

Tuning

Middle East and
North Africa

Reference Points for the Design and Delivery of Degree Programmes in Tourism

Mairna Mustafa,
Hamid El Debs (eds.)



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Bilbao

Reference Points for the Design and Delivery of Degree Programmes in Tourism

Reference Points are non-prescriptive indicators and general recommendations that aim to support the design, delivery and articulation of degree programmes in Tourism. Subject area group including experts from Middle East, North Africa and Europe has developed this document in consultation with different stakeholders (academics, employers, students and graduates). This publication has been prepared within Tuning Middle East and North Africa project 543948-TEMPUS-1-2013-1-ES-TEMPUS-JPCR.

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General Introduction

The convergence of national educational systems within the EU is an important milestone in the global development of modern higher education in the 21st century. The day when the Bologna Declaration was signed (19 June 1999), is considered the official starting point of the harmonization process of higher education systems within Europe, a process whose end aim consists in the creation of the European Higher Education Area (EHEA).

Signing the Bologna Declaration has led to a series of reforms in the educational systems of the majority of European countries. For higher education institutions (HEIs) these reforms consist in tuning basic teaching programmes in terms of both the structure and the outcomes of degrees. A prominent role should be given to the graduate and degree profiles so that they meet the needs of both the labour market and society, as well as to the specific tasks an academic community has to solve. Therefore, it is particularly important to express all the various educational levels in terms of competences and learning outcomes.

The contribution of universities to the Bologna Process and Tuning

Tuning started as a project in 2000, initiated by higher education institutions and their academics, and strongly supported morally and financially by the European Commission. Over time Tuning has moved beyond the EU and gradually transformed itself into a global methodological system covering educational sectors in many regions of the world.

It is well known that the Tuning Project has been developed within the broader context of continuous reforms of European higher education systems, when society at large has been undergoing rapid changes. The name Tuning was chosen for the project to reflect the idea that universities do not look for uniformity in their degree programmes or any sort of unified, prescriptive or definitive European curricula but simply for points of reference, convergence and common understanding. The protection of the rich diversity of European education has been paramount in the Tuning Project from the very start and the project in no way seeks to restrict the independence of academic and subject specialists, or undermine local and national academic authority.

Tuning project to link the political objectives of the Bologna Process and at a later stage the Lisbon Strategy to the higher educational sector. Over time, Tuning has developed into a Process, an approach to (re-) design, develop, implement, evaluate and enhance quality first, second and third cycle degree programmes. The Tuning Project and its methodology constitute one of the academic tools for creating the EHEA. The need for compatible, comparable and competitive higher education in Europe reflects the students' requirements. The more student mobility, the more demand for reliable and objective information on the degrees offered by different HEIs. Apart from this, employers both within and outside Europe require reliable information on qualifications awarded and on what these qualifications mean in practice and in the labour market context. Therefore, the process of creating national qualification frameworks is inseparable from the EHEA development process.

Tuning aims to meet the needs of educational institutions and structures and to offer a concrete methodology to implement the competence based approach at the level of higher education institutions and subject areas. Tuning proposes a methodology to (re-) design, develop, implement and evaluate study programmes for each of the higher education cycles. Furthermore, Tuning serves as a platform for developing reference points at subject area level. These are relevant to making study programmes comparable, compatible and transparent. The agreed-upon reference points for subject areas and their degree programmes are expressed in terms of competences and learning outcomes.

Tuning in general has emerged from the understanding that the Bologna Process is about universities, their students, academic and

non-academic staff. It is they, with all their knowledge and experience, who should be deciding upon higher education innovation strategies. Tuning is a university-driven project and movement, which came into being as a reaction of HEIs to new challenges and new opportunities that emerged within the process of European integration and the creation of the EHEA.

Tuning in Middle East and North Africa

The Tuning methodology as a universal tool for modernizing curricula in the context of achieving professional competences has gone beyond the borders of the EU and has acquired international significance. Universities in different countries and continents in expanding cooperation have increasingly resorted to using it to build joint programmes involving academic mobility, integrated education, introduction of a credit system, the exchange of educational modules and the mutual recognition of qualifications.

Middle East and North Africa Universities are also mastering the principles of the Tuning methodology through incorporating generic and subject specific competence descriptions into educational planning at the level of full degrees and individual degree components.

The Tuning Middle East and North Africa (T-MEDA) project has been designed as an independent university-driven project with contributions of university staff members from different countries. The T-MEDA project reflects the idea that universities do not look for the harmonisation of their degree programmes or any sort of unified, prescriptive or definitive curricula; but, simply for points of convergence and common understanding. The protection of the rich diversity of education has been paramount in the Tuning project from the very start and the

Tuning Middle East and North Africa project in no way seeks to restrict the independence of academic and subject specialists, or damage local and national academic authorities. The objectives are completely different. Tuning looks for common reference points. The Reference points are non-prescriptive indicators that aim to support the articulation of degree programmes.

The Tuning Middle East and North Africa project (TEMPUS, 2013-2016) has brought together:

8 EU universities:

University of Deusto, the project coordinator (Spain), University of Groningen (Netherlands), London School of Economics and Political Sciences (United Kingdom), Aristotle University of Thessaloniki (Greece), University of Angers (France), University of Padova (Italy), University of Malta (Malta), University of Cyprus (Cyprus);

22 Universities from Middle East and North Africa:

Mouloud Mammeri University of Tizi-Ouzou and University of Algiers (Algeria), University Mohammed First and University Moulay Ismail (Morocco), Cairo University and Suez Canal University (Egypt), Palestine Ahliyah University College and Islamic University of Gaza (Occupied Palestinian Territory), International University for Science and Technology and Arab International University (Syria), Yarmouk University, Jordan University of Science and Technology and Hashemite University (Jordan), University of Monastir, University of Jendouba and University of Tunis (Tunisia), Modern University for Business and Science, Holy Spirit University of Kaslik, University of Balamand, and Beirut Arab University (Lebanon), Libyan International Medical University and Omar Al-Mukhtar University (Libya).

Project also includes three social partners: Association of Arab Universities, the project co-coordinator (Jordan), Directorate General of Higher Education (Lebanon), and The Syrian Consulting Bureau for Development and Investment (Syria).

The project tries to institutionalise the use of the Tuning methodology in the practice of higher education institutions in Middle East and North Africa through building of a framework of comparable, compatible and transparent programmes of studies. Its aim is to apply the Tuning methodology in universities and develop reference points in four subject areas - Architecture, Law, Nursing and Tourism. The development, implementation, monitor and improvement of degree programmes for the first cycle in mentioned areas are among the main results of the project. The project is specially designed to promote regional and international cooperation between Middle East, North Africa and EU universities.

This book contains the key general findings of the Subject Area Group within the Tuning Middle East and North Africa project. These reflect in synthesis the consensus reached by the group members and international experts on the subject area. We hope and believe that the material contained in this book will be very useful for all higher education institutions wishing to implement the competence based approach, and that it will help them to find and use the most suitable tools for adapting or creating higher education programmes in order to respond to the needs of today's society.

The publication of the Reference Points became a reality due to collective work of Subject Area Group and project teams at participating European, Middle East and North Africa universities, their academic and administrative personnel to whom we would like to express our sincere gratitude. We stress our deep appreciation to all European, Middle East and North Africa experts who have made a significant contribution to the development of reference points for the design and delivery of degree programmes in various subject areas.

We hope that readers will find this book both useful and interesting.

Pablo Beneitone,

Director of the Tuning Academy,
University of Deusto (Spain)

Ivan Dyukarev,

Project Manager, Tuning Academy,
University of Deusto (Spain)

1

Preface

The Tuning Middle East and North Africa (T-MEDA) project (2013-2016) aims to bring about more clarity and understanding of university qualifications, facilitating comparability and compatibility between different universities in the Middle East and North Africa (MENA). This was achieved by subject area groups (Architecture, Law, Nursing and Tourism) from different partner universities in the MENA region. These groups were in charge of defining general and specific competences, which were the focus of a survey that was designed to consult with four targeted categories of stakeholders (students, employers, graduates and faculty members). Based on the results of this survey, degree profiles of subject areas were designated and new curricula were developed. The result was the implementation and the assessment of these new programs in some of the partner universities to assure quality of educational outcomes. All these stages took place within the period of the project (2013-2016).

The following sections present the results of the previously mentioned stages of work as applies to Tourism Subject Area Group; in addition to the finalization of this book of Reference Points for the Design and Delivery of Degree Programmes in Tourism for MENA Region, a new degree profile was implemented in Yarmouk University/Jordan.

2

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 universities are listed in Table 1:

Table 1

The partner universities participating in Tuning MEDA Project (2013-2016)/ Tourism Subject Area, and their programs

University	Country	The Program(s) Offered by the University	Duration 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. Tourism Studies/Ph.D. Hotel Management/Ph.D. Tourism Guidance/Ph.D.	4 years for B.Sc. programs (35 credits per year) 2 years for Diploma, M.Sc., and Ph.D.

University	Country	The Program(s) Offered by the University	Duration of the Program
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.A. 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 years program (94 credits) A four year option that entail a one year of experience
University of Balamand	Lebanon	Tourism and Hotel Management/B.B.A.	3 years for B.B.A. program (99 credits)
University of Omar Almkhtar	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.	2-3 years for B.A. program 1,800 contact hours/2 years 2,160 contact hours/3 years
University Mohammed First		Diploma of Technology Tourism and Heritage/M.A.	2 years for Diploma and M.A. program 1,800 contact hours/2 years 2,160 contact hours/3 years M.A. 1400

University	Country	The Program(s) Offered by the University	Duration of the Program
Palestine Ahlyieh University College / Bethlehem	Palestine	Medical Tourism/B.Sc. Medical Tourism/Diploma	4 years for B.Sc. program (135 credits) 1 year for Diploma (30 credits)
University of Monastir	Tunisia	Licence in Tourism Management Licence in Tourism Marketing Licence in Tourism Animation Hospitality and Tourism Management/M.A.	3 years for Licence program (180 credits) 3 years for licence
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/>)

SCU was inaugurated in 1976 as a community-oriented public university in Egypt, to serve Suez Canal Region and Sinai. The Faculty of Tourism and 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 branches, one is located in Sharm Elshiekh and the other is in Elarish. Both branches have accommodation units and training centers for students, and are managed by the faculty staff.

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

Queen Rania Faculty of Tourism and Heritage was established in the academic year 1999/2000 to take a significant role in qualifying distinguished human resources in the fields of tourism, conserving

antiquities and managing cultural resources. The faculty started to accept students in the academic year 2001/2002, it offers 3 B.Sc. /B.A. degrees in Tourism Management, Conservation Science, and Cultural Resources Management and Museology; also a Master degree 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 the sustainability of the economic and social development in Jordan. The faculty encompasses two departments: the Tourism Management Department, and the Hotel Management Department. *They offer a 4 year B.A. program in hotel management, a 4 year B.A. program in tourism management and a 2 year M.A. program in tourism.*

Modern University for Business and Science (<http://www.mubs.edu.lb/en/main/academics/schools/international-school-of-business.aspx>)

The 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, they specialize in certain functional areas while still developing their overall business knowledge and transferable skills. The available concentrations are: Accounting, Banking and 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>)

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 B.B.A. 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 Almkhtar (<http://www.omu.edu.ly/>)

The Faculty of Tourism and 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)

University Moulay Ismail of Meknes was established on October 23rd 1989. It includes 6 schools 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).

Mohamed the First University (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 giving training in 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 oriented toward training 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 the following departments: 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 B.A. in Tourism Marketing and a Master degree program in Hospitality and Tourism Management. There is also the Applied Bachelor 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)

The 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: Heritage Tourism Development and Applied Heritage on Traditional Crafts.

Management and Experts Teams

The Tuning methodology and approaches, as well as overall coordination and project management was provided by University

of Deusto/Bilbao. The tourism SAG included also a number of experts/partners from EU universities who are highly experienced in international cooperation regarding educational expertise and technical capacity in project management. Their qualifications were paramount 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

SWOT Analysis of Tourism and Hospitality Programs in The MENA Region

To evaluate the current status of tourism and hospitality programs in participating universities, a SWOT analysis was conducted in each of these universities. The result presented in this documents is a compilation of individual reports submitted by the Tourism SAG members (*The issues mentioned in the SWOT analysis were also discussed during the First General Meeting, and they had a great influence in directing the group when generating the lists of competences*):

Table 2

A SWOT Analysis of Tourism and Hospitality Education in SAG Member Universities

(Note: countries in MENA region vary in terms of offering tourism and hospitality programs; e.g. Syrian universities are not widely offering these programs, which is contrary to the case of other countries as Egypt, Jordan, an Lebanon)

Strengths	Weaknesses	Opportunities	Threats
<ul style="list-style-type: none">• The large 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 Ministries of Education/ Higher Education 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, lacking in basic and potential skills of how to run a business.• Lack of involvement of 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.

3

Developing the Lists of Generic & Specific Competences

During the First General Meeting (May 2nd to 6th, Dead Sea/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 programs offered by the university he/she represents, also potential job opportunities students might take after their graduation. The following is a list of these job opportunities:
 - Tour Operators/ Travel Agents.
 - Airlines (Boarding and Hosting).
 - Tour Guides and Escorts (Different Languages).
 - Hotel/ F&B: Management and Operation (All Departments).
 - Tourism Governmental and Non-Governmental Organisations (All Departments).
 - Tourism and Hospitality Education and Training.
 - Tourist Consultants.

- Cruise Couriers.
- Event Organizers.
- Regional Destination and Site Managers.
- Tourism Entrepreneurs.

(See Appendix 3 for job description for most of these careers based on legislations and profession codes in some MENA countries).

List of Generic Competences proposed By Tourism SAG

In order to define generic and specific competences, the tourism group members were asked, in a brainstorming session, to list a number of key competences related to knowledge, skills and behaviors needed in the region for employability, for example: management, work ethics, sustainability, leadership, multicultural scope, communication, innovation, problems solving... etc. These suggested competences were gathered by the coordinator and EU experts/partners (as facilitators), where some were eliminated, others were rephrased. Based on this concepts a draft list of 12 general competences were generated and agreed on by the tourism group members, and these came out to be as follows:

1. Diversity and multicultural scope.
2. Entrepreneurship.
3. Leadership and managerial skills.
4. Customer care and retention.
5. Planning and time management.
6. Research skills.
7. Commitment to health and safety.
8. Continuous professional development.

9. Commitment and ability to lifelong learning.
10. Ability to reflect and provide feedback.
11. Ability to act with social responsibility and civic awareness.
12. Commitment to social justice.

List of Generic Competences Adopted By All SAGs

All the proposed generic competences suggested by other SAG's were put together and the following final list of competences was common among all groups:

Ability to:

- G.C.1. Manage time effectively.
- G.C.2. Communicate orally and in writing with different audiences.
- G.C.3. Maintain continuous education.
- G.C.4. Have critical thinking, analysis and synthesis.
- G.C.5. Identify and resolve problems.
- G.C.6. Make logical decisions.
- G.C.7. Work within an interdisciplinary team.
- G.C.8. Lead effectively.
- G.C.9. Work autonomously.
- G.C.10. Maintain quality of work.
- G.C.11. Act ethically with social responsibility.
- G.C.12. Apply knowledge in practical situations.
- G.C.13. Communicate in a second language.

- G.C.14. Be innovative and creative.
- G.C.15. Be flexible and adapt to different situations.
- G.C.16. Empower others.
- G.C.17. Search for information from a variety a sources.
- G.C.18. Protect and preserve the environment.

Commitment to:

- G.C.19. Human rights.
- G.C.20. Health and safety procedures.
- G.C.21. The preservation of cultural heritage and values.

Having:

- G.C.22. Organizational skills.
- G.C.23. Sense of dedication.
- G.C.24. Respect for diversity and multiculturalism.
- G.C.25. Skills in the use of information and communication technologies.

Being:

- G.C.26. Initiative-driven.
- G.C.27. Self-motivated.
- G.C.28. Assertive.

