists	
	Generic Competences	Specific Competences

	N	%	N	%
Academics	148	22.95	110	24.77
Employers	130	20.16	93	20.95
Students	195	30.323	125	28.15
Graduates	172	26.67	116	26.13
Total	645	100	444	100

The above table shows that barely the half of the expected number on responses was reached since some countries were unable to contribute, or partially contributed, to the survey process for many reasons related to their local context.

Concerning the Specific Competences, number of respondents, in tourism subject area, was 444 out of the 1874 who responded to the specific competences of the four SAGs.

The country wise distribution was as follows:

Stakeholders	Number of Respondents to Competences According to Country			
	Generic Competences		Specific Competences	
	N	%	N	%
Egypt	19	2.95	14	3.15
Jordan	190	29.46	145	32.66
Lebanon	228	35.35	223	50.23
Libya	120	18.60	5	1.13
Morocco	29	4.50	16	3.60
Tunisia	59	9.15	41	9.23
Total	645	100	444	100

Generic Competences Results

By looking at the results of evaluation for generic competences, it is noticed that most of the means for the measured items in importance scale ranged from 3 (considerable) to 4 (strong),

while all the means in the achievement scale ranged from 2 (weak) to 3 (considerable). The highest and lowest scores for the four groups of stakeholders were as follows:

Academics:

For importance, the 6 competences with highest mean scores were:

- GC10. Ability to maintain quality of work (3.41)
- GC1. Ability to manage time effectively (3.32)
- GC5. Ability to identify and resolve problems (3.30)
- GC2. Ability to communicate orally and in writing with different audiences (3.27)
- GC12. Ability to apply knowledge in practical situations (3.27)
- GC27. Being self-motivated (3.27)

The 5 competences with the least mean scores were:

- GC22. Having organizational skills (2.98)
- GC8. Ability to lead effectively (2.95)
- GC23. Having sense of dedication (2.94)
- GC16. Ability to empower others (2.93)
- GC9. Ability to work autonomously (2.71)

For achievement, the 5 competences with highest mean scores were:

- GC25. Having skills in the use of information and communication technologies (2.61)
- GC17. Ability to search for information from a variety a sources (2.59)
- GC2. Ability to communicate orally and in writing with different audiences (2.59)
- GC11. Ability to act ethically with social responsibility (2.58)
- GC12. Ability to apply knowledge in practical situations (2.54)

The 5 competences with the least mean scores were:

- GC4. Ability to have critical thinking, analysis, and synthesis (2.19)
- GC 27. Being self-motivated (2.23)
- GC23. Having sense of dedication (2.23)
- GC16. Ability to empower others (2.24)
- GC8. Ability to lead effectively (2.25)

The following can be noticed:

- GC12. was one of the highest five competences for importance, also for achievement
- GC27. was one of the highest five competences for importance, but was one of the five lowest for achievement
- GC16. was one of the of the lowest five competences for importance, also for achievement

For rankings, the following general competences were the highest (i.e. these were considered as the most important by this group of respondents):

- GC1. Ability to manage time effectively.
- GC2. Ability to communicate orally and in writing with different audiences
- GC12. Ability to apply knowledge in practical situations
- GC4. Ability to have critical thinking, analysis, and synthesis.

- GC3. Ability to maintain continuous education

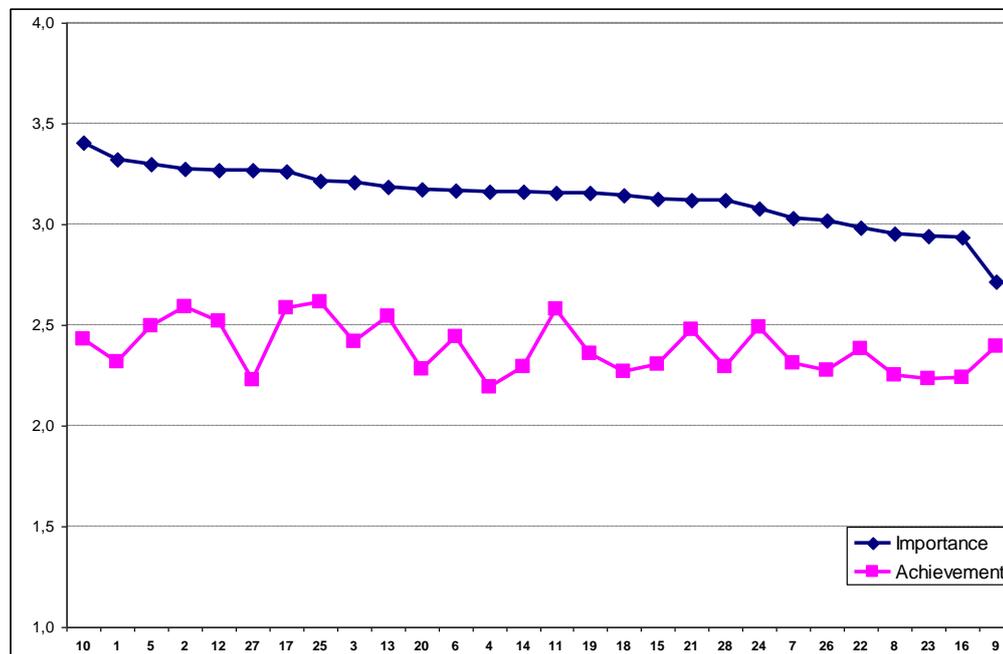


Figure 1: A line chart showing the means of evaluation of generic competences given by Academics for both importance and achievement

Employers

For importance, the 5 competences with highest mean scores were:

- GC10. Ability to maintain quality of work (3.34)
- GC5. Ability to identify and resolve problems (3.30)
- GC1. Ability to manage time effectively (3.25)
- GC19. Commitment to human rights (3.20)
- GC20. Commitment to health and safety procedures (3.20)

The 5 competences with the least mean scores were:

- GC7. Ability to work in an interdisciplinary team (2.94)
- GC23. Having sense of dedication (2.95)
- GC22. Having organizational skills (2.95)
- GC16. Ability to empower others (2.85)
- GC9. Ability to work autonomously (2.66)

For achievement, the 6 competences with highest mean scores were:

- GC3. Ability to maintain continuous education (2.55)
- GC21. Commitment to the preservation of cultural heritage and values (2.50)
- GC25. Having skills in the use of information and communication technologies (2.46)
- GC17. Ability to search for information from a variety a sources (2.43)

- GC2. Ability to communicate orally and in writing with different audiences (2.36)
- GC26. Being Initiative-driven (2.36)

The 5 competences with the least mean scores were:

- GC9. Ability to work autonomously (2.13)
- GC7. Ability to work in an interdisciplinary team (2.13)
- GC28. Being assertive (2.12)
- GC8. Ability to lead effectively (2.12)
- GC6. Ability to make logical decisions (2.11)

It can be noticed that GC9. was one of the lowest five competences for importance, also for achievement.

For rankings, the following general competences were the highest (i.e. these were considered as the most important by this group of respondents):

- GC1. Ability to manage time effectively.
- GC3. Ability to maintain continuous education
- GC5. Ability to identify and resolve problems
- GC10. Ability to maintain quality of work.
- GC11. Ability to act ethically with social responsibility

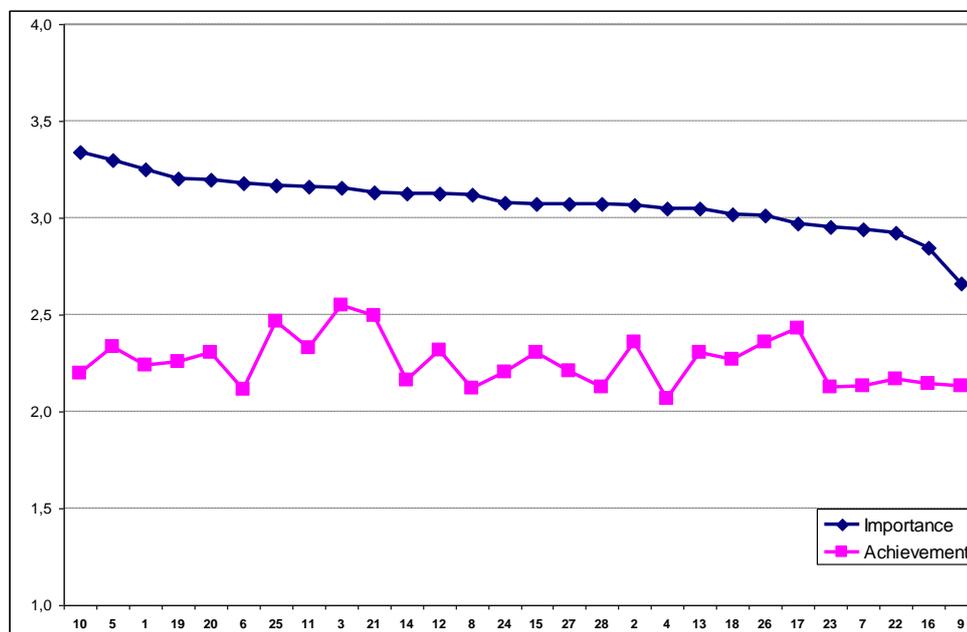


Figure 2: A line chart showing the means of evaluation of generic competences given by - Employers for both importance and achievement

