

The logo for AKKORK, with the letters 'A', 'K', 'K', 'O', 'R', 'K' in a blue serif font. The letter 'O' is red. A red wavy line is positioned below the letters.

*Agency for Quality Assurance in Higher  
Education and Career Development*

A decorative, classical-style column capital, likely a Corinthian or Composite capital, rendered in a light beige color. It features intricate scrollwork and acanthus leaves.

**Approved by:**

**Chairman of the Advisory Council**  
\_\_\_\_\_ **V.D. Shadrikov**

**16<sup>th</sup> of May, 2018**

**REPORT**  
**on the Results of External Assessment of the Programme**  
**"Technology and Organisation of Services Provided by Tour Operators and Travel**  
**Agencies"**  
**St. Petersburg State University**

**Experts**

**Natalia Zaitseva**  
**Natalia Belyakova**  
**Harald Hafner**  
**Liudmila Savelieva**  
**Manager**  
**Erika Soboleva**

A large, detailed decorative column capital, similar to the one in the top right, rendered in a light beige color. It features intricate scrollwork and acanthus leaves.

**Moscow – 2018**

A red wavy line, similar to the one in the AKKORK logo, positioned at the bottom of the page.

## CONTENTS

### Contents

<b>SUMMARY OF THE PROGRAM</b> .....	<b>4</b>
<b>Analysis of the role and place of the program</b>	<b>4</b>
<b>Analysis of the data submitted by the university (conclusions)</b>	<b>4</b>
<b>Strengths of the program under analysis</b>	<b>5</b>
<b>Weaknesses of the program under analysis</b>	<b>6</b>
<b>Main recommendations of experts on the program under analysis</b>	<b>7</b>
<b>Assessment profile of learning outcomes and quality assurance of education</b>	<b>9</b>
<b>QUALITY OF LEARNING OUTCOMES</b> .....	<b>11</b>
<b>1. The demand for graduates of the program on the federal and regional labor markets</b>	<b>11</b>
<b>11</b>	
<b>2. Satisfaction of consumers with learning outcomes</b>	<b>11</b>
<b>Criterion assessment: Satisfactory</b>	<b>11</b>
<b>3. Direct assessment of competencies by the experts</b>	<b>12</b>
<b>GUARANTEES OF THE EDUCATION QUALITY</b> .....	<b>ОШИБКА! ЗАКЛАДКА НЕ ОПРЕДЕЛЕНА.</b>
<b>1. Program strategy, objectives and management</b>	<b>19</b>
<b>2. Structure and content of the program</b>	<b>20</b>
<b>3. Teaching aids</b>	<b>21</b>
<b>4. Technologies and methods of learning activity</b>	<b>Ошибка! Закладка не определена.</b>
<b>5. Teaching staff</b>	<b>26</b>
<b>6. Material, technical and financial resources</b>	<b>27</b>
<b>7. Information resources of the program</b>	<b>29</b>
<b>8. Research activity</b>	<b>29</b>
<b>9. Participation of employers in the implementation of the educational program</b>	<b>30</b>
<b>10. Participation of students in determining the program content</b>	<b>31</b>
<b>11. Student services at the program level</b>	<b>32</b>
<b>12. Career counseling. Evaluation of the quality of applicants preparation (for undergraduates)</b>	<b>33</b>
<b>RESUME OF THE EXPERTS</b> .....	<b>34</b>



## **SUMMARY OF THE PROGRAM**

The educational program "Technology and Organisation of Services Provided by Tour Operators and Travel Agencies" is delivered within the framework of the field of study 43.03.02 Tourism at St. Petersburg State University and leads to bachelor's degree. The program is managed by the Associate Professor N.V. Ziger-Korn, PhD (Geography), the Head of the Department of Country Studies and International Tourism.

The experts of AKKORK visited the university within the framework of the external evaluation of the educational program in the period from March 6 to March 7, 2018.

### **Analysis of the role and place of the program**

At present, the labor market is experiencing a shortage of professionals in tourism, hotel and restaurant business.

The research results of HeadHunter (<http://hh.ru>) and SuperJob HR agency (<http://www.superjob.ru>) show that St. Petersburg's need for graduates of this specialization in 2018 can be assessed as high. The share of vacancies in tourism in the labor market of St. Petersburg is higher than in other regions of the Russian Federation (6.5%) and continues to grow (by 39% compared to 2016).

### **The educational policy of the regional (municipal) administrations**

Due to the shortage of professionals in tourism, hotel and restaurant business, the regional (municipal) administrations support educational organizations. However, this support is not financial.

### **Characteristics of the competitive environment in the chosen area**

In total, 14 educational institutions (EI) in St. Petersburg implement undergraduate programs in the field of study 43.03.02 Tourism, so the competition between them is quite high.

### **Analysis of the data submitted by the university (conclusions)**

- The percent of students combining study at the university with work in their degree field: - for students who entered the university in 2014 and 2015, this share was 3% at the time of accreditation in 2018.
- The percent of graduates who were employed within one year after graduating the EI in the degree field (specialty) with a degree obtained as a result of study of the Educational Program (EP): 45%.
  - The percent of graduates employed at the request of enterprises is 0%.
  - The percent of students trained on the order of employers, i. e. on the basis of contracts is 0%.
  - The percent of graduates working in the field of study in the region: 2016 graduates - 27.8%, 2017 graduates - 14.3%.
  - The percent of graduates working in the field of study outside the region: 2016 graduates - 22.2%, 2017 graduates - 14.3%.
  - Number of complaints on graduates: no complaints.

- The percent of students within the framework of the curriculum who graduated with Bachelor's degree and were accepted for training under the Master's degree program: 2015 graduates - 28%, 2016 graduates - 22%, 2017 graduates - 50%.
- The percent of EP HE graduates of the EI in relation to the share of graduates of all other higher education institutions in the region for the stated EP: data is not available, since it is not possible to estimate the output for all universities in the region. According to the university, this share can be about one percent.

### **Strengths of the program under analysis**

1. During the educational process, the institute has a clear goal, which is to ensure the connection of fundamental knowledge and practical knowledge on organizing tourist services.
2. Program heads are part of the Interdepartmental Council for Training Personnel for Tourism and Improving the Quality Management of Tourist Services under the Federal Agency for Tourism.
3. The material resources of the program meet the requirements. Teaching and learning materials are provided in printed and electronic form, and students can access them from anywhere. The Institute's library provides students with access to a variety of publications, both on the Internet and in print.
4. The share of classrooms, including premises of departments equipped with resources (including modern software products) that ensure the availability of information necessary for effective activity of participants in the educational process is 100%. The classrooms that were presented during the site-visit are equipped with a projector, a screen, and a PC. Access to the wireless Internet at the institute was fast and without interruption.
5. Blackboard, a multifunctional effective electronic system for supporting the educational process is present in this educational institution.
6. The experts visited lessons at the university and confirmed that those lessons were held using various methods including business role-playing games, organizational-activity games, group problem solutions, brainstorming technology, analysis of real situations of professional activity, and other interactive forms of training.
7. The teaching staff present on the meetings during site visit of the experts is motivated, ambitious and tend to use innovative teaching methods. The training partially includes excursions and various kinds of educational projects that allow better understanding of the theory while gaining practical experience in organizing tourism projects.
8. Students demonstrate a high degree of communication skills and good command of English. They demonstrated breadth of knowledge and skills in forming, defending and giving reasons for their opinions in discussions with experts.

9. Students have the opportunity to participate in periodic satisfaction surveys, where they can comment on the designation and implementation of the content of the program.

### **Weaknesses of the program under analysis**

1. It should be noted that the share of graduates working in the field of study is relatively low. For example, in 2017, only 4 graduates out of 14 worked in their specialization (2 people in the region and 2 people outside the region) which is partly explained by the high number of those who continue their education (7 of the remaining 10 people, i.e. 70% of those who do not work in the field of their degree).