List of Specific Competences in Tourism

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

Ability to:

- S.C.1. Assess and understand the global and local tourism potentials.
- S.C.2. Demonstrate hands-on experience in real life environment.
- S.C.3. Apply knowledge and skills in tourism jobs.
- S.C.4. Understand different market segments for marketing, research and communication.
- S.C.5. Understand concepts such as carrying capacities and ecological footprint.
- S.C.6. Effectively operate tourism companies.
- S.C.7. Make effective identification and presentation of tourist environment.
- S.C.8. Manage customers and stakeholders in English/another foreign language.
- S.C.9. Coordinate and networking with stakeholders.
- S.C.10. Financially manage tourism services.
- S.C.11. Understand the current issues in tourism and other general knowledge.

- S.C.12. Have knowledge and capabilities of procurement techniques.
- S.C.13. Develop knowledge of key concepts, theories and practices in the tourism activities.
- S.C.14. Identify the natural and cultural tourism resources.
- S.C.15. 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 following sections show the results of this process and main conclusions.

4

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 evaluated on a 4-point scale:

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

Each competence was rated for its importance in the market and its level of achievement by the universities. Moreover, respondents were asked to select the five most important competences to them. Points were also given in descending order from 5 points to 1: a 5-point score was assigned to the most chosen competence and a 1-point score to the least chosen one among the top 5 competences.

Consequently, there was a focus on 3 main indicators in analysis and interpretation of results:

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

Each member in the SAG was requested to target at least 30 respondents for each category of stakeholders (i.e. a total of 11 SAG members \times 4 categories \times 30 = 1,320 respondents for SAG were supposed to be targeted).

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 the on-line survey.

The response to the survey by stakeholders took place during the period 16/06 to 17/07/2015. Once the data was collected, the project management team processed it. The final results of the consultation were presented in the Second General Meeting (28 September-02 October 2014 - University of Deusto-Bilbao/ Spain).

5

Analysis and Results

Concerning the Generic Competences, 2,687 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 within the four consulted categories was as follows:

Table 3

Number of respondents to consultation to Generic and Specific Competences lists

(Source: Results of Consultation by T-MEDA Project 2013-2016)

Stakeholders	Number of Respondents			
	Generic Competences		Specific Competences	
	N	%	N	%
Academics	148	22.950	110	24.77
Employers	130	20.160	93	20.95
Students	195	30.323	125	28.15
Graduates	172	26.670	116	26.13
Total	645	100	444	100

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

The country wise distribution was as table 4 shows:

Table 4

Number of respondents to consultation as distributed
in countries of partner universities

(Source: Results of Consultation by T-MEDA Project 2013-2016)

Stakeholders	Number of Respondents			
	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 of highest mean scores were:

- G.C.10. Ability to maintain quality of work (3.41).
- G.C.1. Ability to manage time effectively (3.32).

- G.C.5. Ability to identify and resolve problems (3.30).
- G.C.2. Ability to communicate orally and in writing with different audiences (3.27).
- G.C.12. Ability to apply knowledge in practical situations (3.27).
- G.C.27. Being self-motivated (3.27).

The 5 competences of the least mean scores were:

- G.C.22. Having organizational skills (2.98).
- G.C.8. Ability to lead effectively (2.95).
- G.C.23. Having sense of dedication (2.94).
- GC16. Ability to empower others (2.93).
- G.C.9. Ability to work autonomously (2.71).

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

- G.C.25. Having skills in the use of information and communication technologies (2.61).
- G.C.17. Ability to search for information from a variety a sources (2.59).
- G.C.2. Ability to communicate orally and in writing with different audiences (2.59).
- G.C.11. Ability to act ethically with social responsibility (2.58).
- G.C.12. Ability to apply knowledge in practical situations (2.54).

The 5 competences of the least mean scores were:

- G.C.4. Ability to have critical thinking, analysis, and synthesis (2.19).
- G.C.27. Being self-motivated (2.23).
- G.C.23. Having sense of dedication (2.23).
- G.C.16. Ability to empower others (2.24).
- G.C.8. Ability to lead effectively (2.25).

The following can be noticed (in term of mean scores):

- G.C.12. was one of the highest five competences for importance, also for achievement.
- G.C.27. was one of the highest five competences for importance, but was one of the five lowest for achievement.
- G.C.16. was one of the of the lowest five competences for importance, also for achievement.

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

- G.C.1. Ability to manage time effectively.
- G.C.2. Ability to communicate orally and in writing with different audiences.
- G.C.12. Ability to apply knowledge in practical situations.
- G.C.4. Ability to have critical thinking, analysis, and synthesis.
- G.C.3. Ability to maintain continuous education.

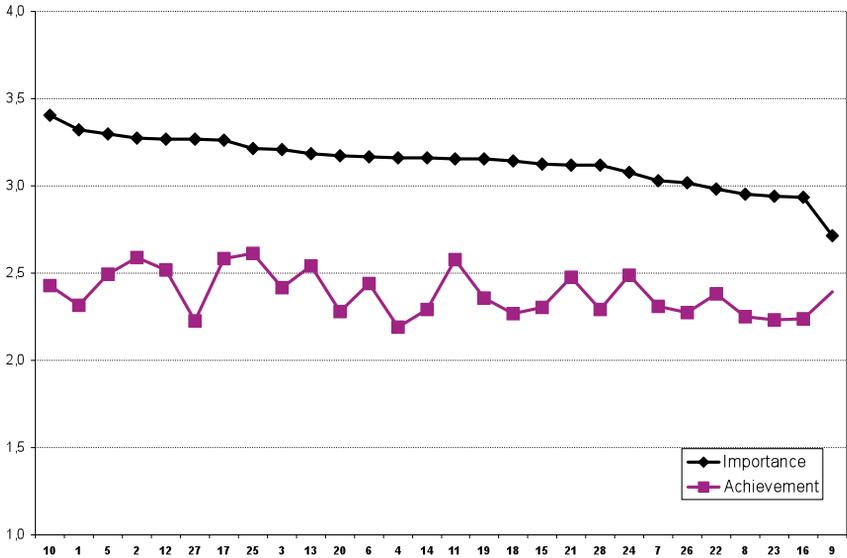


Figure 1

A line chart showing the means of evaluation of generic competences given by Academics for both importance and achievement
(Source: Results of Consultation by T-MEDA Project 2013-2016)

Employers

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

- G.C.10. Ability to maintain quality of work (3.34).
- G.C.5. Ability to identify and resolve problems (3.30).
- G.C.1. Ability to manage time effectively (3.25).
- G.C.19. Commitment to human rights (3.20).
- G.C.20. Commitment to health and safety procedures (3.20).

The 5 competences of the least mean scores were:

- G.C.23. Having sense of dedication (2.95).
- G.C.22. Having organizational skills (2.95).
- G.C.7. Ability to work in an interdisciplinary team (2.94).
- G.C.16. Ability to empower others (2.85).
- G.C.9. Ability to work autonomously (2.66).

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

- G.C.3. Ability to maintain continuous education (2.55).
- G.C.21. Commitment to the preservation of cultural heritage and values (2.50).
- G.C.25. Having skills in the use of information and communication technologies (2.46).
- G.C.17. Ability to search for information from a variety of sources (2.43).
- G.C.2. Ability to communicate orally and in writing with different audiences (2.36).
- GC26. Being Initiative-driven (2.36).

The 5 competences of the least mean scores were:

- G.C.9. Ability to work autonomously (2.13).
- G.C.7. Ability to work in an interdisciplinary team (2.13).
- G.C.28. Being assertive (2.12).
- G.C.8. Ability to lead effectively (2.12).
- GC6. Ability to make logical decisions (2.11).

It can be noticed that GC9 was one of the five competences of lowest means 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):

- G.C.1. Ability to manage time effectively.
- G.C.3. Ability to maintain continuous education.
- G.C.5. Ability to identify and resolve problems.
- G.C.10. Ability to maintain quality of work.
- G.C.11. Ability to act ethically with social responsibility.

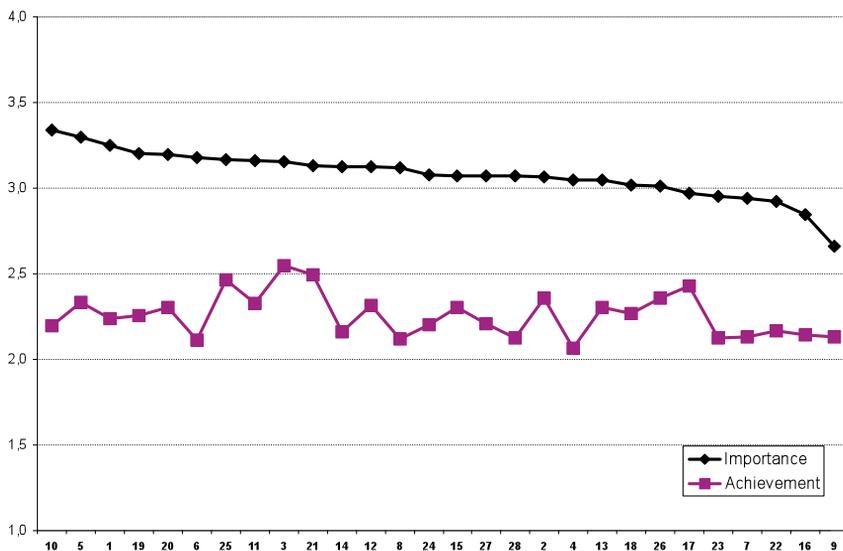


Figure 2

A line chart showing the means of evaluation of generic competences given by -Employers for both importance and achievement
(Source: Results of Consultation by T-MEDA Project 2013-2016)

Students

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

- G.C.10. Ability to maintain quality of work (3.16).
- G.C.1. Ability to manage time effectively (3.15).
- G.C.27. Being self-motivated (3.13).
- G.C.19. Commitment to human rights (3.12).
- G.C.20. Commitment to health and safety procedures (3.11).

The 5 competences of the least mean scores were:

- G.C.22. Having organizational skills (2.85).
- G.C.16. Ability to empower others (2.81).
- G.C.23. Having sense of dedication (2.78).
- G.C.7. Ability to work in an interdisciplinary team (2.73).
- G.C.9. Ability to work autonomously (2.58).

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

- G.C.11. Ability to act ethically with social responsibility (2.73).
- G.C.10. Ability to maintain quality of work (2.72).
- G.C.21. Commitment to the preservation of cultural heritage and values (2.67).
- G.C.3. Ability to maintain continuous education (2.65).
- G.C.25. Having skills in the use of information and communication technologies (2.64).

The 5 competences of the least mean scores were:

- G.C.28. Being assertive (2.44).
- G.C.6. Ability to make logical decisions (2.44).
- G.C.14. Ability to be innovative and creative (2.41).
- G.C.9. Ability to work autonomously (2.35).
- G.C.23. Having sense of dedication (2.32).

The following is to be noticed:

- G.C.10. was one of the five competences of highest means for importance, also for achievement.
- G.C.9. was one of five competences of lowest means 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):

- G.C.1. Ability to manage time effectively.
- G.C.3. Ability to maintain continuous education.
- G.C.2. Ability to communicate orally and in writing with different audiences.
- G.C.5. Ability to identify and resolve problems.
- G.C.27. Being self-motivated.

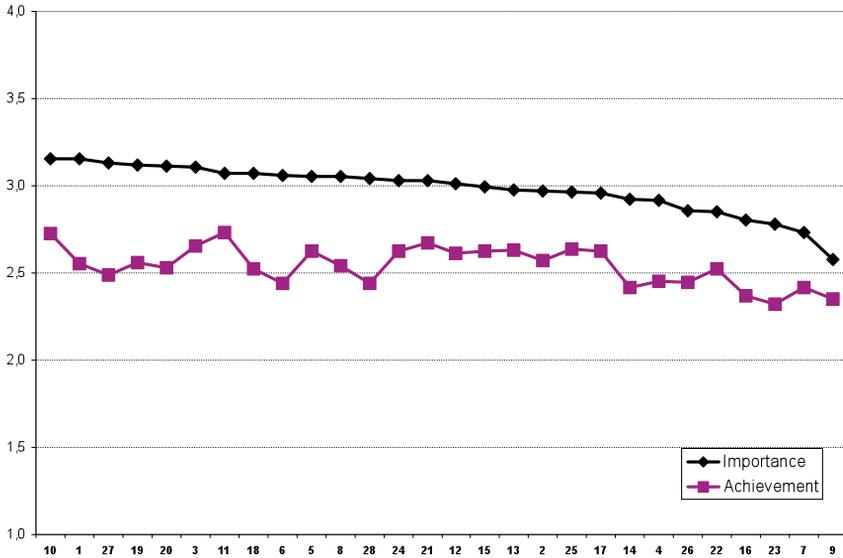


Figure 3

A line chart showing the means of evaluation of generic competences given by -Students for both importance and achievement
(Source: Results of Consultation by T-MEDA Project 2013-2016)

Graduates

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

- G.C.20. Commitment to health and safety procedures (3.36).
- G.C.6. Ability to make logical decisions (3.34).
- G.C.25. Having skills in the use of information and communication technologies (3.33).
- G.C.12. Ability to apply knowledge in practical situations (3.33).
- G.C.19. Commitment to human rights (3.32).

The 5 competences of the least mean scores were:

- G.C.24. Having respect for diversity and multiculturalism (3.12).
- G.C.4. Ability to have critical thinking, analysis, and synthesis. (3.12).
- G.C.16. Ability to empower others. (3.06).
- G.C.23. Having sense of dedication (3.02).
- G.C.9. Ability to work autonomously (2.75).

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

- G.C.17. Ability to search for information from a variety a sources (2.70).
- G.C.13. Ability to communicate in a second language (2.67).
- G.C.25. Having skills in the use of information and communication technologies (2.66).
- G.C.11. Ability to act ethically with social responsibility (2.59).
- G.C.2. Ability to communicate orally and in writing with different audiences (2.58).

The 5 competences of the least mean scores were:

- G.C.27. Being self-motivated (2.33).
- G.C.7. Ability to work in an interdisciplinary team (2.28).
- G.C.8. Ability to lead effectively (2.26).
- G.C.22. Having organizational skills (2.23).
- G.C.24. Having respect for diversity and multiculturalism (2.16).

The following is to be noticed:

- G.C.24. Was one of the of the lowest five competences for importance, also for achievement.
- G.C.25. 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):

- G.C.1. Ability to manage time effectively.
- G.C.10. Ability to maintain quality of work.
- G.C.11. Ability to act ethically with social responsibility.
- G.C.3. Ability to maintain continuous education.
- G.C.14. Ability to be innovative and creative.