Students

For importance, the 5 competences with highest mean scores were:

- GC10. Ability to maintain quality of work (3.16)
- GC1. Ability to manage time effectively (3.15)
- GC27. Being self-motivated (3.13)
- GC19. Commitment to human rights (3.12)
- GC20. Commitment to health and safety procedures (3.11)

The 5 competences with the least mean scores were:

- GC22. Having organizational skills (2.85)
- GC16. Ability to empower others (2.81)
- GC23. Having sense of dedication (2.78)
- GC7. Ability to work in an interdisciplinary team (2.73)
- GC9. Ability to work autonomously (2.58)

For achievement, the 5 competences with highest mean scores were:

- GC11. Ability to act ethically with social responsibility (2.73)
- GC10. Ability to maintain quality of work (2.72)
- GC21. Commitment to the preservation of cultural heritage and values (2.67)
- GC3. Ability to maintain continuous education (2.65)
- GC25. Having skills in the use of information and communication technologies (2.64)

The 5 competences with the least mean scores were:

- GC28. Being assertive (2.44)
- GC6. Ability to make logical decisions (2.44)
- GC14. Ability to be innovative and creative (2.41)
- GC9. Ability to work autonomously (2.35)
- GC23. Having sense of dedication (2.32)

The following is to be noticed:

- GC10. was one of the of the highest five competences for importance, also for achievement
- GC9. was one of the of the lowest five competences for importance, also for achievement

For rankings, the following general competences were the highest (i.e. these were considered as the most important by this group of respondents):

- GC1. Ability to manage time effectively.
- GC3. Ability to maintain continuous education
- GC2. Ability to communicate orally and in writing with different audiences
- GC5. Ability to identify and resolve problems
- GC27. Being self-motivated

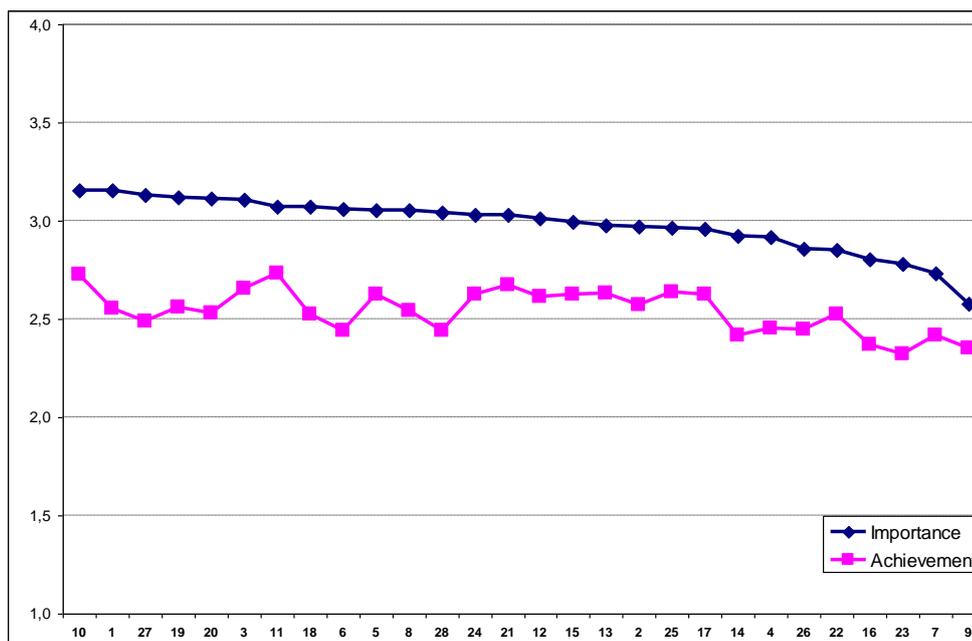


Figure 3: A line chart showing the means of evaluation of generic competences given by - Students for both importance and achievement

Graduates

For importance, the 5 competences with highest mean scores were:

- GC20. Commitment to health and safety procedures(3.36)
- GC6. Ability to make logical decisions(3.34)
- GC25. Having skills in the use of information and communication technologies (3.33)
- GC12. Ability to apply knowledge in practical situations (3.33)
- GC19. Commitment to human rights (3.32)

The 5 competences with the least mean scores were:

- GC24. Having respect for diversity and multiculturalism (3.12)
- GC4. Ability to have critical thinking, analysis, and synthesis. (3.12)
- GC16. Ability to empower others. (3.06)
- GC23. Having sense of dedication (3.02)
- GC9. Ability to work autonomously (2.75)

For achievement, the 5 competences with highest mean scores were:

- GC17. Ability to search for information from a variety a sources (2.70)
- GC13. Ability to communicate in a second language (2.67)
- GC25. Having skills in the use of information and communication technologies (2.66)
- GC11. Ability to act ethically with social responsibility (2.59)
- GC2. Ability to communicate orally and in writing with different audiences (2.58)

The 5 competences with the least mean scores were:

- GC27. Being self-motivated (2.33)
- GC7. Ability to work in an interdisciplinary team(2.28)
- GC8. Ability to lead effectively (2.26)
- GC22. Having organizational skills (2.23)
- GC24. Having respect for diversity and multiculturalism (2.16)

The following is to be noticed:

- GC24. was one of the of the lowest five competences for importance, also for achievement
- GC25. was one of the of the highest five competences for importance, also for achievement

For rankings, the following general competences were the highest (i.e. these were considered as the most important by this group of respondents):

- GC1. Ability to manage time effectively.
- GC10. Ability to maintain quality of work
- GC11. Ability to act ethically with social responsibility
- GC3. Ability to maintain continuous education
- GC14. Ability to be innovative and creative

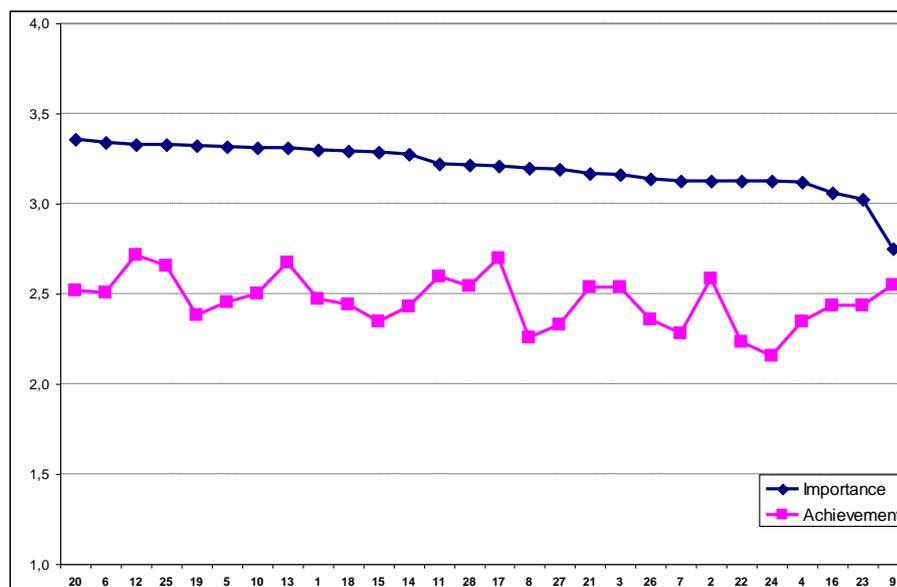


Figure 4: A line chart showing the means of evaluation of generic competences given by - Graduates for both importance and achievement

Specific Competences Results

For specific competences, the difference was clear between the mean scores for importance and achievement, where in the former, they were higher and most of the means were between 2 (weak) and 4 (strong), while all means for the latter were between 2 (weak) and 3 (considerable). The 3 highest and 3 lowest means for the competences in importance scale were as follows:

The Group	Competences with lowest means	Mean	Competences with highest means	Mean
Academics	SC12. Ability to have knowledge and capabilities of procurement techniques	2.85	SC2. Ability to demonstrate hands-on experience in real life environment	3.36
	SC14. Ability to identify the natural and cultural tourism resources.	2.85	SC8. Ability to manage customers and stakeholders in English/another foreign language	3.33
	SC15. Ability to perform accounting and money transactions	2.84	SC4. Ability to understand different market segments for marketing, research and communication	3.28
Employers	SC15. Ability to perform accounting and money transactions	2.93	SC8. Ability to manage customers and stakeholders in English/another foreign language	3.32
	SC14. Ability to identify the natural and cultural tourism resources	2.88	SC2. Ability to demonstrate hands-on experience in real life environment	3.25
	SC12. Ability to have knowledge and capabilities of procurement techniques	2.83	SC6. Ability to effectively operate tourism companies	3.24
Students	SC5. Ability to understand concepts such as carrying capacities and ecological footprint.	3.01	SC2. Ability to demonstrate hands-on experience in real life environment	3.29
	SC4. Ability to understand different market segments for marketing, research	3.00	SC3. Ability to apply knowledge and skills in tourism jobs	3.26

	and communication SC15. Ability to perform accounting and money transactions	2.95	SC8. Ability to manage customers and stakeholders in English/another foreign language	3.22
Graduates	SC14. Ability to identify the natural and cultural tourism resources	2.99	SC8. Ability to manage customers and stakeholders in English/another foreign language	3.35
	SC12. Ability to have knowledge and capabilities of procurement techniques	2.95	SC3. Ability to apply knowledge and skills in tourism jobs	3.34
	SC15. Ability to perform accounting and money transactions	2.81	SC2. Ability to demonstrate hands-on experience in real life environment	3.31