2. Despite the commitment of the program's strategy to combine fundamental knowledge and practical orientation, students complain about the gap between the practical experience gained during studying (for example, during designing and carrying out of their own excursion) and the skills required by employers, both during the curricular practical training and at real work (knowledge of specific computer programs, knowledge of specific processes in travel agencies, the principles of communication with customers). To eliminate this gap between the practical skills acquired during training and requirements of employers, the curriculum provides practical training, but this training is not as effective as it should be. Currently, this issue is included in the agenda of the meetings of the Educational Programs Council involving employers.

3. Employers admit that the duration and quality of the students' internship management does not allow students to obtain the required practical experience. For employers, this means an inadequate return of the invested resources (their time and money). The internship management approach should be revised. At present, this issue is under discussion of the Educational Program Council involving employers.

4. Students admitted the absence of an internship mentor and a clear plan of the internship. As a result, they were engaged in paper work not related to practical experience in the field of study. Unfortunately, this situation is typical for travel agencies and tour operators. They use students who come in the peak season as free work force at their disposal and appoint them to do unskilled work. Nevertheless, during the 3rd year of study, the program under accreditation offers curricular practical training consisting of two stages: winter training (during low season) and summer training (during busy season).

5. Marketing (study of the competitive environment, analysis of the content of competitive programs) has a minor impact on the process of curriculum design.

6. Both students, graduates, and employers who came to the meeting with experts commented about the need of the program to be more practice-oriented regarding the study of modern computer programs.

7. In spite of the fact that English language skills of students were acceptable during our visit, students and employers admitted the lack of courses/level of study of foreign languages. Particularly, they showed a great need in studying a second language (not English). Students noted that such option was announced at the enrollment and it was one of the key motivators for choosing this program. In reality, the students do not receive the intensified language courses they hoped for.

8. Given that a special Blackboard application is available, not all of its functions are used. Most of the teachers still cannot work with this program and do not use its wide functionality.

### **Additional information**

1. The classrooms are not heated well enough, and all students have to wear outdoor clothes at the time of study. The administration of the university should arrange a more friendly environment with comfortable temperature that encourages learning.

2. Students admit that the catering services provided to them are unacceptable (poor food quality, inadequate menu for good nutrition, uncomfortable hours of work).

3. Students report cases of systematic cancellation of classes without warning (they come to classes that have been canceled in advance, and no one passes this information on to the elder; such situations can happen systematically). No one can tell if such cancelled classes are carried out later.

### **Main recommendations of experts on the program under analysis**

1. It is recommended to strengthen the work on attracting employers for the implementation of this program, both for targeted training of personnel, and for mutually beneficial cooperation in the field of scientific and practical developments/solutions of scientific and practical problems that are relevant for the employer. For example, to create a training company on the basis of SPbSU together with employers. On the basis of this company, it will be possible for students of the reviewed program to practice their skills.

2. The university should provide more employment opportunities for students during study (by forming a pool of vacancies at partner employers where students could combine work and study). This will allow better preparation of students for professional work and compensation for the lack of serious professional experience. A more effective cooperation with employers will improve the quality of the educational program and provide students with the opportunity for further employment.

3. It is recommended to hold regular meetings of the departments involving employers and representatives of the business community, or to collect feedback in writing from employers on the necessary improvements in the educational process.

4. The work with specialized computer programs used in the tourism business of the region should be included in the educational process.

5. The University is currently providing technical support for work with Blackboard program. However, this is not enough for the teaching staff to become accustomed and adapt to the use of the program. It is recommended to organize demonstration classes for a group of teachers, to create a system of motivation for the use of these resources (including financial motivation), to formulate specific gradual goals in mastering the program for several months in advance, which will make it possible to involve staff in work more adaptively.

6. It is recommended to increase the number of workshops held by employers. Experts offer to create a list of desirable topics of workshops using feedback from students.

7. It is recommended to organize support for career planning and placement in order to increase the number of students who are employed in the field of their degree.

8. It is recommended to use a practice-oriented approach in all subjects of the program. In the total amount of class hours, the number of practical classes has to be higher than the number of lectures.

9. A valuable place in the curriculum is held by the inbound tourism. This kind of tourism is only a part of the tourism industry. The development of domestic and inbound tourism is a priority for the social and economic development of the Russian Federation and the tourism industry. This is defined by the tourism development strategy in the Russian Federation until 2020 and the Federal Target Program "Development of domestic and incoming tourism in the Russian Federation". Therefore, the training of specialists for the industry, both in coordination with the Ministry of Education and Science and Federal Agency for Tourism (Rosturizm) is primarily aimed at ensuring these national strategic priorities. However, in terms of ensuring greater demand for graduates of the program and attracting a wider range of employers, experts recommend to consider the possibility of expanding the range of subjects in the field of outbound tourism and features specific to this segment (i.e. business trips, MICE-tourism).

10. The curriculum should be more focused on the content related to client-oriented approach. Currently, the educational programs are oriented towards the ability to design a quality tourist product (students study culture, sights, heritage, etc.), and not towards the psychology of the consumer/client.

11. It is recommended to focus the curriculum on the new digital marketing technologies with regard to the development of digitalization and automation.

12. The subjects of classroom and extracurricular work of students should be clearly divided. Namely, the students have to know exactly what they should learn by themselves using electronic resources and what types of work must take place in class. Correct use of the infrastructure of electronic/distance learning available in the university will save time which can be used more productively in class. A mixed approach to the educational process management will allow providing an individual course of study. In addition, students will have more time to practice in their professional field.



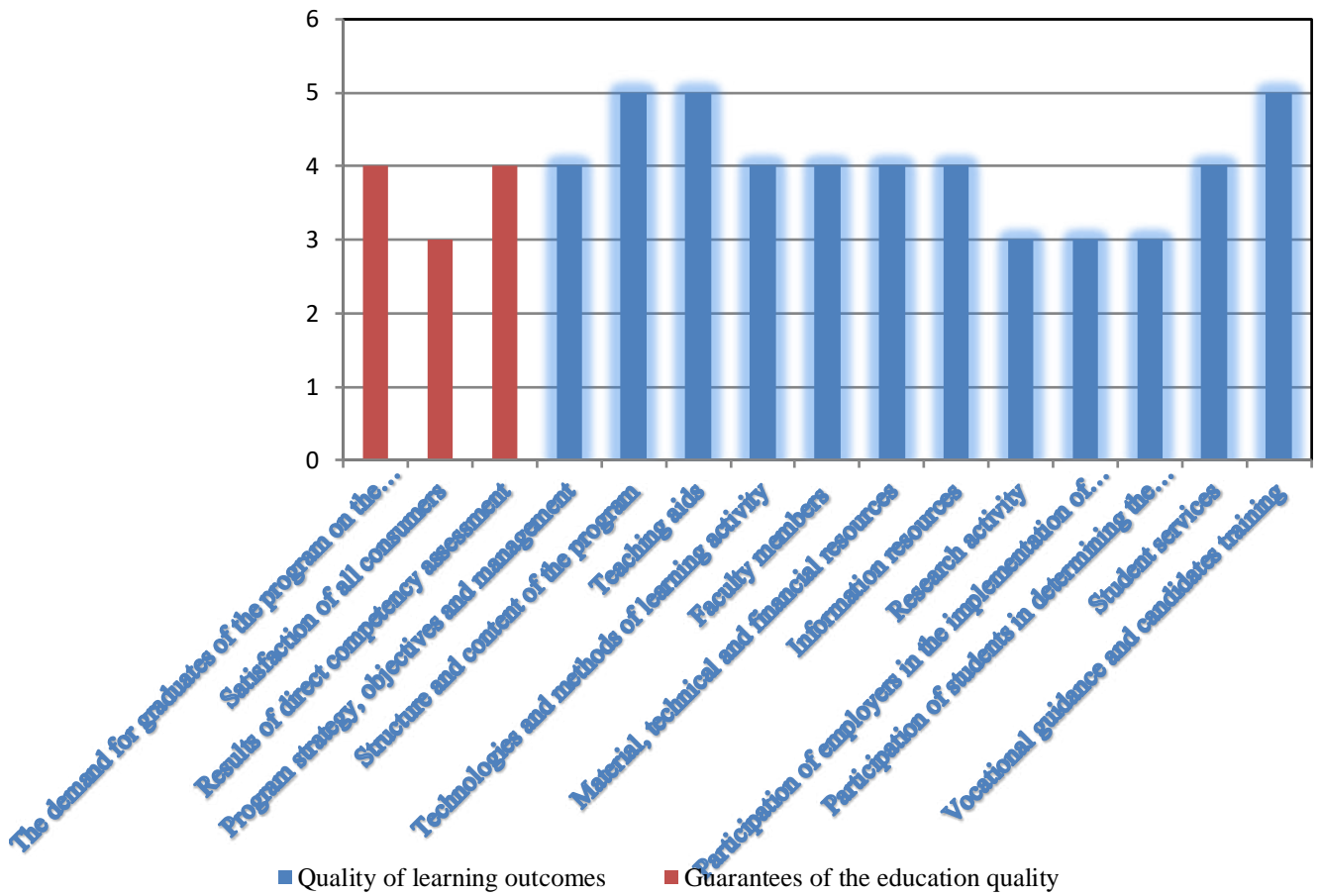
13. Experts recommend the university's management to organize a regular feedback collection from students not in the form of correspondence, but in person during group informal meetings.