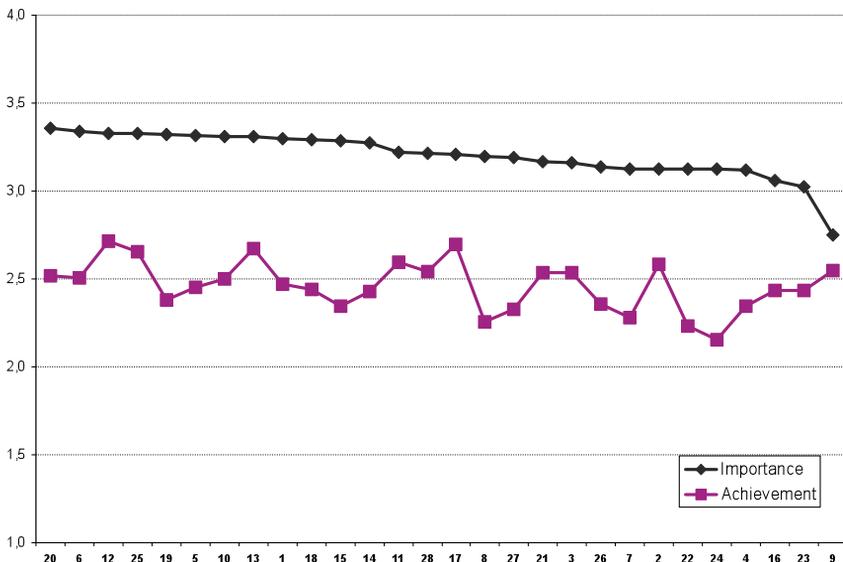


Figure 4

A line chart showing the means of evaluation of generic competences given by -Graduates for both importance and achievement
(Source: Results of Consultation by T-MEDA Project 2013-2016)

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:

Table 5

The highest and lowest mean scores of responses by stakeholders for the specific competences in importance scale
(Source: Results of Consultation by T-MEDA Project 2013-2016)

The Group	Competences with lowest means	Mean	Competences with highest means	Mean
Academics	S.C.12. Ability to have knowledge and capabilities of procurement techniques	2.85	S.C.2. Ability to demonstrate hands-on experience in real life environment	3.36
	S.C.14. Ability to identify the natural and cultural tourism resources.	2.85	S.C.8. Ability to manage customers and stakeholders in English/another foreign language	3.33
	S.C.15. Ability to perform accounting and money transactions	2.84	S.C.4. Ability to understand different market segments for marketing, research and communication	3.28
Employers	S.C.15. Ability to perform accounting and money transactions	2.93	S.C.8. Ability to manage customers and stakeholders in English/another foreign language	3.32
	S.C.14. Ability to identify the natural and cultural tourism resources	2.88	S.C.2. Ability to demonstrate hands-on experience in real life environment	3.25
	S.C.12. Ability to have knowledge and capabilities of procurement techniques	2.83	S.C.6. Ability to effectively operate tourism companies	3.24

The Group	Competences with lowest means	Mean	Competences with highest means	Mean
Students	S.C.5. Ability to understand concepts such as carrying capacities and ecological footprint.	3.01	S.C.2. Ability to demonstrate hands-on experience in real life environment	3.29
	S.C.4. Ability to understand different market segments for marketing, research and communication	3.00	S.C.3. Ability to apply knowledge and skills in tourism jobs	3.26
	S.C.15. Ability to perform accounting and money transactions	2.95	S.C.8. Ability to manage customers and stakeholders in English/another foreign language	3.22
Graduates	S.C.14. Ability to identify the natural and cultural tourism resources	2.99	S.C.8. Ability to manage customers and stakeholders in English/another foreign language	3.35
	S.C.12. Ability to have knowledge and capabilities of procurement techniques	2.95	S.C.3. Ability to apply knowledge and skills in tourism jobs	3.34
	S.C.15. Ability to perform accounting and money transactions	2.81	S.C.2. 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:

Table 6

The mean scores of responses by stakeholders for the specific competences in achievement scale

(Source: Results of Consultation by T-EDA Project 2013-2016)

The Group	Competences with lowest means	Mean	Competences with highest means	Mean
Academics	S.C.12. Ability to have knowledge and capabilities of procurement techniques	2.21	S.C.8. Ability to manage customers and stakeholders in English/another foreign language	2.67
	S.C.15. Ability to perform accounting and money transactions	2.33	S.C.4. Ability to understand different market segments for marketing, research and communication	2.57
	S.C.14. Ability to identify the natural and cultural tourism resources	2.38	S.C.3. Ability to apply knowledge and skills in tourism jobs	2.56
Employers	S.C.12. Ability to have knowledge and capabilities of procurement techniques	2.22	S.C.8. Ability to manage customers and stakeholders in English/another foreign language	2.57
	S.C.14. Ability to identify the natural and cultural tourism resources	2.31	S.C.4. Ability to understand different market segments for marketing, research and communication	2.49
	S.C.9. Ability to coordinate and networking with stakeholders.	2.31	S.C.11. Ability to understand the current issues in tourism and other general knowledge	2.49
Students	S.C.5. Ability to understand concepts such as carrying capacities and ecological footprint.	2.46	S.C.2. To demonstrate hands-on experience in real life environment	2.90
	S.C.9. Ability to coordinate and networking with stakeholders.	2.46	S.C.3. Ability to apply knowledge and skills in tourism jobs	2.88
	S.C.12. Ability to have knowledge and capabilities of procurement techniques	2.60	S.C.13. To develop knowledge of key concepts, theories and practices in the tourism activities	2.80

The Group	Competences with lowest means	Mean	Competences with highest means	Mean
Graduates	S.C.5. Ability to understand concepts such as carrying capacities and ecological footprint.	2.31	S.C.8. Ability to manage customers and stakeholders in English/another foreign language	2.97
	S.C.12. Ability to have knowledge and capabilities of procurement techniques	2.48	S.C.3. Ability to apply knowledge and skills in tourism jobs	2.80
	S.C.15. Ability to perform accounting and money transactions and	2.53	S.C.1. Ability to assess and understand the global and local tourism potentials.	2.80
	S.C.11. Ability to understand the current issues in tourism and other general knowledge.	2.53		

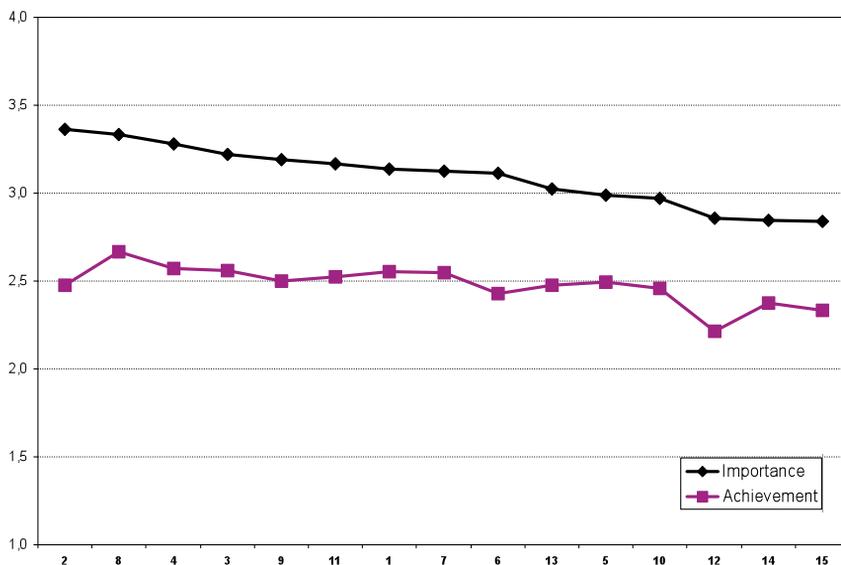


Figure 5

A line chart showing the means of evaluation of specific competences given by Academics for both importance and achievement
(Source: Results of Consultation by T-MEDA Project 2013-2016)

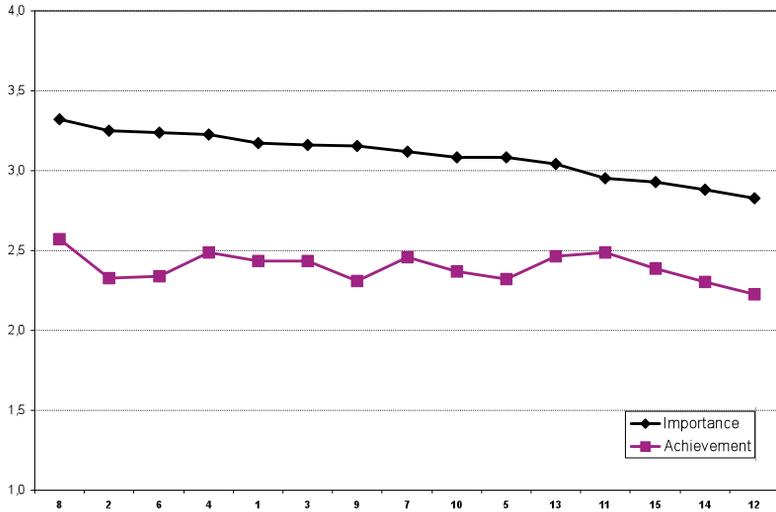


Figure 6

A line chart showing the means of evaluation of specific competences given by -Employers for both importance and achievement
(Source: Results of Consultation by T-MEDA Project 2013-2016)

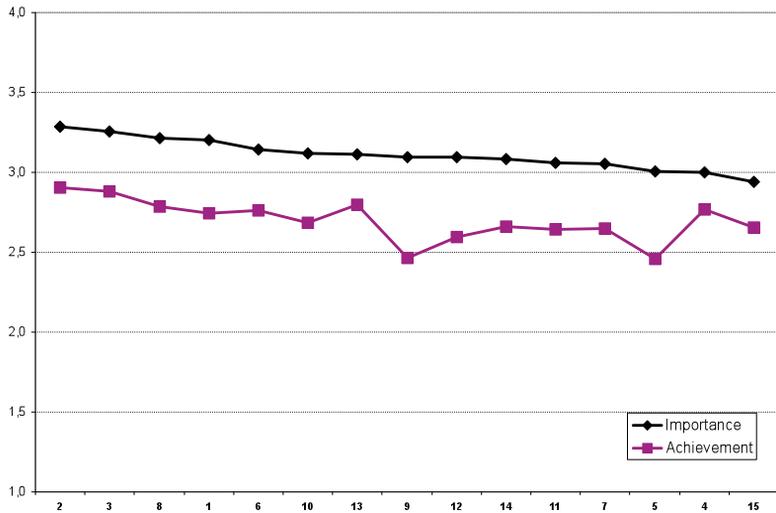


Figure 7

A line chart showing the means of evaluation of specific competences given by -Students for both importance and achievement
(Source: Results of Consultation by T-MEDA Project 2013-2016)

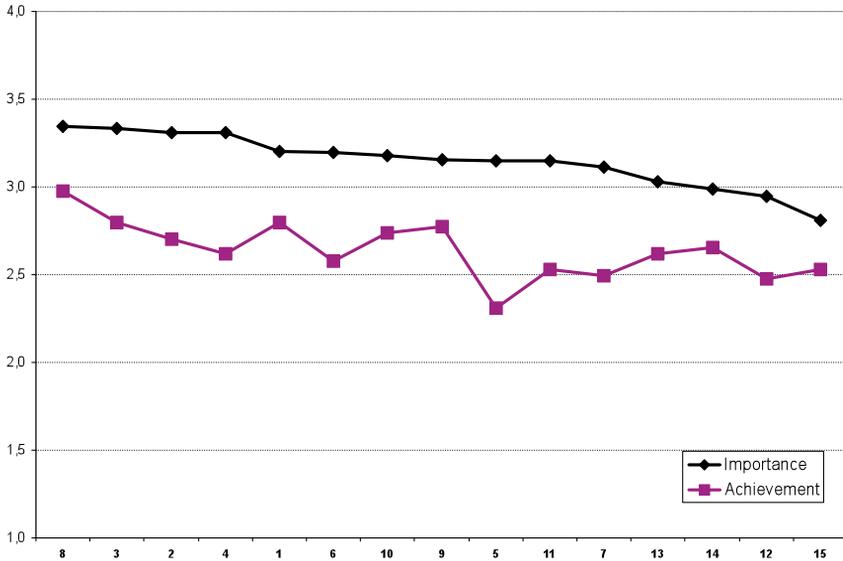


Figure 8

A line chart showing the means of evaluation of specific competences given by -Graduates for both importance and achievement
(Source: Results of Consultation by T-MEDA Project 2013-2016)

For rankings, the results were as follows:

Table 7

The lowest and highest rankings as given by stakeholders for the specific competences
(Source: Results of Consultation by T-MEDA Project 2013-2016)

The Group	Competences with lowest rankings	Competences with highest rankings
Academics	S.C.15. Ability to perform accounting and money transactions	S.C.3. Ability to apply knowledge and skills in tourism jobs
	S.C.12. Ability to have knowledge and capabilities of procurement techniques	S.C.8. Ability to manage customers and stakeholders in English/another foreign language
	S.C.14. Ability to identify the natural and cultural tourism resources	S.C.1. Ability to assess and understand the global and local tourism potentials.

The Group	Competences with lowest rankings	Competences with highest rankings
Employers	<p>S.C.12. Ability to have knowledge and capabilities of procurement techniques</p> <p>S.C.15. Ability to perform accounting and money transactions</p> <p>S.C.7. Ability to make effective identification and presentation of tourist environment</p>	<p>S.C.1. Ability to assess and understand the global and local tourism potentials.</p> <p>S.C.6. To effectively operate tourism companies.</p> <p>S.C.4. Ability to understand different market segments for marketing, research and communication</p>
Students	<p>S.C.12. Knowledge and capabilities of procurement techniques.</p> <p>S.C.15. Ability to perform accounting and money transactions</p> <p>S.C.11. Ability to understand the current issues in tourism and other general knowledge</p>	<p>S.C.1. Ability to assess and understand the global and local tourism potentials.</p> <p>S.C.2. Ability to demonstrate hands-on experience in real life environment</p> <p>S.C.8. Ability to manage customers and stakeholders in English/another foreign language</p>
Graduates	<p>S.C.12. Ability to have knowledge and capabilities of procurement techniques</p> <p>S.C.13. To develop knowledge of key concepts, theories and practices in the tourism activities</p> <p>S.C.15. Ability to perform accounting and money transactions</p>	<p>S.C.8. Ability to manage customers and stakeholders in English/another foreign language</p> <p>S.C.1. Ability to assess and understand the global and local tourism potentials.</p> <p>S.C.9. Ability to coordinate and networking with stakeholders.</p>

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 criterion. It indicates then a weak statistical relationship between the responses of these two groups. The results of correlation analyses are shown in the following tables:

Table 8

The correlation matrix of Generic Competences for the criterion of importance
(Source: Results of Consultation by T-MEDA Project 2013-2016)

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

Table 9

The correlation matrix of Generic Competences for the criterion of achievement
(Source: Results of Consultation by T-MEDA Project 2013-2016)

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 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 10

The correlation matrix of Specific Competences for the criterion of importance
(Source: Results of Consultation by T-MEDA Project 2013-2016)

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

Table 11

The correlation matrix of Specific Competences for the criterion of achievement
(Source: Results of Consultation by T-MEDA Project 2013-2016)

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

Such results can be seen also in the following graphs:

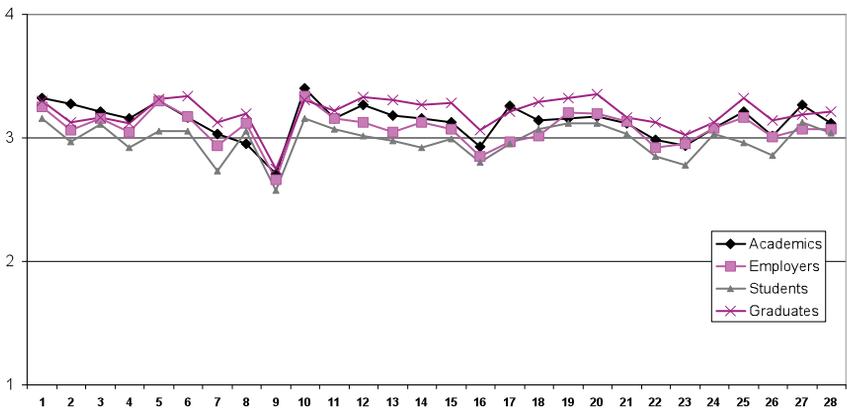


Figure 9

A line chart showing the means of evaluation of generic competences given by all stakeholders for importance
(Source: Results of Consultation by T-MEDA Project 2013-2016)

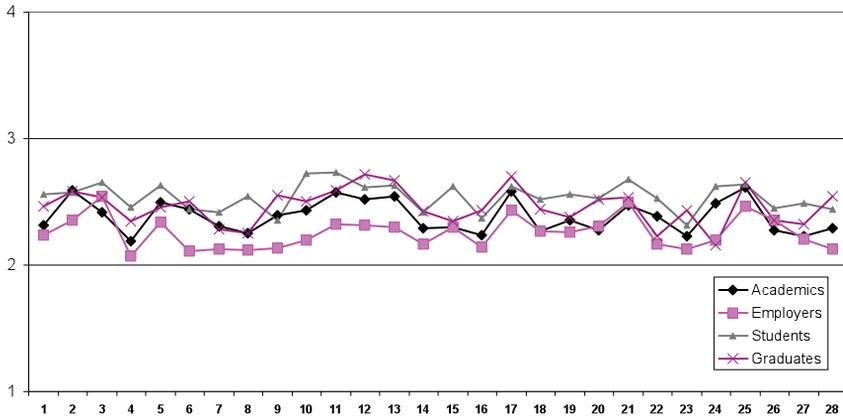


Figure 10

A line chart showing the means of evaluation of generic competences given by all stakeholders for achievement
 (Source: Results of Consultation by T-MEDA Project 2013-2016)