The 3 highest and 3 lowest means for the competences in achievement scale were as follows:

The Group	Competences with lowest means	Mean	Competences with highest means	Mean
Academics	SC12. Ability to have knowledge and capabilities of procurement techniques	2.21	SC8. Ability to manage customers and stakeholders in English/another foreign language	2.67
	SC15. Ability to perform accounting and money transactions	2.33	SC4. Ability to understand different market segments for marketing, research and communication	2.57
	SC14. Ability to identify the natural and cultural tourism resources	2.38	SC3. Ability to apply knowledge and skills in tourism jobs	2.56
Employers	SC12. Ability to have knowledge and capabilities of procurement techniques	2.22	SC8. Ability to manage customers and stakeholders in	2.57

	<p>SC14. Ability to identify the natural and cultural tourism resources</p> <p>SC9. Ability to coordinate and networking with stakeholders.</p>	<p>2.31</p> <p>2.31</p>	<p>English/another foreign language</p> <p>SC4. Ability to understand different market segments for marketing, research and communication</p> <p>SC11. Ability to understand the current issues in tourism and other general knowledge</p>	<p>2.49</p> <p>2.49</p>
Students	<p>SC5. Ability to understand concepts such as carrying capacities and ecological footprint.</p> <p>SC9. Ability to coordinate and networking with stakeholders.</p> <p>SC12. Ability to have knowledge and capabilities of procurement techniques</p>	<p>2.46</p> <p>2.46</p> <p>2.60</p>	<p>SC2. To demonstrate hands-on experience in real life environment</p> <p>SC3. Ability to apply knowledge and skills in tourism jobs</p> <p>SC13. To develop knowledge of key concepts, theories and practices in the tourism activities</p>	<p>2.90</p> <p>2.88</p> <p>2.80</p>
Graduates	<p>SC5. Ability to understand concepts such as carrying capacities and ecological footprint.</p> <p>SC12. Ability to have knowledge and capabilities of procurement techniques</p> <p>SC15. Ability to perform accounting and money transactions and</p> <p>SC11. Ability to understand the current</p>	<p>2.31</p> <p>2.48</p> <p>2.53</p>	<p>SC8. Ability to manage customers and stakeholders in English/another foreign language</p> <p>SC3. Ability to apply knowledge and skills in tourism jobs</p> <p>SC1. Ability to assess and understand the global and local tourism potentials.</p>	<p>2.97</p> <p>2.80</p> <p>2.80</p>

	issues in tourism and other general knowledge.	2.53		
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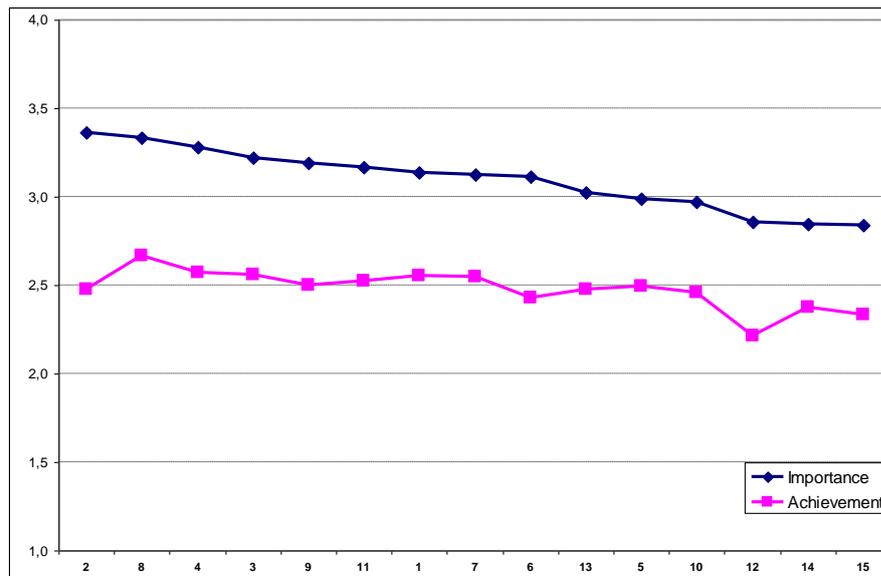


Figure 5: A line chart showing the means of evaluation of specific competences given by - Academics for both importance and achievement

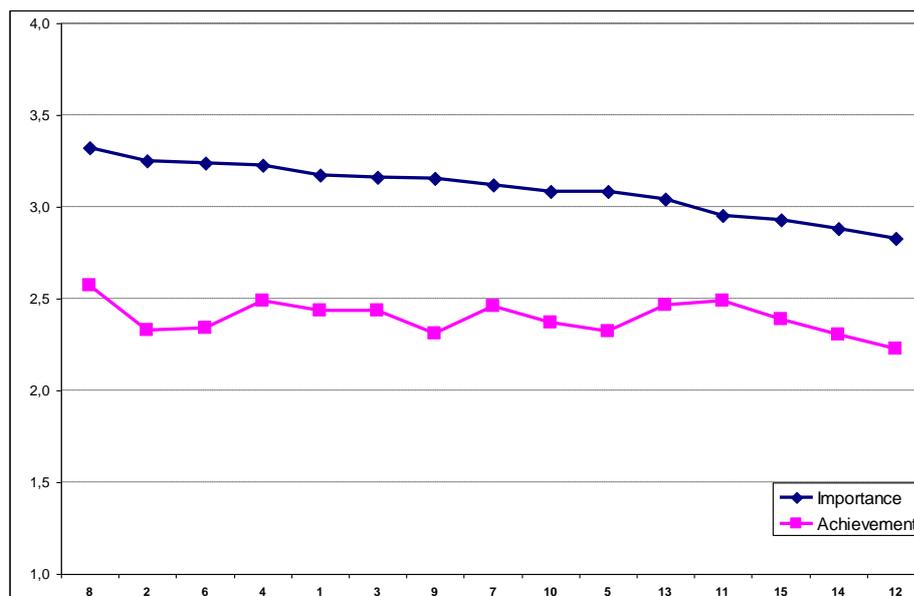


Figure 6: A line chart showing the means of evaluation of specific competences given by - Employers for both importance and achievement

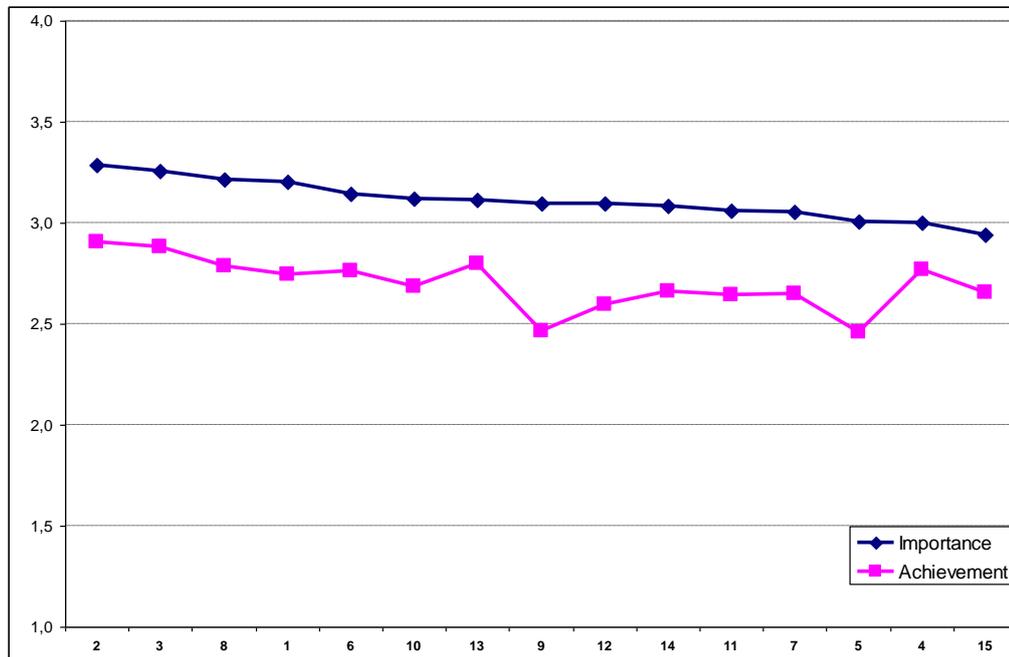


Figure 7: A line chart showing the means of evaluation of specific competences given by - Students for both importance and achievement