14. All syllabus of the subjects contain section 1.3. The list of learning outcomes. However, the final outcomes of learning are not formulated in connection with the formed competencies since the form of the syllabus approved in the university does not provide for this. It is recommended to change the syllabus and provide a connection between the final learning outcomes and the formed competencies.

### **Assessment profile of learning outcomes and quality assurance of education**

	Criterion	Rating
	<b>Quality of learning outcomes</b>	
1.	The demand for graduates of the program on the labor market	4
2.	Satisfaction of all consumers	3
3.	Results of direct competency assessment	4
	<b>Guarantees of the education quality:</b>	
1.	Program strategy, objectives and management	4
2.	Structure and content of the program	5
3.	Teaching aids	5
4.	Technologies and methods of learning activity	4
5.	Faculty members	4
6.	Material, technical and financial resources	4
7.	Information resources	4
8.	Research activity	3
9.	Participation of employers in the implementation of the educational program	3
10.	Participation of students in determining the program content	3
11.	Student services	4
12.	Vocational guidance and candidates training	5

## **Assessment profile of the learning outcomes and quality assurance of education**



## **QUALITY OF LEARNING OUTCOMES**

### **1. The demand for graduates of the program on the federal and regional labor markets**

**Criterion assessment: Good**

#### **Strengths**

During the educational process, the institute has a clear goal, which is to ensure the connection of fundamental knowledge and practical knowledge on organizing tourist services.

#### **Recommendations**

1. The university should provide more employment opportunities for students during study (by forming a pool of vacancies at partner employers where students could combine work and study). This will allow better preparation of students for professional work and compensation for the lack of serious professional experience.

2. A more effective cooperation with employers will improve the quality of the educational program and provide students with the opportunity for further employment. The university administration should consider a program that provides integration of work and educational process (using the example of a system used in Austria).

#### **Additional material**

The results of the site visit to the university showed absence of contracts for training at the expense of legal entities (including contracts for targeted education).

### **2. Satisfaction of consumers with learning outcomes**

**Criterion assessment: Satisfactory**

#### **Strengths**

1. Despite the fact that employers criticize the absence of professional experience, they appreciate the general level of the fundamental training of students.

2. The proportion of employers based on their opinion of the competency of the program graduates:

- the competency fully meets the requirements for modern professionals of the industry: 50%;
- the competency basically meets the modern requirements for professionals of this branch, but there are insignificant remarks: 50%;
- there are few graduates whose competencies comply with modern requirements for professionals in this industry - 0%;

- the competency does not meet the requirements for professionals in this industry - 0%.

3. Students assess the quality of education as follows:

- Good - 27%;

- Satisfactory - 64%.

4. At the same time, the students survey results show that 40% of students believe that their opinion is taken into account when developing the program.

It is recommended to study the reasons for such a high proportion of satisfactory assessments and to take appropriate measures.

### **Recommendations**

The subjects of classroom and extracurricular work of students should be clearly divided. Namely, the students have to know exactly what they should learn by themselves using electronic resources and what types of work must take place in class. Correct use of the infrastructure of electronic/distance learning available in the university will save time, which can be used more productively in class. A mixed approach to the educational process management will allow providing an individual course of study. In addition, students will have more time to practice in their professional field.

### **Additional material**

Employers who attended the meeting with experts commented on the need for greater practical orientation of the program in terms of teaching modern computer programs and foreign languages.

## **3. Direct assessment of competencies by the experts**

### **Criterion assessment: Good**

#### **Strengths**

During the site visit, the experts conducted a direct assessment of the competencies of the graduate students. The direct evaluation involved students of the 3rd and 4th year of study. 12 of them were third-year students and 9 people were fourth-year students, which is more than 80% of the students of the corresponding course.

#### **A direct assessment of competencies conducted by Russian experts**

In the course of the direct assessment procedure, experts used testing and assessment materials developed by the educational institution while those materials were validated by the expert. In addition, the experts used testing and assessment materials prepared by themselves.

To analyze the development of competencies, the experts selected the following:

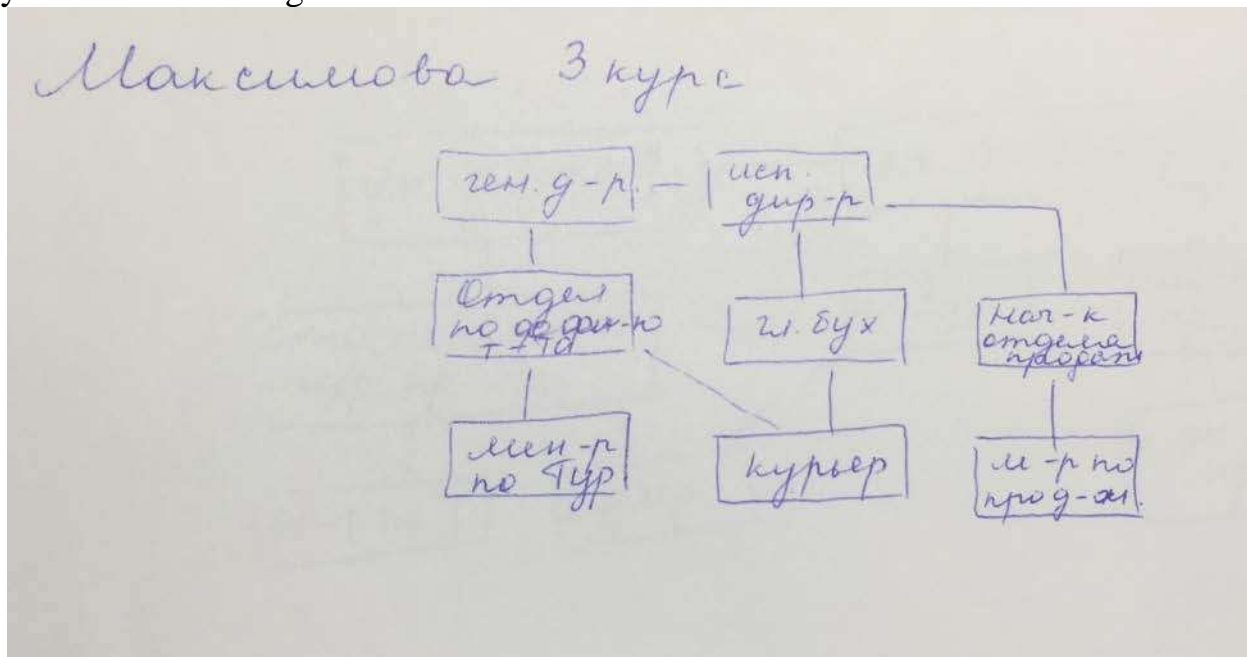
- assessment of competencies that characterize a person's personal qualities and are an integral part of his or her professional competence: the ability to critically re-evaluate accumulated experience; the ability to interact with others (students of the group, teachers), sociability;
- assessment of competencies aimed at the development, maintenance and improvement of communications: maintaining and improving communications in the field of marketing and management;
- assessment of professional competencies ("competence core") including competencies that reflect the need (requirements) of the regional and/or federal labor market depending on the main consumers of the program graduates:
  - PC-8 - the ability to social interaction and professional communication;
  - PC-11 - readiness to perform work on current and prospective design of tourist and excursion products;
  - PK-16 - willingness to participate in the design of separate sections of projects of regional programs for the development of tourism, preservation and development of cultural and natural heritage.