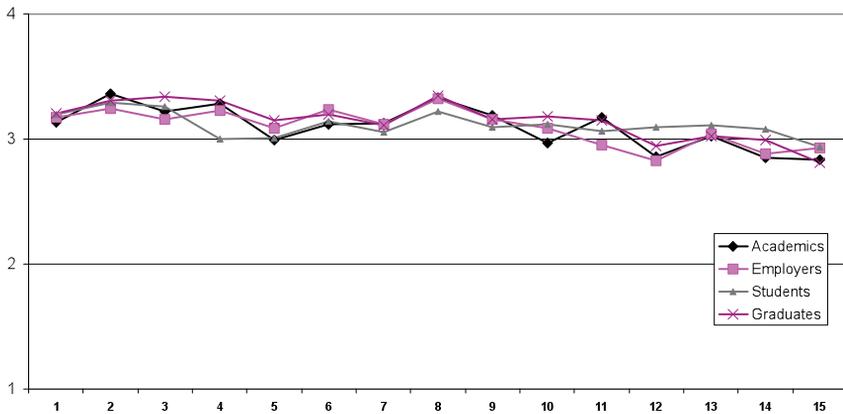


Figure 11

A line chart showing the means of evaluation of specific competences given by all stakeholders for importance
 (Source: Results of Consultation by T-MEDA Project 2013-2016)

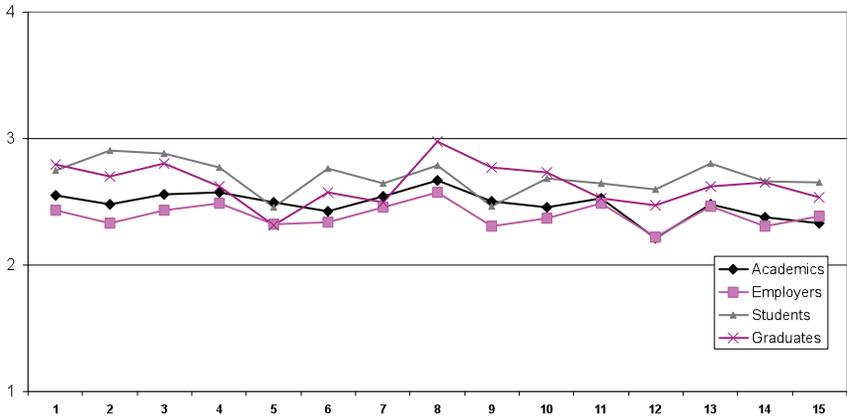


Figure 12

A line chart showing the means of evaluation of specific competences given by all stakeholders for achievement
 (Source: Results of Consultation by T-MEDA Project 2013-2016)

Conclusions

- There was a general agreement between the 4 stakeholder 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, having organizational skills and having 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 criterion of importance of specific competences, some 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 criterion of achievement, the following specific 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.

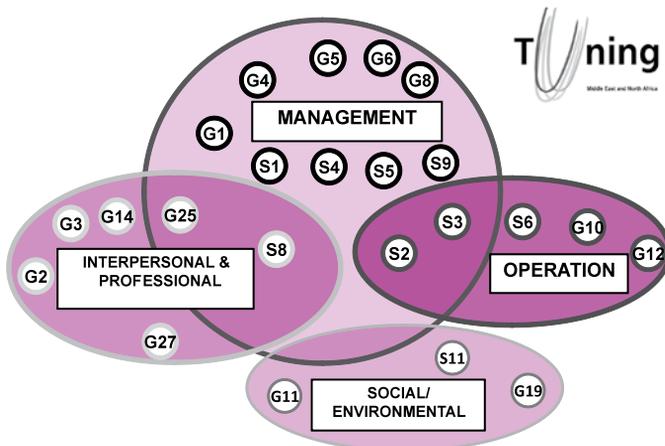
6

The Meta Profile

Based on the results of the consultation (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:



After the interpretation process, and through multiple analysis, the group identified the 4 clusters and combined the approved competences in them for Tourism in the Middle

These core clusters are clarified as follows:

INTERPERSONAL & PROFESSIONAL: this core cluster focuses on the students' personal skills 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 students' 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 to different operations 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 not directly embedded 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 of meta-profile competences in the study programs mentioned above:

Table 12

Comparing Current Tourism Programs of Member Universities to Meta-Profile (shadowed cells: the competence is embedded directly by courses of the plan; blank cells: the competence is not directly embedded in courses of the plan)

Competences		JORDAN		LEBANON		EGYPT		Libya		PALESTINE		MOROCCO		TUNISIA	
		Hashemite Uni	Yarmouk Uni	Univ of Balamand	Modern Univ. for Bussines Sc.	Suez Canal Uni	Omar al-Mukhtar Uni	Ahlyeh Uni. College	Uni. Of Mohamed First	Univ. of Monastir					
Generic Competences															
G.C.1	Manage time efficiently														
G.C.3	Maintain continuous education														
G.C.5	Identify and resolve problems														
G.C.6	Make logical decisions														
G.C.11	Act Ethically with Responsibility														
G.C.10	Maintain quality of work														
G.C.14	Be creative and innovative														
G.C.19	Commit to human rights														
G.C.27	Be self-motivated														

Competences		JORDAN		LEBANON		EGYPT	Libya	PALESTINE	MOROCCO	TUNISIA
		Hashemite Uni	Yarmouk Uni	Univ of Balamand	Modern Univ. for Bussines Sc.	Suez Canal Uni	Omar al-Mukhtar Uni	Ahliyah Uni. College	Uni. Of Mohamed First	Univ. of Monastir
Specific Competences										
S.C.1	Understand and assess the global and local tourism potentials									
S.C.2	Demonstrate hands-on experience in real life environment									
S.C.4	Understand different market segments									
S.C.5	Manage tourism activities in a sustainable way									
S.C.6	Operate tourism organizations effectively									
S.C.8	Deal with tourism stakeholders in English/another foreign language									
S.C.9	Coordinate and network with stakeholders									
S.C.11	Comprehend current issues in tourism									

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 majors and specializations within university programs (such as business and management). For this reason, 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 Tourism and Hospitality fields have strong and solid vocational and practical aspects. Close and tight links with the industry is badly needed. Industry key persons should have a real contribution and impact when it comes to curricula design, review and development. These people should also help in finding internship and job placement positions, currently 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 a real practical aspect.

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.

The final list of competences came out to be as follows:

Generic Competences:

- 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:

- S.C.1. Understand and assess the global and local tourism potentials.

- S.C.2. Demonstrate hands-on experience in tourism and 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.

These competences formed the new Meta profile which includes the following core clusters:

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

- G.C.2. Maintain long-life learning
- G.C.12. Be self-motivated.
- G.C.9. Be creative and innovative.
- G.C.11. Apply information and communication technology skills.
- S.C.7. Deal with tourism stakeholders in English/another foreign language.
- S.C.9. Comprehend current issues in tourism.

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

- G.C.1. Manage time efficiently.
- G.C.4. Identify and resolve problems.
- G.C.5. Make logical decisions.
- G.C.6. Lead effectively.
- G.C.3. Exercise critical thinking, analysis and synthesis.
- S.C.4. Understand different market segments.
- S.C.8. 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.
- S.C.9. Comprehend current issues in tourism.

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

- G.C.7. 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.
- S.C.9. Comprehend current issues in tourism.

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

- S.C.9. Comprehend current issues in tourism.

- G.C.10. Commit to human rights.
- G.C.8. Act ethically with social responsibility.

Development of New Degree Profile

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 fit competences.
- Learning outcomes.
- Levels.

Part of the work was done in the Third General Meeting (15-19 February 2015, University of Cyprus- Nicosia/Cyprus). 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 among tourism SAG members on having this new 4-year program (2 semesters each year) to be implemented by Yarmouk University. A workshop was conducted by the project experts 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.

It was followed by a training session on how to make and design a high quality degree program. The results of the consultation and the Meta profile were also discussed with faculty members. 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 and 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 (See Appendix 2).

7

Analysis on Student Workload Survey

After the Fourth General Meeting (27 September- 01 October 2015- University of Malta Valletta/Malta), the tourism SAG participated in an online survey that aimed at evaluating both the contact and independent work hours as perceived by both academics and students, such task would help in checking for similarity between these groups in terms of time amount needed to achieve the requirements of courses. The group agreed on selecting the 5th semester (2nd semester in 3rd year) for this purpose. For each course/module, an instructor and 30 students were targeted for filling the survey, though, there was a variation in the number of courses/modules included as well as response rate (Table 13). (See appendix 4 for survey forms). The results were presented in the Fifth General Meeting (23-26 May 2016 University of Deusto- Bilbao/Spain).

Table 13

The list of universities that participated in the survey of student workload, also the number of courses, students, and academics involved in the survey, the total number of responses in also included
(Source: Results of Student Workload Survey by T-MEDA Project 2013-2016)

University	Number of subjects/ course s/modules	Number of students	Number of academics	Total number of responses
Suez Canal University	8	82	8	90
Hashemite University	4	86	4	90
Yarmouk University	4	44	4	48
Modern University for Business and Science	5	49	5	54
University of Balamand	5	55	6	61
Palestine Ahliyah University College / Bethlehem	5	46	7	53
University of Monasti	5	50	11	61
Total	36	412	45	457

For the total contact hours for courses along the semester, a great proximity is observed when comparing the academics and students responses; the former had total hours of 276.36, while the later had the total of 279.67.

This is logic, after finishing these courses, students should be aware of the contact hours of courses they passed in, besides the clarity of work hours for the theoretical courses included in this exercise.

There is a clear similarity in the percentages of contact hours vs. independent hours (Table 14)

Table 14

The percentages of Contact Hours vs. Independent Work
 (Source: Results of Student Workload Survey by T-MEDA Project 2013-2016)

Group	Independent Hours	Contact Hours
Academics	69.05%	30.95%
Students	65.92%	37.33%

This was not the case though for different types of work in tourism group, which were as follows:

Table 15

Workload of students for different course works as perceived by the groups
 of academics and students
 (Source: Results of Student Workload Survey by T-MEDA Project 2013-2016)

Work	Academics	Students	Student/ Academics
Reading/ Literature	254.38	85.38	0.33
Fieldwork	27.71	52.47	1.89
Laboratory work /unsupervised	18.71	33.37	1.78
Preparation of w. work	53.93	93.19	1.72
Internet sources	113.45	95.61	0.83
Ass. of Final Exam	127.05	95.84	0.75
Other	11.40	11.65	1.02
Total	616.14	459.51	0.74

A dispersion was also found in the total hours of independent work compared to contact hours (academics vs. students):

Table 16

Total hours of independent work vs. contact hours as given
by academics vs. students

(Source: Results of Student Workload Survey by T-MEDA Project 2013-2016)

Group	Contact Hours	Independent work	Total
Academics	276.36	616.64	893.00
Students	279.67	469.51	749.18
Students/Academics: 0.84			

The dispersions found between the academics and students for the independent work can be explained by:

- Having a deficiency in assessing students.
- Having a deficiency in informing the student about requirements of the course
- Having a deficiency in relating learning outcomes to assessment.
- Lack of commitment of students in fulfilling the course requirements.

The overall interpretation of the results suggests that one of two possibilities took place:

- Double counting occurred when reporting the independent work on different work categories questioned in the survey and reported by the academics and students alike.
- The error that came from evaluating works that are not done every week during the semester and evaluated as they were (e.g. exams).

The tourism SAG had the following comments on the way the student workload survey was conducted:

- The no. of weeks by each institution should be featured.

- The structure of curricula (in terms of semester load and number of courses) should be considered.
- The inconsistency in responses for semester vs. week contact/ independent hours should be considered when interpreting results (difference is seen within different types of works done by student).

The group proposed the following recommendations based on the previously mentioned results of the survey:

- Instructions should be given by faculty on what is required (improving clarity and transparency regarding expectations for work load (e.g. reading, lab, exams, preparation..., etc. and anticipated hours needed to fulfill them) as well as evaluation.
- Exposing student to continuous and progressive assessments that evaluate students in different stages using different tools. Workload for each assessment should be stated (contact & individual).
- Revising structure of syllabus where the previous aspects are clearly stated.
- Integrating different methods of assessment to match different competences (e.g. exams, reports, papers...etc.).
- Clarifying the different learning outcomes of the course with assessment criteria as well as the workload.

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 themselves 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. Nonavailability 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

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Appendix 1

New Degree Profile Tourism SAG (T-MEDA Project 2013-2016)

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			<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
	G.C. 10. Commit to human rights		Human Rights	X			<ul style="list-style-type: none"> To understand different aspects related to human rights To relate human rights issues to the context of tourism development 	Y1S1
	G.C. 8. Act ethically with social responsibility		Sustainable Tourism		X		<ul style="list-style-type: none"> To understand the relationship between sustainable development and tourism To identify different aims of sustainable tourism and policy areas required to achieve them To understand the process of formulating a sustainable development strategy 	Y2S2
			Social Responsibility	X			<ul style="list-style-type: none"> 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 	Y1S1

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 selected enterprise 	Y1S2
			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
			Leadership in Tourism & Hospitality			X	<ul style="list-style-type: none"> 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

Core Cluster	Generic Competence	Specific Competence	Course	Level			Learning Outcomes	Sem. & Year
				L1	L2	L3		
Interpersonal and Professional (cont.)	G.C. 9 Be creative and innovative		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 	Y1S2
			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
			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
			Events Management		X		<ul style="list-style-type: none"> 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

Core Cluster	Generic Competence	Specific Competence	Course	Level			Learning Outcomes	Sem. & Year
				L1	L2	L3		
Interpersonal and Professional (cont.)	G.C. 11. Apply information and communication technology skills		Communication Skills		X		<ul style="list-style-type: none"> To demonstrate effective written communication skills in tourism and hospitality. To show effective oral communication skills. To work effectively within groups or teams 	Y2S1
			Information Technology for Tourism & Hospitality			X	<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> 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

Core Cluster	Generic Competence	Specific Competence	Course	Level			Learning Outcomes	Sem. & Year
				L1	L2	L3		
Interpersonal and Professional (cont.)		S.C. 7. Communicating professionally with tourism stakeholders	Foreign Language (Different Levels) for Tourism & Hospitality	X	X	X	<ul style="list-style-type: none"> To understand and correctly use vocabulary/expressions used in tourism and hospitality To demonstrate the four major skills of reading, writing, listening and speaking in these foreign languages To correctly and professionally make conversations with different stakeholders and deal with complaints To professionally respond to correspondences 	Y1Y2Y3
			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
	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	

Core Cluster	Generic Competence	Specific Competence	Course	Level			Learning Outcomes	Sem. & Year
				L1	L2	L3		
Management (cont.)	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
			Revenue Management			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
			Human Resources Management		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. To design a total compensation system as a way for retaining employees 	Y2S2

Core Cluster	Generic Competence	Specific Competence	Course	Level			Learning Outcomes	Sem. & Year
				L1	L2	L3		
Management (cont.)			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
	G.C. 6. Lead effectively		Human Resources Management	X			<ul style="list-style-type: none"> 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
			Strategic Management			X	<ul style="list-style-type: none"> To formulate a research problem and conduct the research in relationship with strategic management by combining theories and practices 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. 	Y3S2

Core Cluster	Generic Competence	Specific Competence	Course	Level			Learning Outcomes	Sem. & Year
				L1	L2	L3		
Management (cont.)			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 techniques used in determining cost behaviour. To prepare, analyse and appraise key performance indicators within the hospitality/ tourism sector. 	Y3S1
			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

Core Cluster	Generic Competence	Specific Competence	Course	Level			Learning Outcomes	Sem. & Year
				L1	L2	L3		
Management (cont.)		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, targeting and positioning techniques, creating competitive advantage 	Y2S1
			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
			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			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
			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 	Y1S2

Core Cluster	Generic Competence	Specific Competence	Course	Level			Learning Outcomes	Sem. & Year
				L1	L2	L3		
Management (cont.)		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. 	Y251
			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. 	Y152
		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 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 	Y151

Core Cluster	Generic Competence	Specific Competence	Course	Level			Learning Outcomes	Sem. & Year
				L1	L2	L3		
Management (cont.)			World Tourism Geography	X			<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
			Tourism Resources and Trends	X			<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 To construct a better knowledge of the contemporary issues in tourism 	Y1S2
			National Tourism & Heritage	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

Core Cluster	Generic Competence	Specific Competence	Course	Level			Learning Outcomes	Sem. & Year
				L1	L2	L3		
Management (cont.)			Tourism Attractions Development and Management	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
			Hospitality Management	X			<ul style="list-style-type: none"> To describe the composition, size, and growth of the international recreation, leisure, gaming, and conference and events sectors. 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. 	Y1S1
		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
Operation	G.C. 7. Maintain quality of work		Total Quality Management		X		<ul style="list-style-type: none"> 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

Core Cluster	Generic Competence	Specific Competence	Course	Level			Learning Outcomes	Sem. & Year	
				L1	L2	L3			
Operation (cont.)			Material Management	X			<ul style="list-style-type: none"> 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			<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	
			Information Technology for Tourism & Hospitality			X	<ul style="list-style-type: none"> 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	
		S.C. 3. Apply knowledge and skills to tourism jobs	Internship	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	
				Information Technology for Tourism & Hospitality			X	<ul style="list-style-type: none"> 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			<ul style="list-style-type: none"> 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 regions 	Y2S1

Core Cluster	Generic Competence	Specific Competence	Course	Level			Learning Outcomes	Sem. & Year
				L1	L2	L3		
Operation (<i>cont.</i>)		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

Core Cluster	Generic Competence	Specific Competence	Course	Level			Learning Outcomes	Sem. & Year
				L1	L2	L3		
Operation (cont.)			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

Appendix 2

Implementation of Degree Profile of Yarmouk University

This report includes:

- Overview about the faculty and Current Programs
- Course Plan and New Degree Profile

New Implemented Program of Yarmouk University – Jordan

Khalid Magablih

Faculty Profile

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 enhance the economic and social development in the Kingdom. It also aims at supporting the tourism service quality locally and regionally through a qualified and well trained pool of staff in the tourism sector as an attempt to help achieving the objectives of the national tourism successive strategies that mainly aim at strengthening the contribution of the tourism sector and its competitiveness.

