



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto Tarptautinio verslo mokyklos
TARPTAUTINIO TURIZMO VERSLO PROGRAMOS
(612N12003)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF INTERNATIONAL BUSINESS OF TOURISM
(612N12003)
STUDY PROGRAMME
at Vilnius University International Business School

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Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Tarptautinis turizmo verslas</i>
Valstybinis kodas	612N12003
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas
Studijų programos rūšis	Universitetinės
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė 3,5 metai
Studijų programos apimtis kreditais	210 kreditų
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Tarptautinio verslo bakalauras
Studijų programos įregistravimo data	2009-01-20, Nr. ISAK-113

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>International Business of Tourism</i>
State code	612N12003
Study area	Social Sciences
Study field	Business
Kind of the study programme	University
Study cycle	First
Study mode (length in years)	Full-time, 3.5 years
Volume of the study programme in credits	210 credits
Degree and (or) professional qualifications awarded	Bachelor of International Business
Date of registration of the study programme	20 01 2009, No. ISAK-113

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

Public enterprise International Business School at Vilnius University (hereinafter referred to as IBS at VU) commenced its activities in 1989. The only founder and partner of IBS at VU is Vilnius University. Governing bodies of IBS at VU are the General Meeting of Partners, the Council of IBS and the leader of IBS at VU (Director). Main fields of IBS at VU activity are: Science, Studies and Executive Education. Study Programme Committees, approved by the Council of IBS at VU, are responsible for study programme implementation and quality assurance. At the end of every year, Study Programme Committee reports its activities to the Council of IBS at VU. Study Programme Committees are responsible for the quality of the content of the study programme, the implementation of the programme aims and forecasted learning outcomes, consultation of the programme lecturers, revision and approval of course descriptions, preparation of methodical tools.

In 2012, Study Centre, coordinating the activities of the Department of Studies and the Department of Extra-curricular Activity was created in order to optimise management processes and to develop the spectrum of services for students.

The structure of IBS at VU is formed to guarantee the efficient employment of the specialists and high quality of IBS at VU activities. The changes of IBS at VU structure are implemented on certain conditions and dynamically reacting to rising needs.

The programme entitled *International Business of Tourism* was registered in 2009. The programme was renewed according to the instructions of the second priority of Human Resources Operational Programme “Lifelong learning” VP1-2.2-ŠMM-07-K “Improving study process and developing internationality” (2010 -2012). It is the first university programme in Lithuania designed to prepare specialists in international tourism. Only tourism managers and administrators have been trained in Lithuania before.

Undergraduate studies of the International Business of Tourism are designed to train specialists in international tourism, having knowledge about the challenges of global business for international business of tourism, international market of tourism, foreign political, economic, social and cultural peculiarities; able to apply acquired knowledge to make efficient decisions in various business areas, communicating and cooperating, working in groups.

The self-assessment arrangement group for the International Business of Tourism programme was composed under Director’s of the IBS at VU Decree No. I –V-25/1 of June 29, 2012.

Our report is based on careful studies of the SAR report provided to before we visited the HEI in question and on interviews with various stakeholders during the day we visited the place, even though there are quite a few mistakes made in the SAR report.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The aim of the International Business of Tourism study programme is to give a different competence portfolio than International Business study programme. Undergraduate studies of the International Business of Tourism are designed to train specialists in international tourism, having knowledge about the challenges of global business for international business of tourism, international market of tourism, foreign political, economic, social and cultural peculiarities; able to apply acquired knowledge to make efficient decisions in various business areas, communicating and cooperating, working in groups.

The programme aims at providing students with skills of knowledge and comprehension, decision making skills, social skills and personal skills. Besides cognitive knowledge, application skills are pursued.

The study programme analysed in this report has been compared in its SAR report in question with the study programmes of the same study field (tourism, tourism business) that are executed at this higher school.