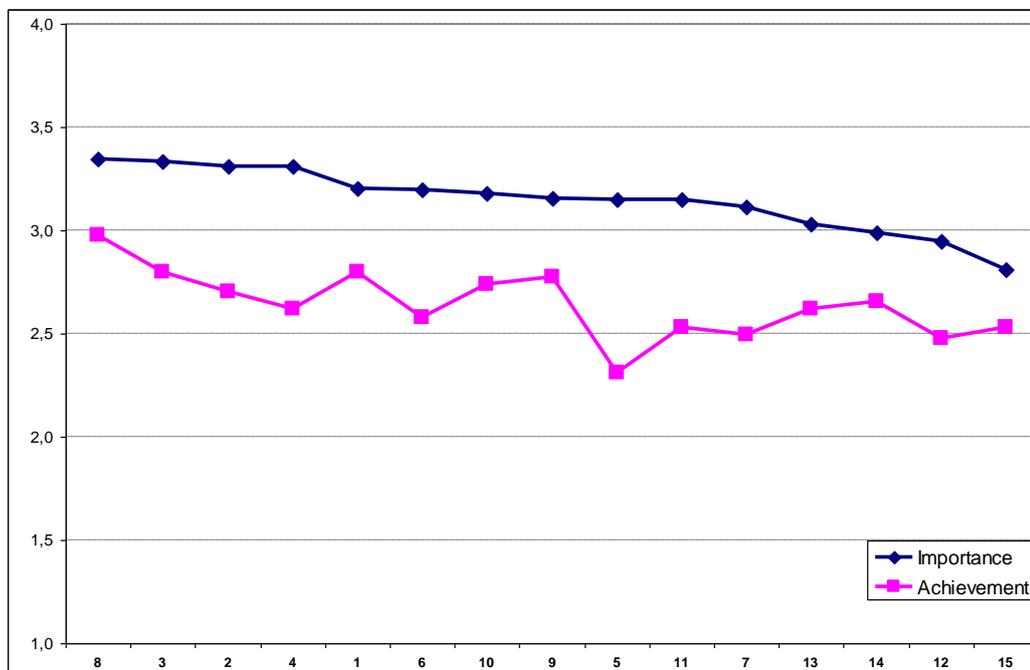


Figure 8: A line chart showing the means of evaluation of specific competences given by - Graduates for both importance and achievement

For rankings, the results were as follows:

The Group	Competences with lowest rankings	Competences with highest rankings
Academics	<p>SC15. Ability to perform accounting and money transactions</p> <p>SC12. Ability to have knowledge and capabilities of procurement techniques</p> <p>SC14. Ability to identify the natural and cultural tourism resources</p>	<p>SC3. Ability to apply knowledge and skills in tourism jobs</p> <p>SC8. Ability to manage customers and stakeholders in English/another foreign language</p> <p>SC1. Ability to assess and understand the global and local tourism potentials.</p>
Employers	<p>SC12. Ability to have knowledge and capabilities of procurement techniques</p> <p>SC15. Ability to perform accounting and money transactions</p> <p>SC7. Ability to make effective identification and presentation of tourist environment</p>	<p>SC1. Ability to assess and understand the global and local tourism potentials.</p> <p>SC6. To effectively operate tourism companies.</p> <p>SC4. Ability to understand different market segments for marketing, research and communication</p>
Students	<p>SC12. Knowledge and capabilities of procurement techniques.</p> <p>SC15. Ability to perform accounting and money transactions</p> <p>SC11. Ability to understand the current issues in tourism and other general knowledge</p>	<p>SC1. Ability to assess and understand the global and local tourism potentials.</p> <p>SC2. Ability to demonstrate hands-on experience in real life environment</p> <p>SC8. Ability to manage customers and stakeholders in English/another foreign language</p>
Graduates	<p>SC12. Ability to have knowledge and capabilities of procurement techniques</p> <p>SC13. To develop knowledge of key concepts, theories and practices in the tourism activities</p>	<p>SC8. Ability to manage customers and stakeholders in English/another foreign language</p> <p>SC1. Ability to assess and understand the global and local tourism potentials.</p>

	SC15. Ability to perform accounting and money transactions	SC9. Ability to coordinate and networking with stakeholders.
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Correlations

For correlation analyses results, it was noticed that in generic competences, Pearson's correlation coefficients were mostly between moderate and substantial (0.50- 0.70), except for the case of students vs. graduates where the coefficient was 0.3051 for the achievement scale indicating then a weak statistical relationship between the responses of these two groups. The results of correlation analyses are shown in the following tables:

Table 3: The correlation matrix of Generic Competences for the importance scale

Graduates	Students	Employers	Academics	Group
				Academics
			0.8011	Employers
		0.8608	0.7711	Students
	0.7788	0.8167	0.7610	Graduates

Table 4: The correlation matrix of Generic Competences for the achievement scale

Graduates	Students	Employers	Academics	Group
				Academics
			0.5936	Employers
		0.6641	0.6699	Students
	0.3051	0.5110	0.6007	Graduates

The case was different though for specific competences where most of Pearson's correlation coefficients were mostly between minimal and moderate (0.30-0.50), the results of correlation analyses are shown in the following tables:

Table 5: The correlation matrix of Specific Competences for the Importance scale

Graduates	Students	Employers	Academics	Group
				Academics
			0.8481	Employers
		0.5215	0.5677	Students
	0.6440	0.8498	0.8825	Graduates

Table 6: The correlation matrix of Specific Competences for the achievement scale

Graduates	Students	Employers	Academics	Group
				Academics
			0.7998	Employers
		0.4265	0.3023	Students
	0.5112	0.4057	0.5033	Graduates

The following then can be concluded:

- There is somehow a strong linear relationship between the responses of stakeholders for importance scale for both generic & specific competences (the correlations coefficients are higher for generic competences)
- The linear relationship between the responses of stakeholders for achievement scale is weak if compared to the other scale for both generic & specific competences (the correlations coefficients are higher for generic competences)

Such results can be seen also in the following graphs:

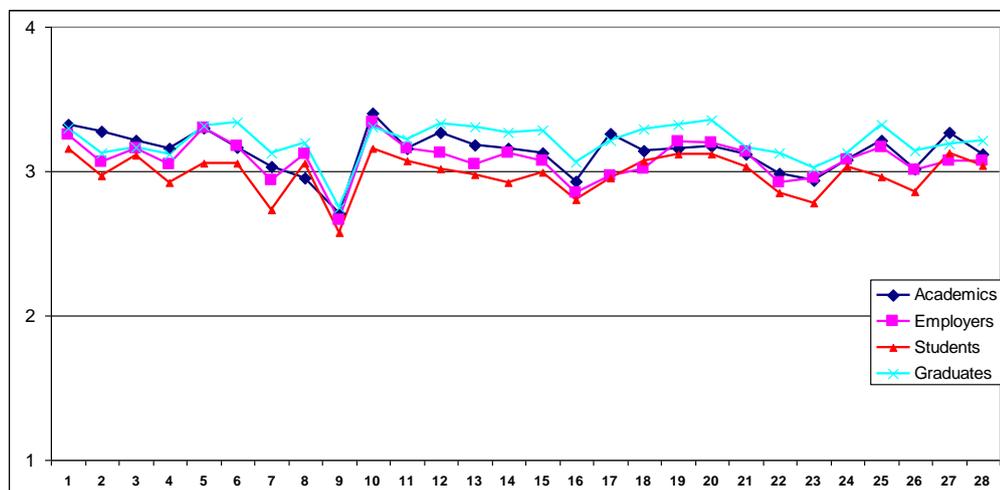


Figure 9: A line chart showing the means of evaluation of generic competences given by all stakeholders for importance

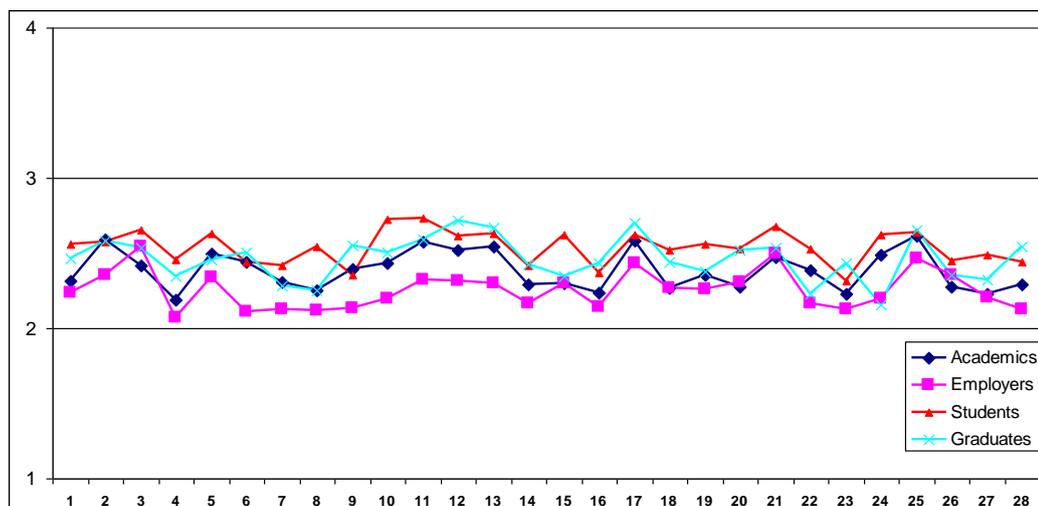


Figure 10: A line chart showing the means of evaluation of generic competences given by all stakeholders for achievement