The Faculty encompasses two departments: The Tourism and Travel Department, and the Hotel Management Department.

Department of Travel and Tourism

The Department of Travel & Tourism has been established in the academic year 2011-2012 within the faculty of Tourism and Hotel Management. The department offers two academic programs: A bachelor in tourism management and a master in tourism.

In accordance with the new vision and mission of the faculty, the Department of Tourism and Travel is fully aware of the fast development around us. Therefore, it works to revise and to design its plans to meet the tourism labor market demands for qualified professionals.

The Tourism Department offers an M.A in tourism which is considered as the only tourism graduate program in Jordan. The department also offers a B.A in Tourism Management that is aiming at preparing young pioneers who are well qualified in theory and practice.

The first batch in Hotel Management was admitted in the academic year 2011-2012 as a response to the vertical and horizontal expansion in hotels and hospitality facilities locally and regionally. It aims at meeting the ever increasing needs of the tourism services and facilities and the derived need for qualified manpower in the different hospitality fields in an attempt to enhance the image of Jordan as an attractive tourist destination, and enhance developing tourism orientation and growth in the neighboring countries. The study plan is unique in focusing on foreign languages, and the theoretical and practical knowledge and skills necessary for employees to ensure a competitive quality of services to local and international guests.

Our cutting-edge, innovative four- year curriculum offers a fine balance between academic knowledge and practical application. It provides a broad coverage of multi-dimensional hospitality education, including hospitality and restaurant management, food production and service, event management, catering, marketing and financial decision making in hospitality, just to name a few.

We offer students a variety of opportunities to get involved in faculty activities and events, therefore building a sense of pride among them.

These opportunities allow our students to practice while learning. Students may choose to study away at one of our exchange partner institutions. We will continue to develop more exciting industry and international opportunities for our students.

We take pride in serving the educational needs of our students and fulfilling the industry needs through a solid network of relations with esteemed educational institutions and industry professionals. We are dedicated to furthering our pride with our vision and mission to develop leaders of next generations. Thus, our faculty is probably unique in appointing an industry liaison officer who's responsible for bridging the gap between the academic and industry needs.

Admission Requirements

One of the main challenges facing the faculty is the uniform admission system imposed by the MOHE in Jordan, where the faculty has no say in selecting its candidates .Currently, there are no selection criteria for our students except their own choice of joining the offered programs, as well as their high school grades .

The faculty hosts 194 students in the BA in tourism and 164 students in the BA in hotel management, and 43 students at the MA in tourism program (rolling numbers).This is nearly the maximum capacity allowed for the faculty in its existing programs and as per the regulations of the accreditation commission in the Kingdom.

The faculty has 13 academic staff members and 10 administrative and technical staff.

Employability

Most of our graduates get job opportunities in Jordan and in the neighboring Gulf Countries at the entry level, and move fast towards the supervisory and managerial levels in many cases. As most of the travel agencies in Jordan are small ones and represent family businesses, a few find managerial positions. Thus the withdrawal rate is high because of the less attractive jobs and low salaries in the industry.

Industry Relations

One of the unique features of the faculty is the availability of industry relations officer, who is responsible for developing better professional relationship with stakeholders and enhancing it over time. That was simply interpreted in the career day the faculty organized for the first batch of its graduates and the many MoUs signed between the faculty and tourism stakeholders for training and hiring its students and graduates. The faculty organizes an international conference each year, where close partnership occurs between the faculty and the industry, whether public or private.

Program Profile

The B.A. in Tourism Management is a four year program of 132 credit hours (one credit hour equals 16 contact hours). These are divided into five main themes: tourism operations, interpersonal and professional skills, managerial skills, local environment and ancillary subjects.

The study plan is divided mainly into three main categories: university requirements (20%), faculty requirements (14%) and specialization requirements (66%). English is the main teaching language. Practical courses compose around 35% of the total tourism courses.

The study plan reflects the faculty mission of creating vertical and horizontal interaction and integration between the different programs, where you find any program is well represented in the other ones.

Link to the Meta Profile

The program and its study plan were established mainly to fulfill the industry need for qualified tourist guides and it is based on the understanding of the staff members of what a tourist guide should be and therefore what courses should be taught. In 2011, new regulations of the National Accreditation Commission that entails restricting the specialization fields in tourism and hospitality to: 1- tourism management, 2- hotel management and 3- events management. Thus the title of the program has been modified to become tourism

management instead of tour guiding without any major changes in its contents.

Neither the main competences nor learning outcomes were clearly stated, nor the main stakeholders were consulted when putting the study plan.

Some of the general competences were highly focused and fully covered like the ability to: identify and solve problems, make logical decisions, lead effectively, act ethically with social responsibility, and apply information and communication technology skills. On the other hand, many other general competences were not covered like the ability to: manage time efficiently, maintain long-life learning, exercise critical thinking, analysis and synthesis, maintain quality of work, be creative and innovative, commit to human rights, and be self-motivated.

Likewise, specific competences like understand and assess the global and local tourism potentials, apply knowledge and skills to tourism jobs, manage tourism activities in a sustainable way, deal with tourism stakeholders in English/Foreign language, and understand different tourism market segments and comprehend current issues in tourism were covered while specific competences like demonstrate hands-on experience in tourism & hospitality activities operate tourism organizations effectively, coordinate and network with tourism stakeholders were not dealt with. No doubt this created a gap between what the program aims to at one hand, and what the meta-profile aims to on the other hand.

New Degree Profile

After Yarmouk University was selected to implement the tourism program in the third general meeting, a workshop was organized by the project management to help staff members develop a new degree profile based on the Tuning process and Meta profile. The new degree profile was proposed by the Faculty staff members and committees to mainly include the competences, learning outcomes and courses listed at the end of this annex. This is expected to improve the quality of the program and its employability, its competitiveness and industry relations.

Proposed Study Plan

In order for students to graduate in B.A. Tourism Management, they should pass 132 credits. The programme is divided into the following requirements:

- University requirements: 27 credits (12 compulsory and 15 elective).
- Faculty requirements: 18 credits (compulsory).
- Major requirements: (87 credits of which 81 credits compulsory and 6 credits elective).

The old study plan was all theoretical, while the amended one includes both theoretical (65%) and practical courses (35%) to enhance the employability of our graduates

It includes the following courses:

a) *Faculty Requirements: (15) credit hours*

Course No.	Course title	Credit hours
TM 100	English for tourism and hospitality	3
TM 101	Introduction to int. tourism	3
HM 101	Introduction to int. hospitality	3
TM 102	Tourism in Jordan	3
TM 105	Research Methods	3

b) *Compulsory Courses (81 credit hours)*

Course No.	Course title	Credit hours	
		Theoretical	Practical
TM 103	Jordan Archaeology over Ages	3	
TM 201	Advanced English for Tourism (1)	3	
TM 202	Managing Travel Agencies	3	
TM 250	Geography of Tourism	3	
TM 288	Alternative Tourism Patterns	3	
TM 293	Tourism Statistics	3	
TM 301	Advanced English for Tourism (2)		6
TM 305	Tourism Information System		6
TM 310	Tour Guiding	3	
TM 330	Tourism and Local Communities	3	
TM 350	Internship (1)		12
TM 353	E-Tourism	3	
TM 384	Destination Management	3	
TM 385	Marketing for Tourism and Hospitality	3	
TM 391	Tourism Legislations and Ethics	3	
TM 433	Strategic Tourism Planning	3	
TM 436	Sustainability in Tourism and Hospitality	3	
TM 450	Internship (2)		12
TM 485	Consumer Behaviour in Tourism and Hospitality		6
TM 495	Graduation Project		6
HM 382	HRM in Tourism and Hospitality	3	
HM 389	SMEs in Tourism and Hospitality	3	
HM 487	Financial Decisions in Tourism and Hospitality	3	
HM 489	Quality Management in Tourism and Hospitality	3	

c) *Elective Courses (6 credit hours) o be selected among the following*

Course No.	Course title	Credit hours	
		Theoretical	Practical
TM 107	Principles of Tourism Management	3	
TM 209	Intercultural Communication in Tourism and Hospitality	3	
TM 230	Tourism and the Media	3	
TM 302	French for Tourism and Hospitality	3	
TM 303	French for Tourism and Hospitality		6
TM 380	Social Media in Tourism and Hospitality		6
TM 395	Marketing Communication in Tourism	3	
TM 401	Museum Studies	3	
TM 416	Managing Tourism Transportation	3	
TM 417	Airport Management	3	
TM 490	Special Topics in Tourism and Hospitality	3	
HM 220	Advanced Skills in Tourism and Hospitality	3	
HM 319	Events Management	3	
HM 488	Revenue Management	3	

This proposed study plan, which is expected to be implemented with effect from February 2016, covers all general and specific competences. Learning outcomes have been identified for each course in order to facilitate accomplishing its goals and evaluating its performance.

The New Degree Profile of Yarmouk University

GC	Competences	Courses	C/E	CK Level	Learning Outcomes
	S.C.1. Understand and assess the global and local tourism potentials	TM101: Introduction to international tourism		1	<ul style="list-style-type: none"> • Understand different definitions of tourism and related concepts as leisure, recreation..., etc. • Understand evolution of tourism as a phenomenon, as well as progression of accommodations and transportation. • Identify different impacts of tourism on economy, environment and societies. • Identify different components of tourism systems also its different potentials.
		HM101: Introduction to international hospitality industry		1	<ul style="list-style-type: none"> • Describe the composition, size, and growth of the international recreation, leisure, and events sectors. • Identify the factors affecting the international recreation, leisure, gaming, and conference and events sectors. • Recognise the cohesive nature of international tourism, hospitality and the travel businesses.
		TM102: Tourism in Jordan		1	<ul style="list-style-type: none"> • Comprehend the tourism business environment in Jordan. • Understand the main elements of the national tourism product and its development. • Understand the national tourism planning and development strategies and policies. • Identify the main stakeholders in the sector and their roles.

GC	Competences	Courses	C/E	CK Level	Learning Outcomes
		TM 103: Jordan archeology over ages		1	<ul style="list-style-type: none"> • Understand the archeological development in Jordan throughout the past periods and civilizations. • Identify the main archeological sites of each civilization. • Identify how to preserve and use the archeological and cultural resources for tourism development.
		TM 250 Tourism geography		2	<ul style="list-style-type: none"> • Locate and identify the countries, main cities and physical features of the world continents and main regions. • Demonstrate an understand the ethnic culture and religions of major tourism destinations. • Identify key tourism attractions from an international and global dimension. • Understand the major climatic elements that affect tourism and identify the world climatic zones and their significance for tourism.
		TM 401: Museum studies	E	2	<ul style="list-style-type: none"> • Comprehend the types and functions of museums. • Understand the role of museums in persevering the archaeology and heritage and promoting the socio-economic development of local citizens. • Learn the effective techniques of museum planning, development and marketing.

GC	Competences	Courses	C/E	CK Level	Learning Outcomes
		TM 391: Tourism legislation and ethics		2	<ul style="list-style-type: none"> • 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. • Evaluate the different administrative models of organization in the tourism sector at the local level. • Analyze general tourism laws and legal regulations related to local tourism activities. • Evaluate the influence of tourism legislation within the tourism sector.
	S.C.2. Demonstrate hands-on experience in tourism and hospitality activities	TM 495: Graduation project		3	<ul style="list-style-type: none"> • Identify a research problem and objectives. • Develop a research design appropriate to deal with a research problem. • Analyze data and report findings.
		TM 350: Internship I		2	<ul style="list-style-type: none"> • Respect work rules and abide by them. • Manage time effectively to perform assigned tasks with respect to due time. • Learn basic personal and professional skills in a real work life.
G.C. 4. Identify and solve problems		TM 450: Internship II		3	<ul style="list-style-type: none"> • Identify operational problems and communicate them to the administration. • Handle guest complaints and to find prompt solutions for them. • Coordinate with the administration in order to solve differed problems. • Get practical experience in tourism enterprises. • Apply professional skills in real life situations. • Demonstrate self-experience.

GC	Competences	Courses	C/E	CK Level	Learning Outcomes
G.C. 11. Apply information and communication technology skills		TM 305: Tourism information systems		2	<ul style="list-style-type: none"> • Demonstrate exceptional knowledge related to IT in hospitality and tourism business. • Demonstrate the ability to define, identify, and evaluate current IT practices in tourism and hospitality.
G.C. 6. Lead effectively		TM 310: Tour guiding		2	<ul style="list-style-type: none"> • Realize the different cultures and needs. • Apply organizational and leadership skills. • Demonstrate professionalism in destination promotion.
G.C. 3. Exercise critical thinking, analysis and synthesis		TM 105: Research methods for tourism and hospitality		1	<ul style="list-style-type: none"> • Understand the significance of research, its types and different methods of acquiring knowledge. • Understand the relationship between theory and research. • Prepare a research paper and make a presentation. • Apply different methods of data collection. • Understand ethics of scientific writing and publication.
	S.C.3. Apply knowledge and skills to tourism jobs	TM 202: Managing travel agencies business		1	<ul style="list-style-type: none"> • Describe the role of operations management in the management of successful tourism organizations and destinations; Understand the operational requirements of a range of tourism organizations; Identify key areas of legislation and regulation that affect the tourism industry, in a range of international contexts; Demonstrate operational planning skills of value to the tourism industry.

GC	Competences	Courses	C/E	CK Level	Learning Outcomes
GG.C. 6. Lead effectively		TM 433: Strategic tourism planning			3 <ul style="list-style-type: none"> • Formulate a research problem and conduct the research in relationship with strategic management by combining theories and practices. • Recognize the different stages of industry evolution and recommend strategies appropriate to each stage. • 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.
G.C. 10. Commit to human rights		TM 382: HR in tourism and hospitality			3 <ul style="list-style-type: none"> • Understand the human resources functions and the process of developing HR policies and procedures. • Review main human resources training and development techniques. Have the ability to formulate a recruitment and retention policy based on the strategic intent of a company.
G.C. 12. Be self- motivated		HM 389: SMEs in tourism and hospitality			3 <ul style="list-style-type: none"> • Understand economic and social contribution of tourism enterprises. • Conceptualize and design a tourism enterprise. • Illustrate the feasibility and implementation potential of the selected enterprise. • Demonstrate the ability to promote tourism and hospitality enterprises.