Outcomes:

The programme aims and learning outcomes are rather well formulated, but there are too many study programme learning outcomes and the content of each is quite wide. The programme aims and learning outcomes are based on academic requirements, but public needs and the needs of the labour market are not based enough in this part of the self-analysis. The relationships with the business world are not obvious, and they cannot be a base for the relevance of learning outcomes. The need for the pursued programme “International Business of Tourism” was justified by the importance of the tourism area in a global context, but not so much of this is obvious when reading through programme aims and learning outcomes. Many of them are equally valid in a Lithuanian internal context if not more.

The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered. The self-assessment report makes a comparison of the learning outcomes of the study programme to the Dublin descriptors. The detailed descriptions of the learning outcomes are in harmony with both these descriptors and with the descriptors of Level 6 of the European Qualification Framework.

The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other. However, the learning outcomes, teaching/learning methods are not clearly demonstrated and assessment methods are not always assigned to each learning outcome. There should be more learning outcomes in the programme specifically oriented to tourism business in general and on international tourism business in particular, because learning outcomes insufficiently reflect importance of this. They are often equally valid for any kind of business.

There should be more subjects in the programme specifically oriented to tourism.

This section in the SAR report does not distinguish strengths and weaknesses of the analysed field.

2. Curriculum design

The main principles on which the International Business of Tourism programme is based are: consideration of the real development of global knowledge society, business of tourism integration into the structure of global economy as well as qualitative business of tourism management transformations, associated with contemporary social, technological and cultural changes.

The scope of the International of Tourism programme is 210 credits.

The main focus of the programme for semesters 1 and 2 is on general education subjects, forming students’ outlook on life, contributing to their understanding of political, social and cultural changes, developing communication and cooperation skills. In the 2nd and 3rd years of studies, the programme covers study direction and special training subjects, providing knowledge about the effect of macroeconomic environmental factors on the tourism sector, forming the understanding of international business of tourism management and its specifics, developing the ability to apply the acquired knowledge in international business of tourism activity and make decisions encouraging the development of tourism.

Outcomes:

The curriculum design meets the legal requirements. Sequence of the study subjects is logical, and the subject learning outcomes are consistent with the study programme learning outcomes.

The study subjects are spread and their themes are not repetitive.

Descriptions of the study programme subjects are prepared in accordance with the order approved at the higher school. There is no numbering and codes in the subject descriptions, several descriptions are not translated correctly, however, there are some technical layout mistakes.

The list of basic literature sources should not be limited with 3-5 basic sources taking into consideration scope of the subject credits.

The applied study methods are innovative (comprising of individual and group projects, case studies as well as simulation games) and they match the subject and learning outcomes.

The content of the subjects is consistent with the type and level of the studies, but it is important to note that the topics of subject, which are used for deepening knowledge in the tourism field, have to be more conceptualised and focused on the essence of tourism business (for instance, in the field of operations management).

The scope of the programme is sufficient to ensure learning outcomes, but the suggestion is to consider the scope of 240 credits; this would help to achieve learning outcomes of this programme. Currently, it is minimal base for tourism business studies, tourism industry, and scientific peculiarities are not revealed completely. There is no subject on catering business, management of tourism business systems, etc. Students also complain that they do not meet any aspects of “tourism” until year 2.

The content of the programme reflects the latest achievements in different areas of science such as marketing, finance, etc., but it does not reflect the latest achievements in technologies, because students have no possibility to practice with updated programmes used in the tourism business (hotel reservation, flight tickets reservation, travel planning, and etc.).

Some strengths and weaknesses in this programme are mentioned in the SAR report in a correct and valuable way, but they are not based on quantitative and qualitative research outside the SAR group. For instance, the social partners and students actively participate in the International Business of Tourism programme content revision and in the integration of the latest scientific achievements into the programme.

3. Staff

For the accomplishment of the International Business of Tourism programme, lecturers with great expertise in teaching, scientific and practical areas were mobilized, whose academic research was to ensure an adequate and skilled process of knowledge provision and skill development.

8% of the teaching staff are holders of the title of professors, 53% are PhDs. Invited teachers conform to the legislation requirements as half of the lecturers hold doctoral degrees.