The experts used the following measurement and control materials in the direct assessment of competencies.

1. A case for the development and promotion of a new tourist product - "A weekend tour to the Leningrad Region".

Task: to evaluate the target audience, to justify the development of pricing policy, to describe the promotion plan for the tourist product to the market.

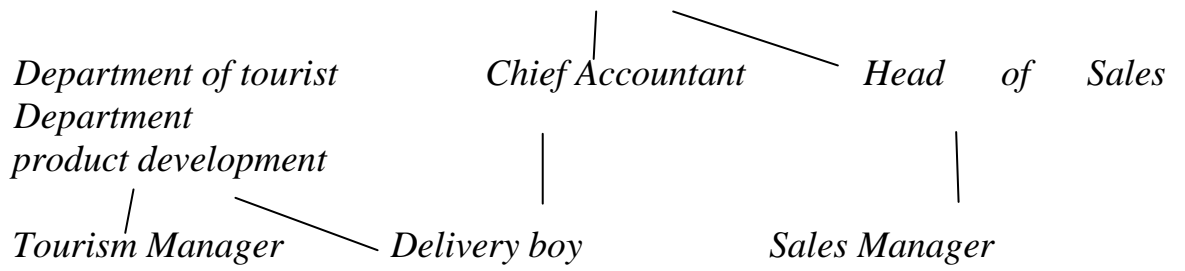
2. This task is aimed on assessing the understanding of the organization and management of travel agencies, the difference between tour operators and travel agents. The students received the organizational structure of the travel agency with the following errors:



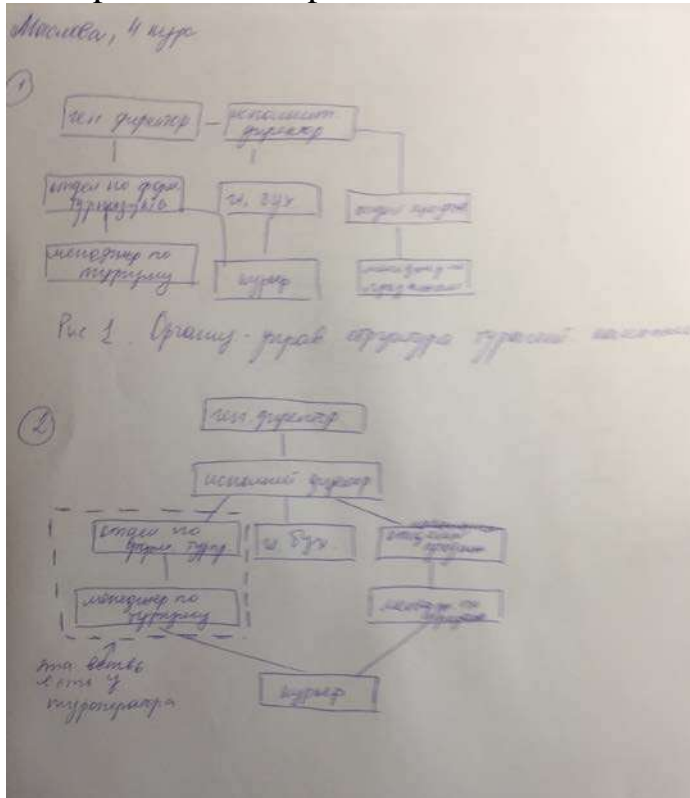
Maximova, 3rd year

General Director

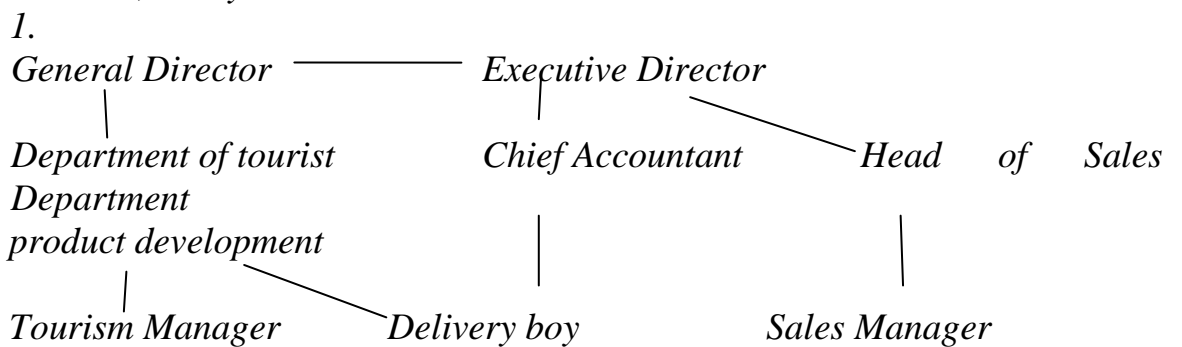
Executive Director



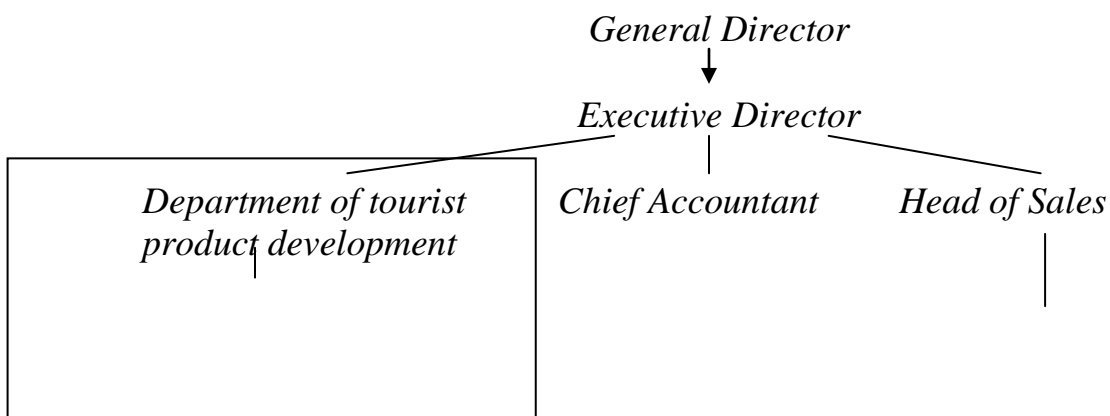
The task was to correct the errors.  
 Example of the completed task:



Maslova, 4th year



2.