GC	Competences	Courses	C/E	CK Level	Learning Outcomes
		TM 417: Airport management	E		3 <ul style="list-style-type: none"> • Identify the functions and services of airports. • learn how to better deal with passengers. • Understand the ticketing and boarding process. • Understand the effective management of airports.
		HM 220: Advanced skills in tourism and hospitality	E		2 <ul style="list-style-type: none"> • Understand the universal principles of protocol, etiquette, courtesy and manners. • Navigate and manage interpersonal dynamics in important encounters • Display appropriate international business etiquette in different contexts. • Interact respectfully with people from different cultures, nations and regions.
G.C. 7. Maintain quality of work		TM 110: Communication skills in tourism and hospitality			1 <ul style="list-style-type: none"> • Demonstrate effective written communication skills in tourism and hospitality. • Show effective oral communication skills. • Work effectively within groups or teams.
G.C. 1. Manage time efficiently		TM310: Tour guiding			2 <ul style="list-style-type: none"> • Learn how to design and implement a tour. • Demonstrate the effective time management of the tour.
G.C. 11. Apply information and communication technology skills		TM353: e-Tourism			3 <ul style="list-style-type: none"> • To appreciate the role and functions of the internet and electronic distribution in tourism. • To optimize and manage tourism inventory online • Interpret various web measurement tools and their role in providing management information. • Plan and implement search engine optimization and search engine marketing strategies.

GC	Competences	Courses	C/E	CK Level	Learning Outcomes
		HM 487: Financial decisions in tourism and hospitality			3 <ul style="list-style-type: none"> Apply accounting techniques in dealing with uncertainty and risk in financial planning and decision-making. Compare and contrast the main techniques used in determining cost behaviour. Prepare, analyse and appraise key performance indicators within the hospitality/ tourism sector.
G.C. 7. Maintain quality of work		HM 489: Quality management in tourism and hospitality			3 <ul style="list-style-type: none"> Comprehend the concept and development of TQM. Understand the role of TQM in tourism and hospitality. Review how TQM contributes to maintaining quality of work in tourism and hospitality businesses.
G.C. 9. Be creative and innovative		HM 488: Revenue management	E		3 <ul style="list-style-type: none"> Review the main applications and aspects of revenue management. Apply the concept of revenue management to hospitality operations. Demonstrate how revenue management contribute to the competitiveness of hospitality businesses.
		TM395: Marketing communication in tourism	E		3 <ul style="list-style-type: none"> Understand the concepts and development of marketing and marketing communications. Understand the elements, tools and applications of communication in tourism and hospitality. Ability to propose effective and competitive marketing communication plan.

Appendix 3

Bridging between Tourism Job Descriptions in MENA Countries (Legislations & Profession Codes) and Competences developed by Tourism SAG of Tuning Middle East and North Africa (T-MEDA) Project (2013-2016)

As in many regions worldwide, the tourism and hospitality education in MENA region is facing the problem of mismatch between the outputs of tourism educational institutions and expectations of tourism employers. This is due to different factors such as:

- Lack of qualified academic staff in tourism and hospitality as a new discipline in many countries, less independence of tourism and hospitality programs that are affiliated to administrative science, archaeology, geography... etc., having professions usually housed in diverse fields including geography, sociology, forestry, leisure and recreation studies, environmental studies, and development studies (Mayaka & Akama, 2007).
- Teaching courses of hospitality and tourism programs by other professionals within university programs (as in business and management), who are not necessarily aware of the scope of teaching involving tourism (Berger, 2008).

- A lack of provision of clear directions in the teaching of tourism courses due to absence of focused theoretical framework of most tourism studies (Mayaka & Akama, 2007).
- The lack of coordination between educational institutions and the industry in the stages of curricula development, training and recruitment. Strategies for industry engagement in many education institutions are often haphazard and lack focus, commitment and resources (Solnet et al., 2007).
- Also not providing students with appropriate and sufficient training during study period, where in many cases, practical side is limited to short lab/simulator sessions or field trips that are based on observation in the first place without real practice in tourism enterprises.
- Mostly important, *the lack of relevant measures of performance* of tourism graduates in their careers, whether by educational institutions or public sectors is another major issue since the outcomes of educational programs are not evaluated for suitability and quality, lack of on-campus training facilities, the seasonality of the tourism business and its influence of workforce stability, and the low attractiveness of tourism and hospitality jobs relating mainly to the work environment and low salaries . Such measures come usually in the form of *job descriptions*. The *lack of clear job descriptions* with definite occupational tasks in most of MENA countries is affecting the quality of university programs. These are mostly found in the form of legislations' articles and/or profession codes in this region.

The countries of MENA regions vary in having formally-declared tourism and hospitality employment legislations or profession codes, of which some are extensive (as in the case of Tunisia) where required knowledge and tasks are clearly stated. Others focus mainly on experience required and managers' duties (as in the case of Jordan, Lebanon and Egypt), and some do not have any of these jobs descriptions formally published, but a focus is given to other aspects as geographical distribution of properties tourist and obtaining permits (as in the case of Libya). It seems that the availability and enforcement of job descriptions depends, to a great extent, on the priority given to the tourism industry as well as its contribution to the local economy.

For those countries having profession codes or legislations, there is a concentration on some job opportunities as those in tour operating

and travel agencies, hotels, restaurants, and tour guiding; while jobs in events management, handicrafts, sites and bureaus management and tourism transportation are not given the same concern. Some MENA countries have already developed higher education accreditation standards (as in the case of Jordan) where knowledge disciplines and training requirements are clearly stated.

A job description is important since it identifies the physical and mental requirements necessary for and specific to the job, and is considered as a basic performance criteria. This written statement should include the following components: title, purpose, location, conditions, required knowledge, skills and qualifications, tasks, authority career path in the hierarchy and performance standards to be met (al-Hajji, 2011). When job descriptions are properly designed they then ensure individuals motivation and capability of performing jobs (Lawler, 1994). Though, job descriptions are criticized for several reasons; they focus more on the way job is done rather than how staff can contribute to the establishment. They are not flexible to change in work requirements, and they won't easily allow for comparison of creativity among staff (Hawkes, 2014). This initiated the use of competency-based approach by organizations where they can take the benefit of a more flexible workforce with the skills required for successful performance, especially with the high competitiveness witnessed among these organizations. Moreover, since competency approach main focus is on individuals' skills and potential, then organizations following it would be highly attractive to individuals seeking out learning and growth opportunities (Lawler, 1993). According to Boyatzis (1982, 21) a competency is "an underlying characteristic that could be a motive, trait, skill, an aspect of their self-image or social role, or body of knowledge which they use" (as cited by Izquierdo et al., 2005, P.3).

Since the main aim of **Tuning Middle East and North Africa (T-MEDA)** project is facilitating comparability and compatibility between different universities in the Middle East and North Africa by the implementation and the assessment of new programs based on developing competencies, followed then by continuous improvement and enhancement for them to assure quality of educational outcomes; it becomes important then to evaluate the significance and contribution of current job descriptions in MENA countries to the creation and design of good quality educational tourism and hospitality programs. Also, the potential of benefiting from competences developed by the tourism SAG in the project. This will be achieved through a comparison

between these two approaches for jobs of tour operators/ travel agents, hoteliers, and tour guides.

Job descriptions of tourism & hospitality careers are derived from the following sources:

1. *Lebanon*

- Decree 4216 of Travel Agencies (which was promulgated in 1972 and partially modified in 1996).
- Decree No 11576 of 27/12/1997; No.7 of Decree No 15598/70 of Tour Guides.

2. *Jordan*

- Legislation (14/1996)+(11/2005) of Travel Agencies.
- Legislation (34/1998) of Tour Guides.

3. *Egypt*

- Legislation 38/1977 of Travel Agencies.
- Legislation 121/1983 of Tour Guides.

4. *Tunisia*

- Travel Agency Manager: Tourism Professions Code 1211.02: <http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code1211.02Ar.mht>
- Travel Agents Assistants: Tourism Professions Code 3414.01: <http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code3414.01Ar.mht>
- Ticket Travel Agents: Tourism Professions Code 3414.01: <http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code3414.01Ar.mht>

- Home Travel Agents: Tourism Professions Code 5111.02: <http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code5111.02Ar.mht>
- Tour Guides: Tourism Professions Code 5113.00: <http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code5113.00Ar.mht>
- Hotels/ Accommodations (large hotel unit) General Managers: Tourism Professions Code 1225.01: <http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code1225.01Ar.mht>
- Hotels/ Accommodations Assistant Managers: Tourism Professions Code 3439.00: <http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code3439.00Ar.mht>
- Accommodations Receptionists: Tourism Professions Code 4222.01: <http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code4222.01Ar.mht>
- Hotels/ Accommodations Hosting Directors (large hotels) : Tourism Professions Code 1225.03: <http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code1225.03Ar.mht>
- Restaurants/Bars/Cafes Owners+Agents: Tourism Professions Code 1315.01: <http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code1315.01Ar.mht>
- Hotel Reception Cashiers: Tourism Professions Code 4211.01: <http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code4211.01Ar.mht>
- Hotel Sales Managers: Tourism Professions Code 1225.02: <http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code1225.02Ar.mht>
- Small Hotel Managers/ Agents: Tourism Professions Code 1315.02: <http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code1315.02Ar.mht>
- General Hotel Housekeepers: Tourism Professions Code 5124.02: <http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code5124.02Ar.mht>
- Caretakers Hotels: Tourism Professions Code 4224.00: <http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code4224.00Ar.mht>

Bridging between Job Descriptions in some MENA Countries (Legislations & Profession Codes) and Competences developed by Tourism SAG of Tuning Middle East and North Africa (T-MEDA) Project

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
Travel Agencies Managers	Lebanon (Decree 4216 which was promulgated in 1972 and partially modified in 1996)	Travel agencies: These agencies are defined as commercial enterprises that sell tickets for individuals and groups on transport companies that work in Lebanon or abroad. These agencies are authorized to conduct the following operations: sale of tickets or vouchers, organizing trips for individual or groups. These are classified into 3 categories: Category 1: 1. Selling and obtaining travel tickets 2. Organizing individual and group (inbound & outbound) trips Category 2: Organizing individual and group (inbound & outbound) land trips Category 3: Renting Cars with no drivers	For the owners or managers of these agencies, they should have the following: For category 1 agencies: they should have a minimum work experience of 5 years in this agencies' category or a diploma in tourism from an approved establishment in addition to 2 years of work experience <ul style="list-style-type: none">For category 2 agencies: they should have a minimum work experience of 3 years in this agencies' category or a diploma in tourism from an approved establishment in addition to 2 years of work work	1. Selling and issue of travel tickets 2. Organizing individual & outbound) trips 3. Renting Cars 4. Selling events tickets 5. Money exchange 6. Completing insurance and Visa procedures 7. Reservations of hotels and other types of accommodations 8. Selling and buying memorial stamps + tourism publications	GC25. Skills in the use of information and communication technologies GC17. Search for information from a variety a sources SC10. financially manage tourism services SC9. coordinate and net- working with stakeholders

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
Travel Agencies Managers	Jordan Legislation (14/1996) (11/2005)	Types of Travel agencies in Jordan (Article 3): Group A: Inbound, Outbound and Domestic Tours 1. Group B: Inbound Tours 2. Group C: outbound Tours and selling trips organized by Group (A) Offices.	<ol style="list-style-type: none"> 1. Must be Jordanian 2. Does not have a criminal history record. 3. Should have a work experience in travel and tourism not less than: <ol style="list-style-type: none"> a) 4 years if he/she has a BA degree a) 6 years if he/she has community college diploma b) 8 years if he/she has a high school certificate 4. Using fluently at least one foreign language <ol style="list-style-type: none"> a) Signing a work contract with the owner of the agency for one year minimum 	<ol style="list-style-type: none"> 1. Selling trips and tickets to tourists and travelers in cooperation with transportation companies. 2. Working with rent a car offices and tourism transportation companies to offer services to tourists. 3. Reservation of hotels. 4. Selling cultural events tickets. 5. Obtaining visas to travelers. 6. Finalizing procedures of travelers insurances for luggage. 7. Supplying tourist and travelers with information about destinations and services. 	<p>GC25. Skills in the use of information and communication technologies</p> <p>GC17. Search for information from a variety a sources</p> <p>SC10. financially manage tourism services</p> <p>SC9. coordinate and net-working with stakeholders</p> <p>SC8. manage customers and stakeholders in English/ another foreign language</p> <p>GC13. Communicate in a second language</p>

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
Travel Agencies Managers	Egypt Travel agencies Legislation 38/1977	<p>Travel agencies are those establishments running all or some of the following activities:</p> <p>Organizing group or individual inbound or outbound Egypt according to planned programs including transportation, accommodations and other services (Type A agencies)</p> <ol style="list-style-type: none"> 1. Selling and issue of travel tickets as well as facilitating luggage movement, also booking of different means of transportation, also acting agents on behalf of different transportation companies (aviation, sailing... etc.) (Type B agencies) 2. Operating and using different means of transportation for the movement of tourists. (Type C agencies) 	<p>Any travel agency general manager should have an experience not less than 10 years (if he/she has a diploma), worked during 4 of them as a director or manager in tourism or civil aviation</p> <p>In the case of having no diploma, the work experience should not be less than 15 years, and worked during 6 of them as a director or manager in tourism or civil aviation</p> <p>For branch manager, he/she should have an experience not less than 2 years (if he has a diploma), if not: the work experience should not be less than 5 years</p> <p>For holders of BA degree in tourism, the work experience required can be 4 years less</p>	Not stated in the reference	Cannot be compared to competencies

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
Travel Agencies Managers	<p>Tunisia Jobs Tourism professions Code: http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code1211.02Ar.mht</p>	Not stated in the reference	<ol style="list-style-type: none"> 1. Knowledge of all operations carried out by the staff as selling tickets, accounting,...etc 2. Knowledge of legislations and regulations of different tourism activities 3. Knowledge of administrative and financial management activities 4. Mastering information technology and relevant software 5. Knowledge of at least two foreign languages 	<ol style="list-style-type: none"> 1. Managing and controlling different activities of the agency 2. Establishing and managing budgets 3. Supervising and managing staff 4. Promoting and marketing the different products of the agency 5. Sourcing and developing products by liaising/contracts with service providers as tour operators, accommodations, transport companies, insurance companies.... etc 6. Daily monitoring of revenues and expenditures 7. Ensuring the quality of services provided to clients 	<p>SC6. effectively operate tourism companies</p> <p>SC10. financially manage tourism services</p> <p>GC7. Work in an interdisciplinary team</p> <p>GC8. Lead effectively</p> <p>SC4. understand different market segments for marketing, research and communication</p> <p>SC1. assess and understand the global and local tourism potentials</p> <p>SC15. perform accounting and money transactions</p> <p>GC10. Maintain quality of work</p> <p>GC25. Skills in the use of information and communication technologies</p> <p>SC8. manage customers and stakeholders in English/ another foreign language</p> <p>GC13. Communicate in a second language</p>

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
Travel Agents Assistants	Tunisia Jobs Tourism Professions Code: http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code3414.01Ar.mht	Not stated in the reference	<ol style="list-style-type: none"> 1. Knowledge of the Traveler's Cycle of Service and different stages of travelers stay 2. Knowledge of all operations carried out by the staff 3. Knowledge of legislations of different tourism activities 4. Mastering information technology and relevant software 5. Knowledge of at least two foreign languages 	<ol style="list-style-type: none"> 1. Plan and organize trips. 2. Research and calculation of costs of travel/tour packages 3. Planning and organizing bookings in accommodations 4. Giving recommendations and travel advice to clients 5. Taking the responsibility of travelers during their stay. 6. Developing and designing travel packages to meet the demands of clients 7. Handling and maintaining files of different service providers (accommodations, restaurants, museums, destinations...etc) 8. Managing costs of offered services and products 9. Negotiating and discussing contracts with service providers 10. Ensuring quality of services provided to clients 11. Supervising and training their staff 	SC10. financially manage tourism services GC7. Work in an interdisciplinary team GC8. Lead effectively SC4. understand different market segments for marketing, research and communication SC1. assess and understand the global and local tourism potentials SC15. perform accounting and money transactions GC10. Maintain quality of work SC8. manage customers and stakeholders in English/another foreign language SC6. effectively operate tourism companies GC25. Skills in the use of information and communication technologies GC13. Communicate in a second language