The age of teaching is 22% between 26 and 35, 23% from 36 to 45 and 31% from 46-55.

The programme lecturers actively participate in scientific and project activities and are engaged in various academic exchange programmes.

The programme’s lecturers constantly enhance their qualifications on various competitions, trainings, seminars, conferences. The higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme.

Outcomes:

The study programme is provided by the staff meeting legal requirements; more than 50 per cent of teachers have a doctoral degree.

The qualifications of the teaching staff are adequate to ensure learning outcome, because more than a half of teachers not only have a PhD degree, but because many of them have practical/expert experience in the tourism business.

The number of the teaching staff is adequate to ensure learning outcomes, considering the small size of the programme in its beginning.

Teaching staff turnover is not big but it is judged by the expert group as adequate in ensuring the provision of the programme.

The teaching staff of the programme is involved in research (art) directly related to the study programme being reviewed.

There is no more detailed and quantitative analysis of the teachers' academic mobility in self-analysis summary of the SAR report: incoming and outgoing teachers' proportion, its' dynamics etc. There was no time to enter deeper into this during the visit of the expert team at place.

Most of the teaching staff is employed part time and it is not unreasonable to assume that many of them are present at the HEI in question, by and large, only when they teach. However, the teaching staff should meet regularly to communicate with each other what they say and do in class. According to students, there is quite some overlapping between different courses and content of teaching in class. There is more to be done here.

4. Facilities and learning resources

Classrooms are situated in a renovated building (2004), equipped with multimedia facilities, computers and software. Three lecture rooms have interactive boards.

Some lecturers use the learning environment Moodle.

Tests and others assessments are conducted via computerized systems.

Remote and local network facilities are continuously supplied to lecturers and students.

Internet is frequently used.

The HEI in question is developing distance learning systems for future needs.

The library at the HEI in question is very modern and one of the first in Lithuania to subscribe to electronic databases for remote users.

Outcomes:

The expert team finds facilities and learning resources to be of very high quality in all relevant respects, that is, in terms of space, access, modernity and up-to-date-ness as well as in purely physical respects. Also, the library contains an unusually large number of textbooks in International Business of Tourism and related areas

5. Study process and student assessment

Admission to all VU IBS first-cycle is carried out by taking part in joint admission to Lithuanian higher schools. The admission to VU IBS first cycle programmes is approved annually by VU IB Council. According to the IBS at VU study organisation principles, representatives of employers also take part in students' achievements assessment, actively participating in vocational placement defence commissions, BA papers commissions, what is also applicable to this programme. Different activities (Career days, external seminar "Snow

Arena Opportunities from Students' Point of View", "Brain Battle", etc.) to encourage students to be active in the area of tourism, were initiated.

Student achievement evaluation procedure is governed by VU IBS "Assessment Procedures for Learning Outcomes", which is publicly available. A regular and interim assessment of learning is carried out, and various forms of assessment are at place.

All the information associated with study organisation is available at the Study Information Centre. Each group of students has a programme coordinator. Vilnius University Students ensures students participation in study process.

Students have a wide range of opportunities to take part in additional activities in scientific circles and projects of VU IBS Student Representative Office.

The programme provides students with various academic supports. From the second to the fourth year of studies, part of the study fee for students with higher achievements is compensated from the state funds and IBS at VU, i. e. part of the students study for free.

IBS at VU students can receive incentive, lump sum, compensatory, nominal or social scholarships.

Possibilities for students' participation in mobility programmes exist and methods for securing fair studying are in place. IBS at VU actively cooperates with foreign universities, what can be seen from about 80 contracts. During the period of the study programme as many as 27 students left to study at foreign universities, six students in 2010, nine in 2011 and 12 in 2012. In this study programme, studies are organized only in Lithuanian thus there are no incoming students from abroad. At least 10 lecturers from European universities arrive to lecture through Erasmus exchange programme annually.

IBS at VU certain assessment forms results provided in study programmes are applied: tests (oral or written), semester, scientific work defence, final theses defence is carried out orally. During their studies, undergraduate students write semester papers. The time of exams and credits and scientific theses defence is set in the schedule.