*Tourism Manager*

*Sales Manager*

*Delivery boy*

*tour operator has this structure*

Based on the results of the direct assessment of competencies, experts identified the following:

Level Percent of students	Sufficient level (80% of the proposed tasks were correct)	Acceptable level (50 to 79% of tasks were correct)	Low level (the percentage of solved tasks is less than or equal to 49%)
The results of a direct assessment of competencies characterizing the personal qualities of a person, which are an integral part of his or her professional competence			
50%		+	
40%	+		
10%			+
The results of direct assessment of competencies aimed at the development, maintenance and improvement of communications			
60%		+	
30%	+		
10%			+
The results of a direct assessment of professional competencies ("competence core") including competencies reflecting the need (requirements) of the regional and/or federal labor market depending on the main consumers of the program graduates			
70%		+	
20%	+		
10%			+

### **GRADUATION QUALIFICATION WORK**

When experts assessed the quality of education, they got acquainted with 2 graduate tests which amounted to 14.3% of the graduate works of the previous year in this field. The experts concluded that the graduate tests meet all the requirements stated below.

No.	Objects of estimation	Expert comments
1.	The topic of graduate tests corresponds to the field of degree and the current level of development of science, equipment and (or) technology in the field of the program.	Confirmed
2.	The tasks and contents of the graduate test are aimed at confirming the competence of the graduate.	Confirmed
3.	The degree of use of the materials collected or received during the pre-graduation practical training and the preparation of term papers in the independent research units of the graduation test.	Confirmed
4.	The topic of graduate test is defined by the requests of the production organizations and the tasks of the experimental activity solved by the teachers of the EI.	The topic of graduate test is not determined by the requests of employers. Employers only confirm the relevance of the submitted topics of graduate test.
5.	The results of graduate test find practical application in production.	There were no implementation acts
6.	The degree of use of the results of the research and evaluation of the department, faculty and third-party research and production and/or research organizations in the performance of independent research parts of the graduate test.	Confirmed

The following tasks were used during the procedure of direct assessment of graduates by a foreign expert.

- Methodological competence: Case Method, Sampling Theory
- Cognitive competence: Case Method, "Average Russian Boris"
- Professional experience: Interview with employers
- Social competence: Case Method, "Consideration of complaints"

The foreign expert assessed the following in the tasks given above:

- methodological and cognitive competence, which characterizes the personality and which is an integral part of professional competence;



- social competencies aimed at developing, maintaining and improving communication;
- professional competencies and experience ("core competencies") including competencies reflecting the demand (needs) of the federal and/or regional labor markets depending on the main employers of the program graduates.

As a result of direct assessment of competence, the expert identified the following:

Level Attitude of the students	Sufficient level (80% of the proposed tasks are correct)	Acceptable level (50 to 79% of the tasks are correct)	Low level (the percentage of solved tasks is less than or equal to 49%)
The results of direct assessment of competencies which characterize the personality and which are an integral part of his or her professional competence			
The steps in developing a sampling plan for an empirical study			The students could not explain the sampling theory. Based on the curriculum, they have to know this topic.
Boris is an average Russian introvert with structured thinking who does not like socializing. Is Boris a librarian or a farmer?	The student used logical/methodological thinking and assessed Boris according to the fact that there are 20 times more farmers than librarians in Russia.		The student used intuitive thinking and connected Boris with the description of a librarian.
The results of a direct assessment of social competencies aimed at developing, maintaining and improving communication			
Should complaints be regarded as something positive or negative?	Students agree that complaints should be kept to a minimum, which is a sign of a good level of service.	Students see the need to receive more complaints which will serve as a means of reliable feedback.	
Are you afraid of complaints and/or		The student did not receive any	

do you know how to deal with them?		special training to handle complaints, but he/she had a positive attitude towards this (complaints are needed for improving work).	
General communication skills	Students demonstrated their communication skills and participated in a lively open discussion during class		Employers complain about the lack of language skills. Students complain about the lack of language courses.
The results of a direct assessment of professional competencies ("core competencies") including competencies reflecting the demand (needs) of the federal and/or regional labor markets depending on the main employers of the program graduates.			
How many of you work and study simultaneously?			Only a few students work or worked (in summer) in parallel with their study and have a practical experience.
How satisfied are you with the graduates and the work experience internship?			Despite the fact that the fundamental training of students is assessed highly (corresponds to their expectations for admission), students complain that their interviews reveal a lack of

			professional knowledge and skills.
--	--	--	------------------------------------

### **Strengths**

Students have a good level of communication skills. During the interviews, the students not only demonstrated a good command of English, but also discussed the issues honestly and openly. The style of communication was respectful and polite. They maintained conversation on professional topics.

In general, experts can conclude that the level of training of students is good.

### **Recommendations**

1. It is necessary to provide a more effective combination of fundamental training with practice-oriented activities. This will allow students to understand what the labor market requires of them.

2. The curriculum should be more focused on the content related to client-oriented approach. Currently, the educational programs are oriented towards the ability to design a quality tourist product (students study culture, sights, heritage, etc.), and not towards the psychology of the consumer/client.

3. The curricula should be oriented on a deeper implementation of digital technologies that are currently used in all areas of business. When it comes to destabilization, the tourism industry is at the top of the list (examples: Booking, Airbnb). Artificial intelligence, large data, robotics and virtual reality are challenges that must be accepted and, in the appropriate context, included in educational content.

## **QUALITY ASSURANCE OF EDUCATION**

### **1. Program strategy, objectives and management**

**Criterion assessment: Good**

#### **Program strengths**

During the educational process, the institute has a clear goal, which is to ensure the connection of fundamental knowledge and practical knowledge on organizing tourist services.

Program heads are part of the Interdepartmental Council for Training Personnel for Tourism and Improving the Quality Management of Tourist Services under the Federal Agency for Tourism.

#### **Recommendations**

The administration should intensify the work with leading employers on the creation of basic departments, as well as departments of the university at enterprises which potentially can be the main employers of graduates.

## **2. Structure and content of the program**

### **Criterion assessment: Excellent**

#### **Program strengths**

The developed competencies take regional specificity into account, which is confirmed by the opinions of representatives of the professional community. The competency model of the graduate developed by the university correlates with the demands of the labor market (professional standards).

#### **Recommendations**

1. Despite the fact that the structure and content of the program includes workshops, there is information only about one workshop on designing adventure tours by the "Unknown World" tourist company of October 19, 2018. It is recommended to increase the annual number of workshops to 3-5 per year. We offer to collect information from students about the desired topics of the workshops.

2. All syllabus of the subjects contain section 1.3. The list of learning outcomes. However, the final outcomes of learning are not formulated in connection with the formed competencies since the form of the syllabus approved in the university does not provide for this. Experts recommend to change the syllabus and provide a connection between the final learning outcomes and the trained competencies.

3. The percent of syllabus for professional subjects agreed with the potential employer is only 29.5%. The percent of educational subjects (courses) developed with the participation of employers is 12%. It is necessary to increase the proportion of agreed syllabus of professional and academic subjects designed with the participation of employers and by taking into account their specific requests.

4. Fulfillment of the requirements for the percentage of lecture-type classes in comparison with the number of classes is confirmed not for all subjects. Clause 6.10 of the Federal State Education Standards: The number of hours allocated for lectures as a whole for Block 1 "Subjects (modules)" should not exceed 50 percent of the total number of hours of class exercises allocated for the implementation of this Block. The number of lecture hours should be equal to or greater than the number of practical classes for all subjects except Foreign Language, Physical Training, Mathematics and Informatics, Physical Geography and World Natural Heritage, Transport Support in Tourism, Technology of Domestic Tourism, Information Systems and Technologies, Psychological Workshop, Tourist Formalities, and Documentation in Tourism. It is recommended to increase the percent of practical classes relative to lectures for all subjects.

5. A valuable place in the curriculum is held by the inbound tourism. This kind of tourism is only a part of the tourism industry. It is recommended to pay more attention to outbound tourism, as well as features specific to this segment (i.e. business trips, MICE-tourism).

6. It is necessary to include the content related to the use of digital technologies in the tourism industry in the educational program. Artificial intelligence, robotics, virtual reality will be key application technologies in the future. The Institute could work interdisciplinary with other institutes at the university designing innovative projects in the sphere of tourist services using advanced technologies.