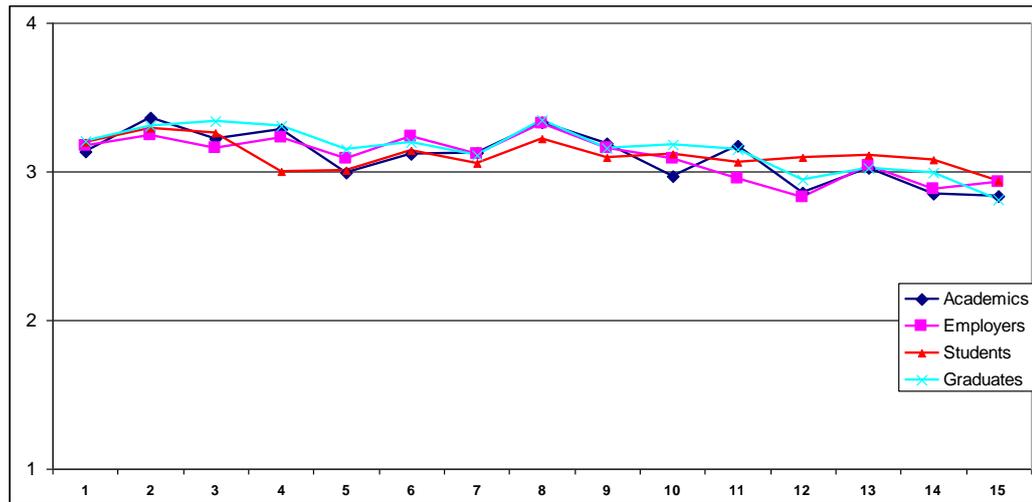


Figure 11: A line chart showing the means of evaluation of specific competences given by all stakeholders for importance

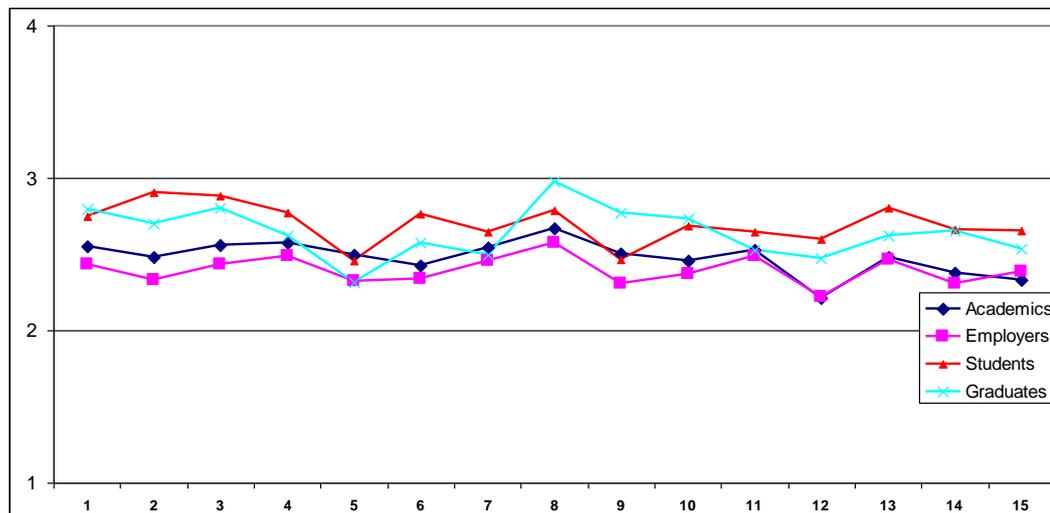


Figure 12: A line chart showing the means of evaluation of specific competences given by all stakeholders for achievement

Conclusions:

- There was a general agreement between the 4 stakeholders groups that the following generic competences are highly important if compared to others: maintaining quality of work, managing time effectively, identifying and solving problems, commitment to human rights and implementing health and safety procedures. On the other hand, the following generic competences were mostly considered as not being as important: working autonomously, empowering others, organizational skills and respect for diversity and multiculturalism.
- For achievement, it can be noticed that the 4 groups agreed on having the following generic competences mostly achieved: skills in the use of information and communication technologies, ability to maintain quality of work, commitment to human rights, ability to maintain continuous

education, and ability for oral and written communication to different audiences. Whereas the following generic competences were the least in achievement: ability to lead effectively, having organizational skills, being self-motivated, making logical decisions, ability to work in an interdisciplinary team, and being assertive.

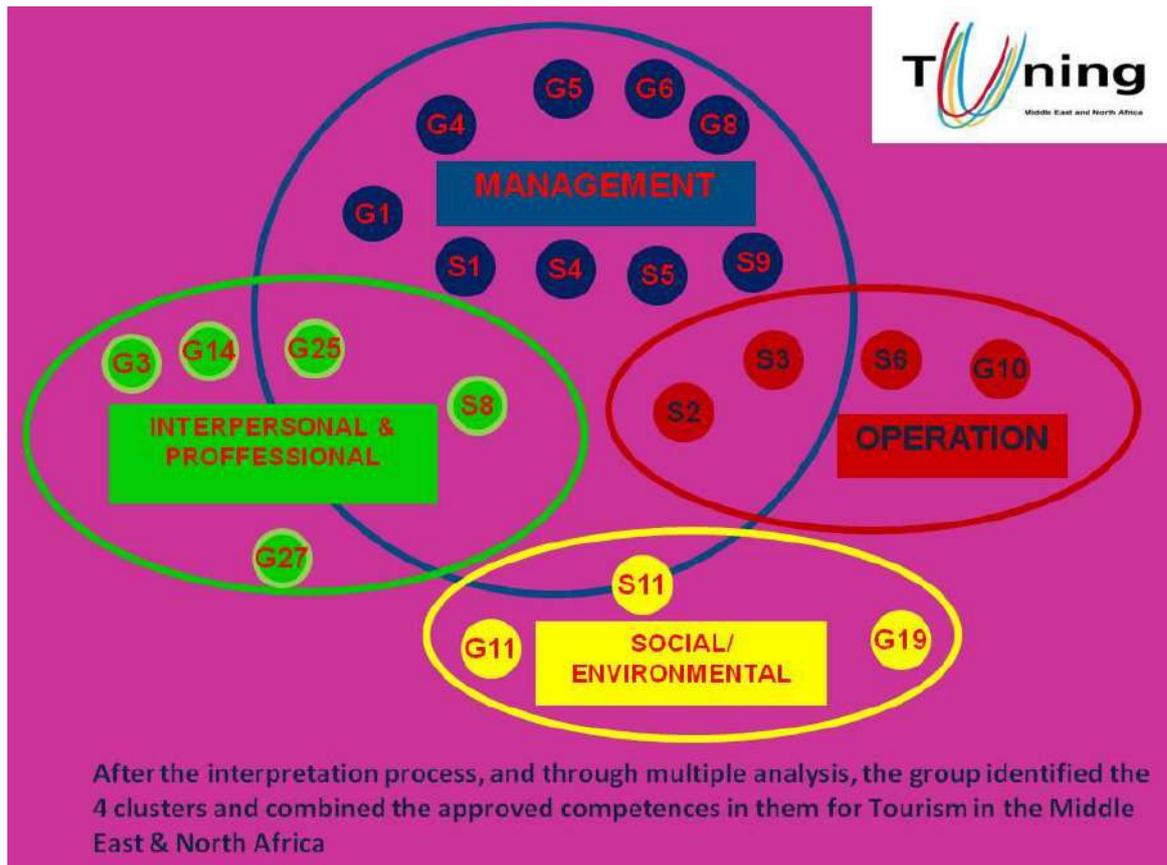
- For the importance scale of specific competences, some generic competences were considered by the 4 groups of stakeholders to be mostly needed: demonstrating hands-on experience in real life environment, ability to apply knowledge and skills in tourism jobs and ability to manage customers and stakeholders in English/another foreign language.
- For achievement scale, the following generic competences were perceived as being highly achieved: ability to apply knowledge and skills in tourism jobs, ability to understand different market segments for marketing, research and communication and ability to manage customers and stakeholders in English/another foreign language.
- The following competences were considered to be the least important and as being not well achieved: ability to perform accounting and money transactions, knowledge and capabilities of procurement techniques, and ability to identify the natural and cultural tourism resources.

The Meta Profile

Based on the results of the survey (ratings and rankings of competences for importance), some competences were eliminated since they had the lowest values (see previous tables of statistical results), these were:

- For Generic Competences: 7, 23, 16, 9, 22, 20, 24 and 26.
- For Specific Competences: 12, 14, 15, 13, 7, 11 and 10.

The rest of the competences were grouped into core clusters as following:



These core clusters are clarified as follows:

INTERPERSONAL & PROFESSIONAL: this core cluster focuses on the personal skills of student related to self advancement and communicating with work environment.