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
Ticket Travel Agents	<p>Tunisia Jobs Tourism Professions Code: http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code3414.01Ar.mht</p>	Not stated in the reference	<ol style="list-style-type: none"> 1. Depth knowledge of travel booking operations, hotel rooms and tourist stay. 2. Knowledge of operating the agency equipment. 3. Knowledge of air transport companies, rail and sea. 4. Knowledge of fares, routes and connections. 5. Knowledge of aircraft types. 6. Knowledge of national and international legislation concerning the transport and tourism. 7. Mastering the use of computers and special software 	<ol style="list-style-type: none"> 1. Welcoming and greeting clients 2. Informing clients and selling to them travel products (air, rail and sea). 3. Booking in accommodations 4. Managing operation of a travel agency (personnel, equipment, hotel rooms and cash). 5. Giving advice to clients on routes, fares, services provided by air transport companies, sea and rail 6. Issue of the tickets and calculating the price; 7. Controlling daily revenues and making up the schedule of daily receipts 8. Ensuring payment of airlines, sea and rail 9. Doing research for new customers; 10. Maintaining permanent relationship with airlines and shipping companies (customer service); 11. Maintaining a record of regular customers 12. Recruiting, training and supervising staff (ticket agent) under their command. 	<p>SC10. financially manage tourism services</p> <p>GC7. Work in an interdisciplinary team</p> <p>GC8. Lead effectively</p> <p>SC4. understand different market segments for marketing, research and communication</p> <p>SC1. assess and understand the global and local tourism potentials</p> <p>SC15. perform accounting and money transactions</p> <p>GC10. Maintain quality of work</p> <p>SC8. manage customers and stakeholders in English/ another foreign language</p> <p>GC25. Skills in the use of information and communication technologies</p> <p>GC13. Communicate in a second language</p>

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
Home Travel Agents	<p>Tunisia Jobs Tourism Professions Code: http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code5111.02Ar.mht</p>	Not stated in the reference	<ol style="list-style-type: none"> 1. Knowledge of the stages of stay of tourists. 2. Knowledge of the Tunisian legislation related to tourism 3. Knowledge of cultural differences of customers and main services to be offered to customers. 4. Knowledge about accidents; hospitalization, repatriation and insurance. 	<ol style="list-style-type: none"> 1. Ensuring the comfort of customers. 2. Collecting reservations sent by the travel agent or tour operator abroad and planning itinerary 3. To arrange bus transfer (-Hotel Airport) and return to hotels and other additional services 4. The reception of guests upon arrival and departure at the airport 5. Ensuring the smooth transportation of baggage 6. Organizing an information meeting on the stay of customers and advising them; 7. Collecting the tickets and ensuring the confirmation of returns; 8. Receiving suggestions and complaints and finding appropriate solutions 9. Maintaining their information board located in the hotel lobby for useful information to customers; 10. Helping customers in accident or serious illness by getting them to be treated by a doctor in a clinic or be repatriated. 	<p>SC6. effectively operate tourism companies</p> <p>SC10. financially manage tourism services</p> <p>GC7. Work in an interdisciplinary team</p> <p>GC8. Lead effectively</p> <p>SC4. understand different market segments for marketing, research and communication</p> <p>SC1. assess and understand the global and local tourism potentials</p> <p>SC15. perform accounting and money transactions</p> <p>GC10. Maintain quality of work</p> <p>GC25. Skills in the use of information and communication technologies</p> <p>SC8. manage customers and stakeholders in English/ another foreign language</p> <p>GC13. Communicate in a second language</p>

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
Tour Guides	<p>Lebanon Decree No 11576 of 27/12/1997; No.7 of Decree No 15598/70:</p>	<p>Any Lebanese who performs for tourists, support and guidance in archaeological sites, museums and major tourist attractions is qualified as a guide. There are 2 types of tour guides in Lebanon: Escorting Guide: guiding a group of maximum 45 tourists in all types of tourist attractions and trips 1. Local Guide: guiding a group of maximum 12 tourists in specific locations</p>	<ol style="list-style-type: none"> 1. Must be Lebanese and of an age not less than 18 years old. 2. Does not have a criminal history record. 3. He must have at least an undergraduate degree in a relevant profession. 4. Fluently using (in addition to Arabic) 2 foreign languages, one of them is English or French 5. Passed the interviews and tests of obligatory training by Tour Guides Institute (belongs to Ministry of Tourism) 	<ol style="list-style-type: none"> 1. Guiding tourists in archaeological sites and giving commentary 2. Escorting groups in different types of sites 3. Monitoring and protecting sites from any negative behaviors 4. Informing tourism ministry about any potential threats to tourist sites 	<p>GC8. Lead effectively SC1. assess and understand the global and local tourism potentials SC8. manage customers and stakeholders in English/ another foreign language GC13. Communicate in a second language GC21. The preservation of cultural heritage and values GC17. Search for information from a variety of sources SC14. identify the natural and cultural tourism resources</p>

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
Tour Guides	<p>Jordan Legislation (34/1998)</p>	<p>(Article2): a tour guide is the person guiding and escorting tourists to different tourist sites and attractions, with giving interpretation about them. Types of tour guides in Jordan: (Article 4)</p> <ol style="list-style-type: none"> 1. General Tour Guide (can do his duty in all Jordan's tourist sites) 2. Site Tour Guide (restricted to a specific site) 	<p>(Article 3)</p> <ol style="list-style-type: none"> 1. Must be Jordanian and of an age not less than 20 years old. 2. Does not have a criminal history record. 3. He must have at least an undergraduate degree in a relevant profession. 4. Passed the English/foreign language test and other exams set by MOTA (Ministry of Tourism & Antiquities). 5. Passed the training test set by MOTA. 6. Fully committed to the career of tour guiding, no other jobs in public sector are allowed. 	Not stated in the reference	Cannot be compared to competences

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
Tour Guides	<p>Tunisia Jobs Tourism professions Code: http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code5113.00Ar.mht</p>	Not stated in the reference	<ol style="list-style-type: none"> 1. A deep knowledge of geographical features of the country, also its distinguished climatic and geological characteristics, fauna, flora, and agricultural/fishing cultures. 2. Knowledge of history, ancient civilization, cultural/architectural heritage, and different forms of urban settlements. 3. Knowledge of different arts and traditions related to costumes, cuisine and crafts. 4. Having knowledge of ways of living of different groups as well as traditions and customs of feasts and ceremonies. 5. Having knowledge of different routes, sites and entrance fees. 	<p>Tasks</p> <ol style="list-style-type: none"> 1. Escorting individual tourists or group during tours or site excursions 2. Ensuring the smooth running of tours/trips 3. Taking the responsibility of tourists and their safety during trips/tours 4. Handling trips budgets/budget pocket expenses 5. Informing tourist about geographical, natural, economic, historical and cultural aspects of the areas/regions or sites they visit 6. Committing to and running the program of the itinerary put by the tour operator and selected by the clients 7. Enlightening and advising tourists when buying traditional handicrafts 8. Making payments to or providing vouchers to some service providers (museum entrance fees, restaurants, and accommodations). 9. Satisfying different needs of tourists and ensuring the good image about the country 	<p>GC8. Lead effectively</p> <p>SC1. assess and understand the global and local tourism potentials</p> <p>SC8. manage customers and stakeholders in English/ another foreign language</p> <p>GC13. Communicate in a second language</p> <p>GC17. Search for information from a variety a sources</p> <p>SC14. identify the natural and cultural tourism resources</p>

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
Tour Guides	Egypt Tour Guides Legislation 12/1/1983	Article 1: A tour guide is a person who gives commentary and guides tourist in archaeological sites, museums or exhibitions for a remuneration	<ol style="list-style-type: none"> 1. Must be Egyptian and not less than 21 years old 2. Does not have a criminal history record. 3. Must be in a good health condition 4. He must have at least an undergraduate degree or diploma in a relevant profession. 5. Passed the tests held by Ministry of Tourism (holders of BA or diploma in tourism guidance are excluded) 6. Fully committed to the career of tour guiding, no other jobs in public sector are allowed unless he/she had a leave without pay 	Not stated in the reference	Cannot be compared to competences

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
Hotels/ Accommodations (large hotel unit) General Managers	Tunisia Jobs Tourism professions Code: http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code1225.01Ar.mht	Not stated in the reference	<ol style="list-style-type: none"> 1. A knowledge of different operations and functions carried out by different departments (marketing, rooms division, catering, accounting...etc) 2. A deep knowledge of different products offered by the establishment and its competitors 3. A deep knowledge of tourism trends 4. A full knowledge of tourism legislations 5. Proficiency at least two different languages 	<ol style="list-style-type: none"> 1. Being able to manage a (large hotel unit) with in collaboration with the heads of departments of the hotel 2. Supervising and directing the performance of the establishment 3. Representing the establishment for authorities and organizations 4. Preparing the budget in cooperation with the heads of departments, Making necessary changes that enhance the performance of the hotel 5. Following up reports prepared by departments' heads, also revenues, expenses and forecasts 6. Making decisions of purchasing and acquisitions with departments' heads 7. Ensuring the compliance with quality standards in providing services to clients 8. Getting feedback of clients to improve performance of the hotel and services provided 9. Maintaining the good image of the establishment 	<p>SC6. effectively operate tourism companies</p> <p>SC10. financially manage tourism services</p> <p>GC7. Work in an interdisciplinary team</p> <p>GC8. Lead effectively</p> <p>SC4. understand different market segments for marketing, research and communication</p> <p>SC15. perform accounting and money transactions</p> <p>GC10. Maintain quality of work</p> <p>GC25. Skills in the use of information and communication technologies</p> <p>SC8. manage customers and stakeholders in English/ another foreign language</p> <p>GC13. Communicate in a second language</p> <p>GC5. Identify and resolve problems</p>

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
Hotels/ Accommodations Assistant Managers	Tunisia Jobs Tourism professions Code: http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code3439.00Ar.mht	Not stated in the reference	<ol style="list-style-type: none"> 1. A deep knowledge of different procedures related to different services 2. A full knowledge of clients needs and behaviors 3. A full knowledge of different activities and cultural events within and outside the establishment 4. Being able to use appropriate information technology systems and software 5. Using fluently at least two different languages 	<ol style="list-style-type: none"> 1. Supervising the performance of and coordinating between directors in the establishment to provide the best service 2. Making up the budget with the assistance of departments directors 3. Making up the forecasts of occupancy with the assistance of sales manager 4. Maintaining the good performance of different functions and ensuring good safety practices 5. Committing to the budget 6. Being able to act as a general manager when necessary 	<p>SC6. effectively operate tourism companies</p> <p>SC10. financially manage tourism services</p> <p>GC7. Work in an interdisciplinary team</p> <p>GC8. Lead effectively</p> <p>SC4. understand different market segments for marketing, research and communication</p> <p>SC15. perform accounting and money transactions</p> <p>GC10. Maintain quality of work</p> <p>GC25. Skills in the use of information and communication technologies</p> <p>SC8. manage customers and stakeholders in English/ another foreign language</p> <p>GC13. Communicate in a second language</p> <p>GC20. Health and safety procedures</p>

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
Accommodations Receptionists	Tunisia Jobs Tourism professions Code: http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code4222.01Ar.mht	Not stated in the reference	<ol style="list-style-type: none"> 1. Knowledge of different departments of the hotel 2. A full knowledge of rooms and their types and running their amenities/equipments 3. Knowledge of events at and outside the hotel 4. A full knowledge of legislations related to the stay of travelers 5. A full knowledge of standards and practices of safety 6. Mastering information technology and relevant software 	<ol style="list-style-type: none"> 1. Welcoming and registration of clients 2. Allocating guests to rooms/ managing room occupancy 3. Informing visitors about different types of rooms and their characteristics (layout, orientation, equipment) 4. Accompany of guests to their rooms and providing them with welcome booklet 5. Informing guests with events at and outside the establishment 6. Opening a guest folio/ customer record and billing/invoice (posting charges) 7. Informing other divisions with the arrival of the client and necessary details 8. Planning room occupancy and cooperating with staff to increase the sell outs 	<p>SC6. effectively operate tourism companies</p> <p>SC10. financially manage tourism services</p> <p>GC7. Work in an interdisciplinary team</p> <p>SC4. understand different market segments for marketing, research and communication</p> <p>SC15. perform accounting and money transactions</p> <p>GC10. Maintain quality of work</p> <p>GC25. Skills in the use of information and communication technologies</p> <p>SC8. manage customers and stakeholders in English/ another foreign language</p> <p>GC13. Communicate in a second language</p>

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
				<p>9. Preparing price lists</p> <p>10. Monitoring the implementation of safety, sanitation and hygiene</p> <p>11. Ensure that the traveler sheet is completed by the client (and, if necessary, to assist)</p> <p>12. Inform other relevant services (standard, concierge, restoration) of the arrival of the client (room number, name, quality)</p> <p>13. Verify the report of the housekeeper and to establish the comparative statement in case of anomaly detected</p> <p>14. Plan room occupancy</p> <p>15. Collaborate with the housekeeper to maximize room occupancy</p> <p>16. Prepare lists special offers, VIP and arrivals</p>	

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
Hotels/ Accommodations Hosting Directors (large hotels)	Tunisia Jobs Tourism professions Code: http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code1225_03Ar.mht	Not stated in the reference	<ol style="list-style-type: none"> 1. Having deep knowledge of techniques and practices related to welcoming of guests and reservation 2. Having full knowledge of operating different amenities in front office 3. Having full knowledge of services provided to clients 4. Having full knowledge of regulations concerning the stay of guests 	<ol style="list-style-type: none"> 1. Managing and supervising front office 2. Representing the general manager when welcoming guests and dealing with their complaints and feedbacks 3. Monitoring reservation 4. Reviewing occupancy forecasts 5. Welcoming VIP's and allocating them to their rooms or suites 6. Contributing to the making of establishment budget 7. Opening a guest folio and billing (posting charges) 8. Monitoring and checking the quality of rooms and suites of VIP's 9. Planning and organizing meetings with assistants to improve services as goes with clients' feedbacks 10. Recruiting and training employees in front office division 11. Monitoring the performance of different amenities in front office division 12. Committing to safety procedures 	SC6. effectively operate tourism companies SC10. financially manage tourism services GC7. Work in an interdisciplinary team GC8. Lead effectively SC4. understand different market segments for marketing, research and communication SC15. perform accounting and money transactions GC10. Maintain quality of work GC25. Skills in the use of information and communication technologies SC8. manage customers and stakeholders in English/ another foreign language GC13. Communicate in a second language GC20. Health and safety procedures

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
Restaurants/Bars/ Cafes Owners+ Agents	<p>Tunisia Jobs Tourism professions Code: http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code1315.01Ar.mht</p>	Not stated in the reference	<ol style="list-style-type: none"> 1. Knowledge of the operations and management of an establishment (restaurant, bar or cafe). 2. Full knowledge of the laws governing this type of business (accounting, taxation, labor laws, collective agreements, regulations and health and safety standards, authorization of drinking establishment). 3. Knowledge of all the equipment of the establishment and their functioning. 4. Knowledge of products necessary for the establishment and their acquisition. 	<ol style="list-style-type: none"> 1. Taking responsibility for the running of the establishment (restaurant, bar or coffee). 2. Managing their own business or on behalf of others. 3. Undertaking the necessary steps to obtain permits to open a business 4. Accounting work 5. Ensuring the supply of products and their compliance with at the reception (quantity and quality); 6. Managing cost ratios / food and beverages; 7. Making and collecting invoices. 8. Recruiting, training and supervising staff; 9. Ensuring the proper functioning of equipment, their maintenance and renewal 	<p>SC6. effectively operate tourism companies</p> <p>SC10. financially manage tourism services</p> <p>GC7. Work in an interdisciplinary team</p> <p>GC8. Lead effectively</p> <p>SC4. understand different market segments for marketing, research and communication</p> <p>SC15. perform accounting and money transactions</p> <p>GC10. Maintain quality of work</p> <p>GC25. Skills in the use of information and communication technologies</p> <p>SC8. manage customers and stakeholders in English/ another foreign language</p> <p>GC13. Communicate in a second language</p>