### **Additional material**

During the face-to-face visit, the experts held meetings with employers involved in the implementation of the program under evaluation. Based on the results of the meetings, experts conclude that employers are not completely satisfied with the structure and content of the program. It was noted that it is necessary to increase the proportion of practical classes in comparison with lectures (now there are 20 lectures and 14 seminars), as well as changing the form of control from the pass-fail exam to the result-rating examination.

## **3. Teaching and learning materials**

### **Criterion assessment: Excellent**

#### **Program strengths**

1. The developed Teaching Aids for the subjects correspond to the approved educational standard. The list (supplemented) of approved professional standards correlated with the educational program: - Occupational Standard "Tour Guide (Guide)" was approved by the order of the Ministry of Labor of Russia on August 4, 2014, No. 539 (Order of the Vice-Rector for Teaching and Guiding of the University of August 8, 2017 "On approval of new edition of the general characteristics of the basic educational program"), which is reflected in the TA.

2. The Institute's library provides students with access to a variety of publications, both on the Internet and in print in the reading halls. The students have access not only to the main scientific journals, but also to the rich archives of the library.

3. The institute provides the Blackboard service, the leading e-learning platform which allows providing courses on a modern technical level.

#### **Recommendations**

1. Since there is currently only one professional tourism standard, "Tour Guide (Guide)", which does not fully correspond to the specialization of the program under evaluation, the institute should pay more attention to changing the educational program based on the requirements of the regional labor market.

2. Experts recommend to take actions to promote and use the TA developed in the framework of the program (textbooks, manuals, guidance papers, workshops, lists of instrumentation, teaching methods, etc.) by other Russian universities that implement similar programs.

#### **4. *Educational technologies and methods***

##### **Criterion assessment: Good**

##### **Program strengths**

1. The experts visited lessons at the institute and confirmed that those lessons were held using various methods including business role-playing games, organizational-activity games, group problem solutions, brainstorming technology, analysis of real situations of professional activity, and other interactive forms of training.

2. St. Petersburg State University provides the opportunity to use e-learning technologies in the organization of study.

##### **Recommendations**

1. Teaching staff have to clearly define the materials that should be used by the students during their individual work with the help of electronic resources and the activities that have to be held in the classroom environment. This would allow avoiding a large number of full-time lectures and allocating enough time for constructive training during the work in classroom environment. The analysis and discussion of the theory studied independently (by means of e-learning) should be combined with practical activity (the case method) during the study in classroom environment.

2. The institute should provide the design of individual study plans by means of differentiation of the main (mandatory) subjects and electives. By the end of the curriculum, the number of electives should be increased so that students specialize in specific fields.

3. Discussion with the teaching staff revealed that students need to be taught how to learn. It is assumed that this skill should be acquired at the time of secondary education, but teachers admit that students have no competence in learning. It is offered to create a course aimed at teaching how to learn productively, independently and continuously (lifelong education).

##### **Additional material**

During the site visit, the experts attended one of the lessons. The analysis of this lesson is presented below.

Full name of the teacher: Larisa Shitova

Year of study: 4th year

1. Subject/Module: English in the field of professional communication

2. Type of training session
  - Lecture
  - Seminar**
  - Laboratory class
  - Practical session
  - Integrated skills lesson
  - Other
3. Theme of the lesson: Development of tourist infrastructure (through the example of the national project "Golden Ring")
4. Purpose of the lesson: Improvement of the skills of professional communication on the topic "Tourist infrastructure"
 

Tasks of the lesson:

  - mastering the vocabulary on the topic;
  - objective awareness of oral speech on the topic under discussion;
  - effective use of lexical units in the form of a dialog
5. Material and technical aids of the lesson: Multimedia equipment for presentations

### ASSESSMENT OF THE LECTURER

No.	Criteria for analysis	Indicators	Grade (0,1,2)	Comments
1.	Compliance with the rules of the lesson	Timely start and end of the lesson, time-balanced sections.	2	Excellent and good presentation and discussion ratio.
2.	Formalities	Greetings. Communication of the topic and goal (connection of the goal with the developing competences).	2	Communication of topic and goal (connection of goals with developing competences) was not present.
3.	Motivation of listeners for upcoming activities	Indication of relevance, of the developing professional and/or social-personal competences.	1	A good degree of students participation. The presentation before the external audience seems to motivate.
4.	Psychological climate in the classroom	Positive emotional interaction between the teacher and students; mutual benevolence	2	Good relations between students, as well as between teachers. Presentation was conducted by students

		and audience involvement.		
5.	Quality of presentation	Structured material; clarity of the current tasks description; systematic and understandable presentation; adaptability of presentation to the specifics of the audience; availability of examples, latest facts.	2	Excellent quality of content (slides) and instruction. Creative approach when meeting with specialties (pancakes).
6.	Conformity of content to the course program	Compare with Academic Subject Work Program (Teaching Aids).	2	It corresponds to the learning tasks for understanding, writing and speaking in a foreign (English) language.
7.	Use of visual materials	Textbook, tutorial, handouts, tables, drawings, etc.	2	Presentation slides were available in the form of handouts.
8.	Declamatory skills	Audibility, intelligibility, euphony, literacy, speed of speech; facial expressions, gestures, pantomime; emotional saturation of the performance.	2	Excellent delivery of group presentations. The speakers selected by each group demonstrated not only language proficiency, but also non-verbal aspects of making presentations.
9.	Sensitivity to the audience	The ability to respond in time to changes in perceptions in the classroom.	2	Since the presentation was moderated by the professor, he showed sensitivity in relation to the audience.
10.	Correctness in relation to students		2	A good "inverted class" approach from the professor = students work, the teacher listens
11.	Methods of organizing attention and regulating students'	Increased interest among listeners (original examples, humor, rhetorical techniques, etc.); involvement of	1	As students knew about the presence of external auditors, the degree of attention was higher. The technique could be improved through better involvement of all students



	behavior	listeners in dialogue, in the tasks performing, etc. Bad signs: an open call to listeners for attention; demonstration of disapproval; psychological pressure, blackmail.		in activities (e.g. voting) or through assigning them responsible for an assessment of factors such as grammar, tense, etc.
12.	Maintaining "feedback" with the audience during the lesson	Control of material retention	1	In addition to the fact that the presentations were students' feedback on the project, no other feedback was noted. Therefore, the presentations have to be assessed and discussed.
13.	Summing up the lesson (organization of self-analysis)	The organization of self-analysis where students actively discuss the outcomes	0	Self-analysis of presentations based on their content and language skills was not noted
14.	Image	Compliance with corporate style, presentable appearance, personable	2	The presentations and their delivery seemed to correspond to the standard developed by the institute/university
15.	Final grade		1.8	In general, the lesson was interesting and students have proven their good command of English. The presented content is for the most part focused on the product, but not on the client. A short meeting on experience management revealed this shortcoming. The higher participation of all students in the feedback procedure would also be an improvement.
16.	<b>Notes and suggestions of the expert</b> "+" Well-prepared presentations, active participation of students. "+" The application of the business game method promotes the maximum			

<p>possible involvement in the study process. Voting for the best presentation will allow to express individual feedback (from students to students).          "- It is necessary to present the topic and the goal of the lesson (linking the goal with the developing competencies) while pointing to the relevance and to the developing professional and/or social-personal competencies.</p>
---

**Skills and competencies planned to be formed in class**

o.	Skills that were planned to be developed in class and competence that develop with the help of these skills (indicated by the professor)	Forms, tools, methods and techniques that are used in the classroom to develop competences
	Study (analysis)	Students had to study and explore the "Golden Ring" in relation to (A) transportation, (B) accommodation, (B) food and drink and (D) attractions. In the end, students presented their results in their SWOT analysis. By accessing English sources, students improve their reading and comprehension skills.
	Working-out (writing)	Based on the studied data and information, the students had to make a presentation on their specific topic. It had to be not only meaningful, but also without spelling mistakes. Students improve their writing abilities by formulating their results in English and writing a presentation on these results.
	Presentation (speech)	Each group selected a speaker who presented the results. The presenters demonstrated both conversational English and body language.