- G.C. 3. Maintain continuous education
- G.C. 27. Be self-motivated
- G.C. 14. Be creative and innovative
- G.C. 25. Apply information and communication technology skills
- S.C. 8. Deal with tourism stakeholders in English/another foreign language

MANAGEMENT: this core cluster includes competences related to management skills and mental activities, also different resources in the internal and external work environments

- G.C. 1. Manage time efficiently
- G.C.5. Identify and resolve problems
- G.C. 6. Make logical decisions
- G.C. 8. Lead effectively
- G.C. 4. Exercise critical thinking, analysis and synthesis
- S.C. 4. Understand different market segments
- S.C. 9. Coordinate and network with stakeholders
- S.C. 5 . Manage tourism activities in a sustainable way
- S.C. 1. Understand and assess the global and local tourism potentials

OPERATION: this core cluster deals with performance related different operations run by tourism activities

- G.C. 10. Maintain quality of work
- S.C. 2. Demonstrate hands-on experience in real life environment
- S.C. 3. Apply knowledge and skills to tourism jobs
- S.C. 6. Operate tourism organizations effectively

SOCIAL/ ENVIRONMENTAL: this core cluster focuses on social and environmental aspects affecting/affected by performance of tourism operations and activities.

- S.C. 11. Comprehend current issues in tourism
- G.C. 19. Commit to human rights
- G.C. 11. Act ethically with social responsibility

Bridging between Meta-Profile and Reality

Member universities' representatives were asked to compare their current degree programs with the final meta-profile, the results were provided through reports that included the results of these comparisons. In general, most of the competences were covered in these programs, but it was noticed that the following competences were mostly missing if compared to others:

-
- Comprehending current issues in tourism
 - Maintaining long life learning
 - Being self-motivated
 - Maintaining quality of work
 - Managing time efficiently
 - Dealing with tourism stakeholders in foreign language
 - Making logical decisions
-

The following table shows the presence and absence of meta-profile competences in the study programs mentioned above:

Table 7: Comparing Current Tourism Programs of Member Universities to Meta-Profile (√ means: the competence is achieved by courses of the plan; X means: the competence is absent in courses of the plan)

COMPETENCES		JORDAN		LEBANON		EGYPT	Libya	PALESTINE	MOROCCO	TUNISIA
		Hashemi Uni.	Yarmouk Uni.	Balmand Univ. for Sci.	Modern Univ. for Sci.	Suez Canal Univ.	Omar al- Muhallab Univ.	Ahlyeh Uni.	Mohame Uni. Of Marrakech	Univ. of Monastir
Generic Competences										
G.C. 1	Manage time efficiently	X	√	√	√	√	X	√	X	X
G.C. 3	Maintain continuous education	X	√	√	√	X	√	X	√	√
G.C. 5	Identify and resolve problems	X	√	√	√	√	√	√	√	X
G.C. 6	Make logical decisions	X	√	√	√	X	√	X	√	√
G.C.11	Act Ethically with Responsibility	√	√	√	X	√	√	√	√	√
G.C. 10	Maintain quality of work	X	√	X	√	X	√	√	√	√
G.C. 14	Be creative and innovative	√	X	X	√	√	√	√	√	√
G.C. 19	Commit to human rights	√	√	√	√	√	√	√	X	√
G.C. 27	Be self-motivated	X	√	X	√	X	√	√	√	√
Specific Competences										
S.C.1	Understand and assess the global and local tourism potentials	√	√	X	√	√	√	√	√	√

S.C.2	Demonstrate hands-on experience in real life environment	√	X	√	√	√	√	√	√	X
S.C.4	Understand different market segments	√	√	X	√	√	√	√	√	√
S.C.5	Manage tourism activities in a sustainable way	√	√	X	√	√	√	√	√	√
S.C.6	Operate tourism organizations effectively	√	X	√	√	√	√	√	√	√
S.C. 8.	Deal with tourism stakeholders in English/another foreign language	√	√	√	√	√	X	X	√	√
S.C.9.	Coordinate and network with stakeholders	√	√	√	√	X	√	√	√	√
S.C. 11.	Comprehend current issues in tourism	√	√	X	√	X	√	√	√	√

Such results can be explained by the fact that MENA region (as other regions worldwide) is facing some problems concerning tourism and hospitality education:

- Tourism and hospitality are often offered by unrelated departments and unconnected courses, and in many institutions these professions are usually housed in diverse fields including geography, sociology, forestry, leisure and recreation studies, environmental studies, and development studies (Mayaka & Akama 2009). Moreover, many of the courses in hospitality and tourism programs are found in other professions and specializations within university programs (such as business and management), which makes professors in other disciplines are not aware of the scope of teaching involving tourism (Berger 2008).

- The lack of proper academic understanding and focused theoretical framework of most tourism studies, this engenders a lack of provision of clear directions in the teaching of tourism courses (Mayaka & Akama 2007).
- The lack of coordination between educational institutions and the industry; the fact that tourism and hospitality fields are applied subject areas that require the situation where academics, students to have close links with tourism industry in the stages of curricula development, training and recruitment; we find that strategies for industry engagement in many education institutions are often haphazard and lack focus, commitment and resources (Solnet, Robinson, & Cooper 2007).
- Many tourism students (after they graduate) find themselves in tedious dead-end jobs, which do not require the education and training that they have received, and they do not see any prospects for advancement, this is due to the fact that many executives in the hospitality industry have not developed programs that help students move ahead in an orderly way (Berger 2008).
- Many tourism employers do not recognize the importance of academic education; they do not appreciate tourism education and underlying theories, framework and concepts that should guide tourism as a major social and economic global phenomenon (Zagonari 2009).
- The particular experiences that students have in their university tourism program is likely to have an effect on forming realistic expectations of careers in tourism, which is not the case on which to base their choice of studying tourism (Koyuncu et al 2008).
- The lack of both training facilities and staff in many educational institutions offering tourism and hospitality programs, most of the knowledge given to students is theoretical, while practical side is limited to field trips that are based on observation in the first place without real practicing.

After presenting the similarities and differences between the meta-profile and tourism programs by tourism SAG members, some modifications were done to this profile where its competences were renumbered and rephrased, and the final list came out to be as follows:

- G.C. 1. Manage time efficiently
- G.C. 2. Maintain long-life learning ("life-time" was rephrased)
- G.C. 3. Exercise critical thinking, analysis and synthesis
- G.C.4. Identify and solve problems
- G.C. 5. Make logical decisions
- G.C. 6. Lead effectively
- G.C. 7. Maintain quality of work
- G.C. 8. Act ethically with social responsibility
- G.C. 9. Be creative and innovative
- G.C. 10. Commit to human rights

- G.C. 11. Apply information and communication technology skills
- G.C. 12. Be self-motivated
- S.C. 1. Understand and assess the global and local tourism potentials
- S.C. 2. Demonstrate hands-on experience in tourism & hospitality activities
- S.C. 3. Apply knowledge and skills to tourism jobs
- S.C. 4. Understand different tourism market segments
- S.C. 5. Manage tourism activities in a sustainable way
- S.C. 6. Operate tourism organizations effectively
- S.C.7. Deal with tourism stakeholders in English/Foreign language
- S.C. 8. Coordinate and network with tourism stakeholders
- S.C. 9. Comprehend current issues in tourism (this one was added to other core clusters)

The tourism SAG members then worked on developing a new degree profile that is based on the new meta-profile, the followings were identified:

- Courses titles as fits competences
- Learning outcomes
- Levels

Part of the work was done in the third general meeting, the remaining part was assigned to Tourism SAG members, the learning outcomes were submitted by group members on 31st of March 2015, and the finishing of the program first draft by the coordinator was on 10th of April 2015 (This original degree profile is presented in Appendix1). There was an agreement by tourism SAG members on having this new 4 year program (2 semesters each year) to be implemented by Yarmouk University, where a workshop was conducted on May 19th & 20th to implement the Pilot Degree Programme. The first session of the workshop focused on introducing Tuning and its significance to higher education, this was followed by training on how to make and design a high quality degree program. The main task of the workshop was developing the main outline of a Tourism degree programme in Yarmouk University. This was achieved through a process where the results of the consultation and the Meta profile were discussed with faculty members, then writing tourism degree key competences and learning outcomes. The two lists of Generic and Specific competences were modified, some of these were eliminated and the final two lists became as follows:

Generic Competences of Degree Profile in Yarmouk University:

- G.C. 1. Manage time efficiently
- G.C. 2. Maintain long-life learning
- G.C. 3. Exercise critical thinking, analysis and synthesis

- G.C. 4. Identify and solve problems
- G.C. 5. Make logical decisions
- G.C. 6. Lead effectively
- G.C. 7. Maintain quality of work
- G.C. 8. Act ethically with social responsibility
- G.C. 9. Be creative and innovative
- G.C. 10. Commit to human rights
- G.C. 11. Apply information and communication technology skills
- G.C. 12. Be self-motivated

Specific Competences of Degree Profile in Yarmouk University:

- S.C.1. Understand and assess the global and local tourism potentials
- S.C.2. Demonstrate hands-on experience in tourism & hospitality activities
- S.C.3. Apply knowledge and skills to tourism jobs
- S.C.4. Understand different tourism market segments
- S.C.5. Manage tourism activities in a sustainable way
- S.C.6. Operate tourism organizations effectively
- S.C.7. Deal with tourism stakeholders in English/Foreign language
- S.C.8. Coordinate and network with tourism stakeholders
- S.C.9. Comprehend current issues in tourism

The current Yarmouk tourism degree profile was revised to accommodate the agreed competences, the levels of the agreed competences and learning outcomes were also defined.