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
			<p>5. Knowledge of table and other types of services (room, bar, kitchen).</p>	<p>10. Ensuring good management of the budget</p> <p>11. Ensuring the customer satisfaction and the good image of the establishment</p> <p>12. Ensuring the implementation of health and safety rules and regulations</p> <p>13. Maintaining all administrative documents related to the property.</p>	<p>GC20. Health and safety procedures</p>

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
Hotel Reception Cashiers	Tunisia Jobs Tourism professions Code: http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code4211.01Ar.mht	Not stated in the reference	<ol style="list-style-type: none"> 1. Knowledge of different departments of the hotel. 2. Knowledge of different procedures for services rendered. 3. Knowledge of different methods of payment (checks, credit cards, foreign exchange, letters of support, purchase orders ...). 4. Knowledge of various foreign currencies. 5. Knowledge of the various charges to make the seizures relating to the different services provided. 6. Mastery of Information Technology and relevant software 	<ol style="list-style-type: none"> 1. Taking responsibility for the collection of amounts due in exchange for services consumed. 2. Ensuring accountability of the fund and safes of the hotel. 3. Checking the conformity of the name, signature and room number on checks (spending) signed by customers and to charge their notes. 4. Getting the receipt of invoices and justify expenditures if challenged by customers; 5. Checking the box to end service and submitting receipts to the Finance Department. 	SC10. financially manage tourism services SC15. perform accounting and money transactions GC10. Maintain quality of work GC25. Skills in the use of information and communication technologies SC8. manage customers and stakeholders in English/ another foreign language GC13. Communicate in a second language GC20. Health and safety procedures

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
Hotel Sales Managers	Tunisia Jobs Tourism professions Code: http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code1225.02Ar.mht	Not stated in the reference	<ol style="list-style-type: none"> 1. Extensive knowledge of marketing techniques. 2. Knowledge of hotel products and competitors. 3. Knowledge of all events 4. Knowledge of foreign languages. 5. Mastering of Information Technology and using relevant software 	<ol style="list-style-type: none"> 1. Establishing the marketing budget 2. Establishing and forecasting occupancy rates for the year, in collaboration with other departments and have them approved by senior management 3. Coordinating the solicitation-planned program of their employees (sales representatives or lobbyists); 4. Carrying out advertising campaigns in both Tunisia and abroad through newspapers, media, brochures, calendars, pens, etc ...; 5. Carrying out promotions of the hotel's special offers for products as part of a budget; 6. Exploring new markets and participate in fairs and events both in Tunisia and abroad; 	<p>SC6. effectively operate tourism companies</p> <p>SC10. financially manage tourism services</p> <p>GC7. Work in an interdisciplinary team</p> <p>SC4. understand different market segments for marketing, research and communication</p> <p>SC15. perform accounting and money transactions</p> <p>GC10. Maintain quality of work</p> <p>GC25. Skills in the use of information and communication technologies</p> <p>SC8. manage customers and stakeholders in English/ another foreign language</p> <p>GC13. Communicate in a second language</p>

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
				<p>7. Negotiating collaboration agreements with travel agents, tour operators, public and private organizations, companies ...;</p> <p>8. Ensuring that the products conform to the hotel's brand image with being in compliance with standards;</p> <p>9. Monitoring the outcomes obtained, comparing them with the forecast and making the necessary corrections of forecasts to optimize performance</p>	

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
Small Hotel Managers/ Agents	<p>Tunisia Jobs Tourism professions Code: http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code1315.02Ar.mht</p>	Not stated in the reference	<ol style="list-style-type: none"> 1. Knowledge of managing the operations of a hotel. 2. Knowledge of legislation regulating this type of business (compatibility, taxation, law, labor law, collective agreement, safety and hygiene standards). 3. Knowledge of equipment, products and supplies necessary for the proper functioning of the institution. 	<ol style="list-style-type: none"> 1. Managing the operation of a small hotel unit of their own or of others. 2. Ensuring responsibility for the proper functioning of a hotel. 3. Undertaking the necessary steps to obtain permits to open a business; 4. Managing financial aspects of the institution; 5. Issue of invoices 6. Allocating tasks of staff; 7. Proceeding to purchases of equipment and materials necessary for the proper functioning of the establishment 8. Planning room occupancy; 9. Ensuring the proper preparation of rooms 10. and maintenance of equipment and facilities of the hotel 	<p>SC6. effectively operate tourism companies</p> <p>SC10. financially manage tourism services</p> <p>GC7. Work in an interdisciplinary team</p> <p>GC8. Lead effectively</p> <p>SC15. perform accounting and money transactions</p> <p>GC10. Maintain quality of work</p> <p>GC25. Skills in the use of information and communication technologies</p> <p>SC8. manage customers and stakeholders in English/another foreign language</p> <p>GC13. Communicate in a second language</p> <p>GC20. Health and safety procedures</p>

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
General Hotel Housekeepers	Tunisia Jobs Tourism professions Code: http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code5124.02Ar.mht	Not stated in the reference	<ol style="list-style-type: none"> 1. Thorough knowledge of cleaning products, qualities of linen and cleaning techniques. 2. Decoration skills. 	<ol style="list-style-type: none"> 1. Managing the team responsible of the cleanliness of rooms and common areas of the hotel. 2. Monitoring and supervising the tasks of their staff (cleaning, laundry, sewing, decoration); 3. Taking daily to the commissary products necessary for the operation of their department (home products, cleaning products, soaps, shampoos, paper etc ...) 4. Managing their stocks of linen, uniforms, cleaning products, materials and ensure their proper use; 5. Advising on the purchases provided for their department; 6. Testing the cleaning products 	GC7. Work in an interdisciplinary team GC8. Lead effectively SC4. understand different market segments for marketing, research and communication GC10. Maintain quality of work GC20. Health and safety procedures

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
				<p>7. Ensuring that the furniture, equipment and linens are in good condition in the rooms and common areas;</p> <p>8. Ensure the smooth running of dirty linen exchange operation against clean cloth (staff - laundry);</p> <p>9. Ensuring the permanent cleanliness of rooms and common premises under their responsibility;</p> <p>10. Checking the VIP rooms;</p> <p>11. Organizing their work according to occupation forecasts (rooms, banquet, reception, conference ...) provided by the relevant departments</p> <p>12. Updating the table of scheduled events</p>	

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
				<p>13. Ensuring that report of the housekeeper (room occupancy) delivered on time at the reception and financial control</p> <p>14. Checking work performed by the maintenance dept.</p> <p>15. Ensuring that the items left by clients in the rooms to be made available</p> <p>16. Ensuring the implementation of hygiene and safety rules;</p> <p>17. Running, testing and completing the training of the staff of their department.</p>	

Occupation	Source/Country	Definition	Requirements/ Conditions	Tasks	Competences of Project that are covered in the Job Description or Prof. Code
Caretakers Hotels	Tunisia Jobs Tourism professions Code: http://www.tourisme.gov.tn/fileadmin/FichesProfession/Ar/Code4224.00Ar.mht	Not stated in the reference	1. Knowledge of useful addresses and events held at the hotel and in the city and of interest to customers.	<ol style="list-style-type: none"> Ensuring the smooth running of luggage transport, distribution of cards/keys, mail, messages and any additional service requested by the client (information, entertainment bookings, train, boat, plane tickets, flowers... Monitoring activities taking place in the hotel lobby. Managing their staff (mail clerk, janitor and porter) and ensuring their good behavior and conduct. -Supervising the entry and exit of luggage, Reviewing atlases of cities and road maps and to plan trips requested by customers; Enforcing safety regulations. 	<p>SC10. financially manage tourism services</p> <p>GC7. Work in an interdisciplinary team</p> <p>GC8. Lead effectively</p> <p>SC15. perform accounting and money transactions</p> <p>GC10. Maintain quality of work</p> <p>SC8. manage customers and stakeholders in English/ another foreign language</p> <p>GC13. Communicate in a second language</p> <p>GC20. Health and safety procedures</p>

General Conclusions

1. It can be noticed from the above table that sources of job descriptions in MENA region are only covering the basic tasks of some careers in travel agencies, accommodations, F&B services and tour guiding.

2. Only few competences were covered in these job descriptions, the ones that appeared most frequently were:

- S.C.6. Ability to effectively operate tourism companies.
- S.C.10. Ability to financially manage tourism services.
- G.C.7. Ability to work within an interdisciplinary team.
- G.C.8. Ability to lead effectively.
- S.C.4. Ability to understand different market segments for marketing, research and communication.
- S.C.1. Ability to assess and understand the global and local tourism potentials.
- S.C.15. Ability to perform accounting and money transactions.
- G.C.10. Ability to maintain quality of work.
- G.C.25. Having skills in the use of information and communication technologies.
- S.C.8. Ability to manage customers and stakeholders in English/ another foreign languages.
- G.C.13. Ability to communicate in a second language.
- G.C.20. Commitment to health and safety procedures.

While other competencies were totally or mostly absent, these include:

For Generic Competencies

Ability to:

- G.C.1. Manage time effectively.
- G.C.2. Communicate orally and in writing with different audiences.
- G.C.3. Maintain continuous education.
- G.C.4. Have critical thinking, analysis and synthesis.
- G.C.5. Identify and resolve problems.
- G.C.6. Make logical decisions.
- G.C.9. Work autonomously.
- G.C.11. Act ethically with social responsibility.
- G.C.12. Apply knowledge in practical situations.
- G.C.14. Be innovative and creative.
- G.C.15. Be flexible and adapt to different situations.
- G.C.16. Empower others.
- G.C.17. Search for information from a variety of sources.
- G.C.18. Protect and preserve the environment.

Commitment to:

- G.C.19. Human rights.
- G.C.21. The preservation of cultural heritage and values.

Having:

- G.C.22. Organizational skills.
- G.C.23. Sense of dedication.
- G.C.24. Respect for diversity and multiculturalism.

Being:

- G.C.26. Initiative-driven.
- G.C.27. Self-motivated.
- G.C.28. Assertive.

For Specific Competencies

Ability to:

- S.C.2. Demonstrate hands-on experience in real life environment.
- S.C.3. Apply knowledge and skills in tourism jobs.
- S.C.5. Understand concepts such as carrying capacities and ecological footprint.
- S.C.7. Make effective identification and presentation of tourist environment.
- S.C.11. Understand the current issues in tourism and other general knowledge.
- S.C.12. Have knowledge and capabilities of procurement techniques.
- S.C.13. Develop knowledge of key concepts, theories and practices in the tourism activities.

3. If we refer to the bridging between the meta-profile developed by the Tourism SAG and the current degree profiles of the partner universities, it can be noticed that some competences are not considered in these degree profiles as in the case of job descriptions discussed here, these are:

- Comprehending current issues in tourism.
- Maintaining long life learning.
- Being self-motivated.
- Managing time efficiently.
- Making logical decisions.

4. The competences of “Dealing with tourism stakeholders in foreign language” and “Maintaining quality of work” were existing in job descriptions, but not in universities degree profile.

Such conclusions signify the importance of considering competency-approach in developing tourism and hospitality educational programs in MENA. This becomes important since those current job descriptions (which are formally declared for few countries in this region) are not covering basic knowledge, skills and traits needed for high quality performance in tourism and hospitality careers.

Mairna Mustafa /Hashemite University

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Appendix 4

Questionnaire of Student Workload Survey

Annex I

Questionnaire for Teachers (EXAMPLE)

Dear Colleague,

This study is part of the Tuning MEDA project. We are conducting a survey to define the actual workload of students by collecting information from **TEACHERS**. Please fill out the form and answer the questions in the unit/course/module, which was taught by you during the last academic year. The collected data will be totally anonymous and confidential.

The project Tuning MEDA appreciates your collaboration in providing us with this information.

Instructions for completion

Please underline or circle one answer (“Yes” or “No”), if answer is “Yes” please specify the amount of time.

1. University: _____
2. Programme: _____
3. Unit/Course/Module _____

4.	How many CONTACT HOURS ¹ are in total devoted to your unit/course/module along the SEMESTER ? hours	
5.	Specify the types of INDEPENDENT WORK you promote in the unit/course/module along the SEMESTER . Enter the estimated number of hours which, in your opinion, should the student have in order to complete self-work on unit/course/module.		
a.	Reading texts or literature hours	Yes, ...	No
b.	Fieldwork (site visits, etc. not supervised)	Yes, ...	No
c.	Laboratory work (not supervised)	Yes, ...	No
d.	Preparation and execution/presentation of written work (essays, reports, design work, modelling)	Yes, ...	No
e.	Working with Internet sources	Yes, ...	No
f.	Preparing for interim assessment, final examinations, tests, etc.	Yes, ...	No
g.	Other (specify):	Yes, ...	No
6.	How many hours does an AVERAGE student need to complete all the requirements of the unit/course/module in this SEMESTER (taking into account CONTACT HOURS and INDEPENDENT WORK)? hours	
7.	How many hours per WEEK does an AVERAGE student study (both CONTACT HOURS AND INDEPENDENT WORK) to complete all the requirements of the unit/course/module? hours	
8.	When planning the workload for your unit/course/module, do you consider necessary to include hours for independent work of students?	Yes	No
9.	Do you take students' expectations and evaluation into consideration when planning the workload for the course?	Yes	No

¹ Contact hours - the amount of time spent on training in contact with the teacher or other staff of the university in the study of a particular unit/course/module. It includes lectures, seminars, clinical practices, labs, project work and field work (supervised).

Thank you for participating in the survey.

Annex II

Questionnaire for Students (EXAMPLE)

This study is part of the Tuning MEDA project. We are conducting a survey to define the actual workload of students by collecting information from **STUDENTS**. Please fill out the form and answer the questions in the unit/course/module that you have studied, finalized and passed in the last academic year. The data collected will be totally anonymous and confidential.

The project Tuning MEDA appreciates your collaboration in providing us with this information.

Instructions for completion

Please underline or circle one answer (“Yes” or “No”), if answer is “Yes” please specify the amount of time.

1. University: _____
2. Programme: _____
3. Unit/Course/Module _____

4.	How many CONTACT HOURS ¹ in total were you given to study this unit/course/module along the SEMESTER ? hours	
5.	Specify the types of INDEPENDENT WORK you use to learn the unit/course/module along the SEMESTER . Enter the estimated number of hours that you needed to complete self-work on unit/course/module.		
a.	Reading texts or literature hours	Yes, ...	No
b.	Fieldwork (site visits, etc. not supervised)	Yes, ...	No
c.	Laboratory work (not supervised)	Yes, ...	No
d.	Preparation and execution/presentation of written work (essays, reports, design work, modelling)	Yes, ...	No
e.	Working with Internet sources	Yes, ...	No
f.	Preparing for interim assessment, final examinations, tests, etc.	Yes, ...	No

g.	Other (specify):	Yes, ...	No
6.	How many hours did you spend in the SEMESTER to complete all the requirements of the unit/course/module (taking into account CONTACT HOURS and INDEPENDENT WORK)? hours	
7.	How many hours per WEEK did you spend (both CONTACT HOURS AND INDEPENDENT WORK) to complete all the requirements of the unit/course/module? hours	
8.	Have you been aware of the number of hours planned for the students for independent work in the unit/course/module?	Yes	No
9.	Has the professor guided you at the beginning of the unit/course/module on the necessary work load of each part of the Independent work?	Yes	No

¹ Contact hours - the amount of time spent on training in contact with the teacher or other staff of the university in the study of a particular unit/course/module. It includes lectures, seminars, clinical practices, labs, project work and field work (supervised).

Thank you for participating in the survey.