**5. Teaching staff**

**Criterion assessment: Good**

**Program strengths**

During the site visit, the experts met teaching staff involved in the implementation of the program. The teachers proved to be ambitious, inspiring and

enthusiastic about their work. Teachers, as well as the administration of the Institute are committed to give students the necessary fundamental training.

This bachelor's degree program is implemented by 35 teachers, including 4 professors/doctors of science, 27 associate professors/candidates of science. The entire teaching staff is working on valid contracts. They confirm their high professional qualification with each competitive selection.

The results of scientific activity for the previous 2016-2017 academic year are the evidence of high professional qualification of the faculty members who participate in the implementation of this educational program and instruction of core disciplines:

- 88 publications in peer-reviewed scientific publications that are indexed in science-based databases of RSCI, Web of Science and Scopus;

- 75 reports at international and All-Russian conferences; 9 teachers participating in international and external Russian scientific grants and projects.

### **Recommendations**

1. At present, there is no talent pool. There are no people promoted to higher positions (over the past year). It is recommended to pay more attention to this issue.

2. Besides, during their site the experts confirmed that the teachers implementing the program are not invited to other universities to give special courses, to manage final qualification works and to conduct workshops. There are no full-time academics who implement programs, conduct researches and teach in foreign universities. It is recommended to expand the connections of the faculty members participating in this program both with other universities in the region, and with foreign universities.

3. There are no teachers who have certificates of compliance with the requirements of professional industry standards and qualification frameworks. It can be partially explained by the lack of such an industry framework and certification itself, in particular in tourism. It is recommended to monitor the development of the system of professional industry standards and qualification frameworks in order to pass the appropriate certification (assessment of qualifications) in a timely manner.

## **6. Material, technical and financial resources**

### **Criterion assessment: Good**

#### **Program strengths**

The share of classrooms, including premises of departments equipped with technical resources that ensure the availability of information necessary for effective activity of participants in the educational process is 100%.

In 2014, the modern high-tech equipment used in St.-Petersburg State University for conducting fundamental and applied research and its operations were consolidated in a unified structure - St. Petersburg State University Science Park available for conducting scientific research in all areas of study.

The university has Blackboard SPBU, an effective System for supporting the educational process which allows teachers to create e-courses for all subjects taught in all educational programs.

### **Program strengths**

The University has created a system of support for the Blackboard program which creates e-courses for all the subjects taught in all educational programs with enrollment of the students, teachers and assistants for the relevant courses. The Blackboard system of St. Petersburg State University is designed for the coordinated implementation of the following functions of the educational process:

- organization of extracurricular activities within the course;
- file sharing and access to repositories;
- providing a means of communication - webinars, forums, Wiki, magazines, etc.;
- organization of testing, evaluation, surveys and analytics
- verification of works for the presence of matches with indication of potential sources, amount and degree of the matched texts;
- creation and sending of announcements and reminders, goal setting;
- organization of group interaction;
- creation of reports on the actions of students in the electronic course;
- creation of electronic portfolios of students, etc.;
- broadcasting and recording of events using the SPBU's media broadcasting system;
- synchronization using electronic systems of St. Petersburg State University.

### **Recommendations**

1. The University is currently providing technical support for work with Blackboard program. However, this is not enough for the teachers to become accustomed and adapt to the use of the program. It is strongly recommended to organize demonstration classes for a group of teachers, to create a system of motivation for the use of these resources (including financial motivation), to formulate specific gradual goals in mastering the program for several months in advance, which will make it possible to involve staff in work more adaptively.

2. According to teachers and students, the Blackboard system of St. Petersburg State University is constantly developing and expanding its capabilities. At the same time, there are often difficulties in the work of this program connected with implementing new modules. Not all modules work fast enough. It is recommended to pay more attention to the verification when implementing new modules.

## **7. Information resources of the program**

### **Criterion assessment: Good**

#### **Strengths**

The library provides students and teachers with a huge selection of literature, as well as online access to scientific journals and publications.

#### **Recommendations**

It is difficult for students to find a list of references relating to the definition of a particular problem. Students lack the motivation and knowledge to conduct an efficient search. Courses (online) on finding and selecting suitable literature will help students in this regard.

The Blackboard system is almost not used in the educational process. The institute has to integrate the system on the program level and ensure the participation of teachers and students in its use.

According to students the possibilities of Blackboard are not used to update and inform about changes in the schedule.

## **8. Research activity**

### **Criterion assessment: Satisfactory**

#### **Program strengths**

For the last 3 years, the teaching staff of the university implemented 8 research projects. Currently, another 5 projects are being implemented. Their results are claimed by both the educational institution itself and other organizations.

Most of the performed R & D (about 75%) is used in the educational process.

#### **Recommendations**

During the visit, there were not presented any scientific projects involving students. The feedback from graduates and fourth-year students indicates that scientific research is conducted on a theoretical level and does not have a practice-oriented nature. The teachers have to formulate topics that are of practical importance and are based on a fundamental theory.

#### **Additional information**

Engagement of undergraduate students of the program in the implementation of research is of an episodic nature.

There are no researches in the field of degree that found practical application in the real (or financial) sector of the economy and were confirmed by implementation acts on enterprises within the field of degree and/or the results of

students and undergraduates research that were successfully commercialized or helped in creation of their own business (for the past three years).

There is no information on the students who took part in the conferences (conducted by the educational organization itself/regional/international) in the field of study.

There is no data on the proportion of students (from the total number of students of the stated specialization) involved in the scientific circles (for the previous year).

In the total amount of R & D within the field of degree, there are no patents and certificates of compliance of R & D results with Russian and international quality standards.

There are no students of the educational program who won scientific grants (Russian, foreign).

There are no activities within the framework of ongoing scientific and creative research on the basis of the university over the past three years.

It is recommended to intensify scientific work with students, to engage them in scientific research and to hold scientific conferences for teachers and students.

## **9. Participation of employers in the implementation of the educational program**

### **Criterion assessment: Satisfactory**

#### **Program strengths**

1. Employers take part in the work the academic committee of the Institute for Earth Sciences where the university is implemented and in the work of the Council of Educational Programs (“Tourism” field of study).

2.95% reviews of the graduate tests of the graduates in the university within the field of study “Technology and organization of tour operators and travel agency services” are performed by the representatives of the professional community in the field of tourism.

#### **Recommendations**

1. Employers admit that the level of required professional competencies and experience is insufficient. Students can have competence, but cannot use it in their professional life. It is recommended implementing different forms of engaging employers in the creation of the content of the educational process.

2. Employers note that the duration and quality of the students' curricular practical training do not allow students to obtain sufficient practical experience. For employers, this means an inadequate return of the invested resources (their time and money). The curricular practical training management approach should be revised.

3. Students admitted the absence of an internship curator and a clear plan of the internship. As a result, they were engaged in paper work not related to practical experience in the field of study.

4. Students noted that in some cases, the internship program is not agreed with the employer in advance. There were cases when "the employer did not know what to do with us when we came for internship and invented something on the go. The employer was not ready to involve us in reasonable activity and did not appoint any curators."

The institute administration should exclude such cases and check the awareness of employers about each group of trainees.

### **Additional information**

For the whole last year, there was only one workshop in October 2017 conducted by E. Churakova, the director of Neizvedannyi Mir agency.

There is no data on the social partners for the general education program.

The institute does not hold meetings of the departments involving employers and representatives of the business community.

Employers participating in the implementation of the program do not provide resources, including financial resources.

It is recommended to strengthen the work on attracting employers to implement this program, including cases of workshop organization.