Reflections

All universities involved in the T-MEDA project are keen to develop their tourism academic programs in a systematic manner. They realize the importance of adopting a scientific tool and technique that helps in improving the quality of tourism education in their institutions. All institutions realize that existing gap between their institutions on one part, and industry operators on the other part. Thus, the main aim of curricula development is lacking the vital contribution of stakeholders, particularly employers who better know what the industry needs.

Mostly, if not all study plans were not built based on competency analysis, however on what academic staff thinks will serve the purpose. Most of the study plans are based on theoretical

teaching with a clear lack of practical experiences on the part of teaching staff, as well as the mere absence of practical facilities and amenities. Admission procedures in some MENA region countries do not guarantee high quality candidates who are aware of the industry and willing to join its operations and build a future career.

Mutual trust between industry operators and academic institutions is missing. The importance and future perspectives of tourism education is still far below that of many other disciplines like medical science, engineering, and business administration/management. Availability of academic staff in tourism and hospitality is a major challenge facing all institutions participating in the project.

One last important thing to mention is the wide gap between performance and expected achievements. Throughout the past few years, many institutions were involved in many international projects and activities, as well as being represented in many international tourism events. This encourages many of them to learn from the global success stories and best experiences. Many individual (not institutional) attempts to modify tourism study plans to cover the main competences are witnessed, which involve industry operators in curriculum development and implementation, focusing more on developing practical skills, professional skills and foreign languages ,.....etc

A new promising trend is the establishment of independent faculties of tourism and hospitality that gives them a better say in decisions that influence their good wills and the way they achieve the missions. The number of institutions involved in tourism and hospitality education is increasing, as well as the number of staff members joining these institutions. Competition is increasing, which is expected to improve the quality of their study plans, their implementation and quality of graduates.

Tourism SAG/ T-MEDA

April 30th 2015

Last Modified in June 2015

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Appendix 1: New Degree Profile/ Tourism SAG

Core Cluster	Generic Competence	Specific Competence	Course	Level			Learning Outcomes	Sem . & Year
				L1	L2	L3		
Social & Environmental		S.C. 9. Comprehend current issues in tourism	Contemporary Issues in Tourism & Hospitality	X			-To identify recent issues in tourism -To assess the impacts of such issues on tourism sector performance -To suggest a number of actions to deal with such issues	Y1S 2
	G.C. 10. Commit to human rights		Human Rights	X			-To understand different aspects related to human rights -To relate human rights issues to the context of tourism development	Y1S 1
	G.C. 8. Act ethically with social responsibility		Sustainable Tourism		X		-To understand the relationship between sustainable development and tourism -To identify different aims of sustainable tourism and policy areas required to	Y2S 2

						achieve them -To understand the process of formulating a sustainable development strategy	
			Social Responsibility	X		-To comprehend Corporate Social Responsibility (CSR) -To relate the concept of social responsibility to tourism businesses -To assess the contribution of CSR to organization performance	Y1S 1

Core Cluster	Generic Competence	Specific Competence	Course	Level			Learning Outcomes	Sem. & Year
				L1	L2	L3		
Interpersonal and Professional	G.C. 2. Maintain long-life learning		Human Resources Management		X		<ul style="list-style-type: none"> -To identify the different responsibilities of human resources activities -To discuss different approaches to develop human resources in the organization -To understand the process of developing HR policies and procedures -To review main human resources training and development techniques 	Y2S2
			Personal and Professional Project	X			<ul style="list-style-type: none"> -To construct a self- training and development according to selected project -To acquire the right tools to be recruited and to build professional project by the student 	Y1S2
	G.C. 12. Be self-motivated		Entrepreneurship in Tourism	X			<ul style="list-style-type: none"> -To understand economic and social contribution of tourism enterprises. -To conceptualize and design a tourism enterprise -To illustrate the feasibility and implementation potential of the 	Y1S2

						selected enterprise	
		Internship		X		-To get practical experience in tourism enterprises -To apply professional skills in real life situations. -To demonstrate self-experience	Y2S2
		Leadership in Tourism & Hospitality			X	-To compare between leadership and management in regard to concept and skills -To recognize the traits of a leader - To differentiate between leadership theories and their influence on employee behavior	Y3S1
G.C. 9. Be creative and innovative		Entrepreneurship in Tourism			X	-To understand economic and social contribution of tourism enterprises. -To conceptualize and design a tourism enterprise -To illustrate the feasibility and implementation potential of the selected enterprise	Y1S2

		Graduation Project		X	-To identify a research problem -To measure and analyze indicators related to research problem -To report how to deal with different aspects of a problem	Y3S2
		Internship		X	-To get practical experience in tourism enterprises -To apply professional skills in real life situations. -To demonstrate self-experience	Y2S2
		Events Management		X	-To Plan, design, and coordinate effective site and facility operations. - To apply the principles of professionalism and ethics to event management. -To create, plan, and implement effective programming for events. - To design a planning process that incorporates budgeting, project management, communication and evaluation tools.	Y2S1
G.C. 11. Apply information and		Communication Skills		X	-To demonstrate effective written communication skills in	Y2S1

communication technology skills						tourism and hospitality. -To show effective oral communication skills. -To work effectively within groups or teams	
		Information Technology for Tourism & Hospitality			X	-To demonstrate exceptional knowledge related to IT in hospitality and tourism business. -To demonstrate the ability to define, identify, and evaluate current IT practices in tourism and hospitality.	Y3S2
		Electronic Tourism		X		-To appreciate the role and functions of the internet and electronic distribution in tourism. -To optimize and manage tourism inventory online -To interpret various web measurement tools and their role in providing management information -To plan and implement search engine optimization and search engine marketing strategies	Y2S2
	S.C. 6. Communicating professionally with tourism	Foreign Language (Different Levels) for Tourism & Hospitality	X	X	X	- To understand and correctly use vocabulary/expressions used in tourism and hospitality - To demonstrate the four major	Y1Y2Y3

		stakeholders				<p>skills of reading, writing, listening and speaking in these foreign languages</p> <ul style="list-style-type: none"> - To correctly and professionally make conversations with different stakeholders and deal with complaints - To professionally respond to correspondences 	
			Cross-cultural Communication		X	<ul style="list-style-type: none"> - To use the essential principles of human communication to increase student's own effectiveness in interpersonal, small group and public speaking - To explain the importance of culture in communication and how we can communicate more effectively in a world that's becoming increasingly multicultural - To engage in a conversation that is satisfying and mutually productive - To take into consideration the existing cultural differences among stakeholders to communicate more effectively 	Y2S2

Core Cluster	Generic Competence	Specific Competence	Course	Level			Learning Outcomes	Sem. & Year
				L1	L2	L3		
Management	G.C. 1. Manage time efficiently		Internship		X		<ul style="list-style-type: none"> - To respect basic time rules management and abide by them - To manage time effectively to perform assigned tasks with respect to due time. - To estimate the time needed to perform specific tasks 	Y2S2
			Graduation Project			X	<ul style="list-style-type: none"> -To identify a research problem -To measure and analyze indicators related to research problem -To report how to deal with different aspects of a problem 	Y3S2
	G.C.4. Identify and solve problems		Internship		X		<ul style="list-style-type: none"> - To identify operational problems and communicate them to the administration - To handle guest complaints and to find prompt solutions for them - To coordinate with the administration in order to solve differed problems -To get practical experience in tourism enterprises -To apply professional skills in real life situations. -To demonstrate self-experience 	Y2S2

		Research Methods		X	<ul style="list-style-type: none"> - To understand the significance of research, its types and different methods of acquiring knowledge - To understand the relationship between theory and research - To prepare a research paper and make a presentation - To apply different methods of data collection - To understand ethics of scientific writing and publication 	Y2S1
G.C. 5. Make logical decisions		Financial Decision Making		X	<ul style="list-style-type: none"> -To evaluate financial and operating information for decision-making purposes. - To apply financial quantitative techniques to the analysis of financial data. - To communicate and present proposals that address financial and business issues. 	Y3S1

			X	<ul style="list-style-type: none"> - To understand the multiple use of distribution channels and reservations system - To identify the business' pricing decisions and collect the market's information regarding customer behavior - To provide strategies to optimize product availability and price to maximize profit - To analyze collected data in order to make pricing decision 	Y3S1
			X	<ul style="list-style-type: none"> - To understand the employee performance management cycle & how effective performance appraisals should be carried out - To identify various types of training methods and prepare an effective employees' training & development program based on Training Need Assessment(TNA) - To create a job description as an outcome job analysis - To establish employees' recruitment plan and apply the employee selection techniques - To assess the HR external and internal environment in order to establish the HR action plans. 	Y2S2

						- To design a total compensation system as a way for retaining employees		
					X	- To understand methods of costing and analysis of results -To evaluate and apply cost control techniques	Y2S2	
					X	- To understand and defend the role and value of strategic human resource management in the success of modern organizations; - To understand the process of developing HR policies and procedures - To review main human resources training and development techniques - To have the ability to formulate a recruitment and retention policy based on the strategic intent of a company - To Identify selection methods and design and capability to conduct a competency based interview - To conduct and evaluate performance appraisal interview	Y2S2	
						X	- To formulate a research problem and conduct the research in relationship with strategic management by combining theories	Y3S2
	G.C. 6. Lead effectively							