## **10. Participation of students in determining the program content**

### **Criterion assessment: Satisfactory**

#### **Program strengths**

The students of SPBU can take part in the management of the program through the following bodies and procedures:

- The Council of Young Scientists was established in St. Petersburg State University. The representatives of this council come out with initiative proposals on the meetings of the departments and methodological commission of the faculty;

- Representatives of the Student Council of the educational and scientific unit are members of the academic councils (Charter of the St. Petersburg State University), i.e. library councils, scholarship commissions, trade unions;

- The students take part in monitoring the quality of teaching twice a year (for example, the order "On conducting a survey of students at St. Petersburg State University in 2016" No. 2903/1 of April 15, 2016).

#### **Recommendations**

The students' survey results show that 40% of students believe that their opinion is taken into account when developing the program.

In the interview during the visit, the students mentioned that they practically do not participate in the selection of the program content.

The students gave the following examples:

- They requested to organize more language courses, but this was not taken into account;
- They complained earlier on the manner of instruction of some courses (i.e. IT), but the administration did not improve anything;
- The choice of electives is of a formal nature.

The institute has to understand the reason for such situation and to take measures to increase the proportion of students who believe that their opinion is taken into account when developing the program.

## **11. Student services at the program level**

### **Criterion assessment: Good**

#### **Program strengths**

1. The administration regularly holds cultural and sports events for students of the program.

2. Students can apply for scholarships from partner companies of the University (such as Viking KAB, VTB Bank), scholarship of the President of the Russian Federation, the Government of the Russian Federation, the Government of St. Petersburg and other scholarships.

3. The University established a personal scholarship for outstanding achievements in sports for students of St. Petersburg State University.

4. There are more than 15 creative clubs and studios in the university, including: the Career Club, the English Club, the Theater Studio of St. Petersburg State University, the Students' Choir of St. Petersburg State University, the Jazz Vocal Studio, the Pop Vocal Studio, the Dance Sports Club, the Fine Arts Studio, etc.

#### **Recommendations**

1. The halls and/or corridors of the university have no access points, i.e. monitors with touch screens or computers connected to the site of the university and allowing students to receive the necessary information about the schedule of classes, their group, the subject being studied, the schedule of the teacher, etc. We recommend to establish at least one such access point in each building where this educational program is implemented.

2. Most of the students were in the outdoor clothing in the classrooms. The administration of the university should arrange a more friendly environment with comfortable temperature.

3. Catering services for students at the university are considered unacceptable. The menu is too limited, the dishes are not tasty and the serves are small. There is only one microwave oven, and students have to wait for their lunch which is unacceptable. Apparently, the administration has to revise and re-organize public catering services.



4. Recommendations listed below can help improve vocational guidance and training of applicants.

- Assistance in career planning: The institute should provide organizational support for career planning and employment.

- Guest lectures: The institute should invite well-known specialists in this field to conduct lectures. Such invited teachers should ideally be role models for students.

- Events to establish business ties: The institute should create a platform for talented students and employers on the basis of a series of events that would bring employers and applicants closer. This can also take the form of job fairs.

## **12. Career guidance. Evaluation of the quality of applicants preparation (for undergraduates)**

### **Criterion assessment: Excellent**

#### **Program strengths**

1. The institute has to take measures to attract the most prepared applicants to study at the St. Petersburg State University by conducting competitions on all subjects of entrance examinations where prizes are given in case of successful completion of the Uniform State Exam, giving different benefits upon entering the University (individual achievement points, 100 points per exam, admission without examination).

2. Given the specifics of the program, special attention is paid to cooperation with St. Petersburg schools with an in-depth study of English and History. Academic Gymnasium named after D.K. Faddeev of St. Petersburg State University is one of them.

3. Courses of pre-university training help applicants to study the exam subjects better, as well as to systematize their knowledge. The purpose of the courses is to prepare the entrants to the level of the requirements for applicants to St. Petersburg State University.

#### **Recommendations**

The administration has to give more attention to explaining the structure and objectives of the program, the role of the educational standard and the curriculum when holding open days and other career-oriented activities.

## RESUME OF THE EXPERTS

Expert's full name: **Natalia Alexandrovna Zaitseva**

Place of work, position	Professor of the Department of the Hospitality, Tourism and Sport Industry of G.V. Plekhanov Russian Economic University, the Federal State Educational Establishment of the Russian Federation
Academic rank and degree	PhD in Economics, Professor
Honored titles, degrees	Honorary Worker of Science and Technology of the Russian Federation (Order of the Ministry of Education and Science of the Russian Federation No. 151 dated February 2008)
Education	Economics and organization of consumer services, engineer-economist, Moscow Technological Institute (now Russian State University of Tourism and Service)
Professional achievements	<p>Diploma of the 1st degree in the competition for the best publication of scientific and methodological materials for the training manual "Management in Service and Tourism" (form heading of the Academic Methodological Association. Moscow. Forum-Infra-M Publishing House, 2007 (1st edition), 2009 (2nd edition)) (2010)</p> <p>Diploma of the 2nd degree in the competition for the best teacher of tourist and service subjects (2010)</p> <p>Diploma of the 3rd degree for the best monograph in the field of service and tourism (2012)</p> <p>Diploma of the 3rd degree for the best monograph in the field of service and tourism (2013)</p> <p>Certificate of Honor of the Federal Agency for Tourism (2012)</p> <p>The winner of Knorus publishing house in the nomination "Discovery of the Year" for the monograph "National system of professional qualifications: organizational and economic bases of creation" (2017)</p>
Area of expertise	Food, tourism and hospitality enterprises management, personnel management in the food and hospitality industry, training and professional development of employees in the service and hospitality industry, development of professional standards for service and hospitality, development of educational programs for tourism and hospitality, graduates competence assessment
Practical	More than 25 years of work in universities connected with

experience in the field of the program under examination	<p>training students in the fields of service, tourism and hospitality</p> <p>Participation in the development of FSES in Enlarged Group of the Field of Study No. 43.00.00 and exemplary educational programs for services, tourism and hospitality.</p> <p>Expert of the Russian Accreditation Agency on state accreditation of professional educational programs in the Field of Study No. 43.03.02 Tourism</p> <p>Expert on professional-public accreditation of educational programs on service and hospitality since 2012</p> <p>Developer of professional standards for the food and hospitality industry since 2014</p>
--	---

Expert's full name: **Harald Hafner**

Place of work, position	The top manager of HOTMAMA (hospitality & tourism marketing management) since 1992. The organization is engaged in the promotion management for companies in the sphere of tourism
Education	Higher education
Professional achievements	Member of the Chamber of Commerce, Department for Market Research, Advertising and Public Relations; President of the Tourist Industry Club of Austria
Practical experience in the field of the program under examination	Associate Professor, FH Wien University of Applied Sciences, Institute for Tourism Management Teacher, International Course in Hospitality Management, MODUL College of Tourism Teacher, Academy of Entrepreneurship (Austrian Hotel Association) for sales and marketing

Expert's full name: **Natalia Yurevna Belyakova**

Place of work, position	Regional director for marketing and PR of the Italian development holding Domina Group
Education	Higher education
Professional achievements	Candidate of Technical Sciences, Associate Professor of NRU HSE, Herzen State Pedagogical University of Russia MBA, graduate of the <i>London School of Business and Finance</i> . Member of the Union of Scientists of St. Petersburg. Invited lecturer of NRU ITMO.
Practical	Management of integrated communication support for

experience in the field of the program under examination	international and federal brands (luxury goods, construction & development, hospitality industry). A jury member: <i>Russian Event Awards</i> , the National Prize in the field of event tourism (from 2016); <i>Silver Mercury</i> , the festival of advertising and marketing communications; National Award in the field of territorial marketing and branding; Map Guide and <i>Tourism Brands Best Practices</i> international competitions; <i>Ivent-breakthrough</i> transregional event industry festival.
--	---

Expert's full name: **Liudmila Savelieva**

Place of work, position	Student, Russian State University of Tourism and Service
Education	
Professional achievements	
Practical experience in the field of the program under examination	