						<p>and practices</p> <ul style="list-style-type: none"> - To recognize the different stages of industry evolution and recommend strategies appropriate to each stage. - To appraise the resources and capabilities of the firm in terms of their ability to confer sustainable competitive advantage and formulate strategies that leverage a firm's core competencies. 	
		Leadership in Tourism & Hospitality		X		<ul style="list-style-type: none"> - To demonstrate significant knowledge of effective leadership and teamwork strategies, management skills, and evaluation of service quality and consumer needs through investigation and practical experience. - To demonstrate techniques that contributes to a culture of dignity and respect in the workplace. - To apply teamwork and leadership qualities in creating a productive work environment 	Y3S1
G.C. 3. Exercise critical thinking, analysis and synthesis		Financial Decision Making			X	<ul style="list-style-type: none"> -To apply accounting techniques in dealing with uncertainty and risk in financial planning and decision-making. -To compare and contrast the main 	Y3S1

					<p>techniques used in determining cost behaviour.</p> <ul style="list-style-type: none"> -To prepare, analyse and appraise key performance indicators within the hospitality/ tourism sector. 	
		Research Methods		X	<ul style="list-style-type: none"> - To understand the significance of research, its types and different methods of acquiring knowledge - To understand the relationship between theory and research - To prepare a research paper and make a presentation - To apply different methods of data collection - To understand ethics of scientific writing and publication 	Y2S1
		Cost Control		X	<ul style="list-style-type: none"> - To understand methods of costing and analysis of results - To evaluate and apply cost control techniques 	Y2S2
	S.C. 4. Understand different tourism market segments	Tourism Marketing		X	<ul style="list-style-type: none"> - To illustrate the importance of market research and marketing information systems to a market driven service organisation - To understand the basic characteristics of consumer and business buying behaviour in hospitality and tourism - To apply market segmentation, 	Y2S1

					targeting and positioning techniques, creating competitive advantage	
		Consumer Behavior		X	<ul style="list-style-type: none"> - To understand behavior theories and the decision-making process by consumer when buying tourism product - To understand environmental factors and individual determinants affecting consumer behavior - To apply efficient marketing strategies to more effectively reach the consumer 	Y2S2
	S.C. 8. Coordinate and network with tourism stakeholders	Internship		X	<ul style="list-style-type: none"> -To get practical experience in tourism enterprises -To apply professional skills in real life situations. -To demonstrate self-experience 	Y2S2
		Graduation Project			<ul style="list-style-type: none"> -To identify a research problem -To measure and analyze indicators related to research problem -To report how to deal with different aspects of a problem 	Y3S2
		Entrepreneurship in Tourism			X	<ul style="list-style-type: none"> -To understand economic and social contribution of tourism enterprises. -To conceptualize and design a tourism enterprise -To illustrate the feasibility and implementation potential of the selected enterprise

	S.C. 5. Manage tourism activities in a sustainable way	Tourism Operation Management		X	<ul style="list-style-type: none"> - To describe the role of operations management in the management of successful tourism organizations and destinations; - To understand the operational requirements of a range of tourism organizations; - To identify key areas of legislation and regulation that affect the tourism industry, in a range of international contexts; - To demonstrate operational planning skills of value to the tourism industry. 	Y2S1
		Alternative Tourism	X		<ul style="list-style-type: none"> -To express the concept of sustainability in tourism. -To explain the concept alternative tourism and its types. -To distinguishes the differences and similarities between alternative tourism types and types of special interest tourism. - To assess sustainability measures in tourism activities. 	Y1S2
	S.C. 1. Understand and assess the global and local tourism potentials	Introduction to Tourism	X		<ul style="list-style-type: none"> - To understand different definitions of tourism and related concepts as leisure, recreation...etc - To understand evolution of tourism as a phenomenon, as well as progression of accommodations and transportation 	Y1S1

						<ul style="list-style-type: none"> - To identify different impacts of tourism on economy, environment and societies - To identify different components of tourism systems also its different potentials - To understand different models and theories related to tourism, tourist motivation and behavior of both locals and tourists 	
				X		<p>World Tourism Geography</p> <ul style="list-style-type: none"> -To locate and identify the countries, main cities and physical features of the world continents and main regions. -To demonstrate an understanding of ethnic culture and religions of major tourism destinations. -Identify key tourism attractions from an international and global dimension. -To understand the major climatic elements that affect tourism and identify the world climatic zones and their significance for tourism 	Y1S1
				X		<p>Tourism Resources and Trends</p> <ul style="list-style-type: none"> - To understand how to deal with the different available resources. - To illustrate the different new trends in the tourism industry - To understand how to plan and evaluate the plans related to resources 	Y1S2

				- To construct a better knowledge of the contemporary issues in tourism	
			X	<ul style="list-style-type: none"> - To understand the relationship between tourism, culture and heritage - To understand theories related to the consumption of heritage as a tourism attraction/product - To identify different impacts of tourism on culture and heritage - To identify different issues related to the management and development of heritage and cultural resources 	Y1S1
			X	<ul style="list-style-type: none"> - To highlight job specifications of the various positions within the resort departments - To emphasize the importance and need of team working amongst employees and management in different tourism attractions. - To describe the principles, methodology and practices of revenue management in the hospitality industry 	Y1S2
			X	- To describe the composition, size, and growth of the international recreation, leisure, gaming, and	Y1S1

						<p>conference and events sectors.</p> <ul style="list-style-type: none"> -To identify the factors affecting the international recreation, leisure, gaming, and conference and events sectors. - To recognise the cohesive nature of international tourism, hospitality and the travel businesses. 	
		S.C. 9. Comprehend current issues in tourism	Contemporary Issues in Tourism & Hospitality	X		<ul style="list-style-type: none"> -To identify contemporary issues in tourism and hospitality. -To assess the impacts of these issues on tourism and hospitality businesses. 	Y1S2

Core Cluster	Generic Competence	Specific Competence	Course	Level			Learning Outcomes	Sem. & Year
				L1	L2	L3		
Operation	G.C. 7. Maintain quality of work		Total Quality Management		X		-To understand and evaluate the main principles and practices of total quality management in a tourism and hospitality context. -To demonstrate the role of quality management in tourism and hospitality enterprises. -To evaluate and apply concepts associated with the integrated quality management of tourist and hospitality sectors.	Y2S2
			Material Management		X		- To understand different activities related to planning and administering different departments' budgets - To design and plan schedules of tasks for different departments - To administer and determine policies and actions related to purchasing - To prepare financial reports and records	Y2S2
	S.C. 2. Demonstrate hands-on experience in tourism & hospitality activities	Internship		X		-To get practical experience in tourism enterprises -To apply professional skills in real life situations. -To demonstrate self-experience	Y2S2	
		Information			X	-To demonstrate exceptional	Y3S2	

			Technology for Tourism & Hospitality				knowledge related to IT in hospitality and tourism business. -To demonstrate the ability to define, identify, and evaluate Current IT practices in tourism and hospitality.	
		S.C. 3. Apply knowledge and skills to tourism jobs	Internship		X		-To get practical experience in tourism enterprises -To apply professional skills in real life situations. -To demonstrate self-experience	Y2S2
			Information Technology for Tourism & Hospitality			X	-To demonstrate exceptional knowledge related to IT in hospitality and tourism business. -To demonstrate the ability to define, identify, and evaluate current IT practices in tourism and hospitality.	Y3S2
			Etiquette & Protocol for Tourism & Hospitality		X		-To understand the universal principles of protocol, etiquette, courtesy and manners, -To navigate and manage interpersonal dynamics in important encounters -To display appropriate international business etiquette in different contexts. -To interact respectfully with people from different cultures, nations and	Y2S1

						regions	
		S.C. 6. Operate tourism organizations effectively	Tour Operations/ Travel Agencies Management		X	<ul style="list-style-type: none"> - To understand the role of travel and tour operators in tourism business - To design and prepare tour packages - To advise the clients about travel issue including required documentation and financial matters - To perform the price calculation with its corresponding payment policies 	Y2S1
			Tourism Legislations		X	<ul style="list-style-type: none"> -To recognize the public organization of the tourism sector at the international and local level, together with the principles of the international laws regulating the tourism sector. -To evaluate the different administrative models of organization in the tourism sector at the local level. - To analyze general principles of tourism laws and legal regulations related to local tourism. - To describe the practical application of legislation within the tourism sector. 	Y2S1

			Events Management		X	<ul style="list-style-type: none"> - To understand the structure of the conferences and conventions industry - To understand the dynamics, strategies, tactics of events management. - To identify different kinds of events - To define the different players, suppliers, and public of events. - To identify the different customers of the events products . - To organize a conference or a convention 	Y2S1
		S.C. 9. Comprehend current issues in tourism	Contemporary Issues in Tourism & Hospitality	X		<ul style="list-style-type: none"> -To identify recent issues in tourism -To assess the impacts of such issues on tourism sector performance -To suggest a number of actions to deal with such issues 	Y1S2