Outcomes:

The admission requirements are generally well-founded, but the admission competition is low and the gap between the best students and students who got low admission scores is quite high (according to the SAR report - Table 4 - in 2012 difference between the scores is 13.32).

As the level of preparedness of the students is different, it is hard to achieve learning outcomes in such groups. This leads to the situation in which the workload and the challenge that the programme offers vary quite greatly. Efforts to separate students in different learning groups based on their experience were noted, even though it is difficult to assess the impact of this should be monitored in the future. Although the number of applicants has dropped down twice (2012 vs. 2011), the number of admitted students and quite low minimum score indicate that the IBT programme is not probably students' first preference. Students are gaining from this programme mainly because the IBS offers university degree with corresponding expected better quality.

The study process is generally organised at an adequate level, workload is divided evenly (table 9 in SER), the students have an opportunity to choose optional subjects, Study Programme Committee is launched etc. Although some teachers have their own businesses and they bring their experience to the studies, some practitioners do not developed pedagogical competencies. Insufficient pedagogical competencies and too high teachers work load might lead to the problem, that learning outcomes are not achieved.

Students are offered an opportunity to participate in the supervision of the course of the programme through their members of Student Representative Office at VU IBS Council and at the Study Programme Committee. VU IB provides different opportunities for the students

to support students (Career-centre, tutoring programme etc.), but according to the interviewees - the knowledge about these opportunities is not disseminated well enough. However, the higher education institution ensures an adequate level of academic and social and financial support. Students know very little about of scholarships and sponsors available – at first they said that they don't have any scholarship system at all. HEI should do some further efforts to introduce different scholarship and encourage students to apply for scholarship.

The students are encouraged to go out on a mobility period, with sufficient support. Rate of the students' international mobility is rather good. The recognition of credits was well organised in the institution and the students confirmed that they were sufficiently supported by the HEI in question during their mobility period. According to interviewees the level and amount of incoming foreign teachers is quite low.

Development of basic skills of research is present in the curricula. Students thus are participating in applied research through practice and writing of the thesis and other coursework.

As far as the expert group could see from the evidence presented, the assessment system is adequate. The information about assessment methods and criteria is available for the students. Variety of assessment methods is sufficient – multiple choice tests, presentations, essays and open question tests are used.

According to the students, the feedback from the teachers is quite occasional “If you want to get feedback from teachers, you usually have to ask them; “voluntary” feedback is quite rare.” Also the students' feedback for the studies and teachers is not systematic – students fill out the questionnaires, but always don't see the improvements. More systematic and frequent feedback from and to the students would be advisable. Furthermore, there is a lack of systematic approach to prevent drop-outs, thus an early warning system with indicators should be implemented. The role of the student union in supporting the study process is good and could be further encouraged.

Despite of some mentioned named above, also two more weaknesses must be emphasized - there is too little connection with international tourism in studying IBT programme and no research regarding demand of the future specialists in the market have done.

6. Programme management

Since 2008 Vilnius University International Business School has implemented a Quality Management System ISO 9001 and all its operations are certified according to this standard.

The implementation of the study programme is supervised by the Committee of Study Programmes, acting under the regulations of the Committee of Study Programmes.

The members of the Programme Committee have a broad experience and are responsible for the programme's formulation of the expected learning outcomes, their monitoring and renewal, rationality and quality of the content of the programme, its improvement, the coherence of academic staff qualifications and teaching methods to study the learning outcomes, the achievement of the learning outcomes plus preparation of methodological assistance for the final works and their level.

The influence of stakeholders on the quality of the study programme is not limited to their activities in the Study Programme Committee.

Outcomes:

HEI has made efforts to initiate different activities and working groups to deal with quality assurance. Also all the management levels are connected to the quality assurance. Nevertheless, study committee is one of the most important working group to ensure the programme quality. The formulation, mandate and the role of the study committee needs clear definition. It should be noted, however, that the study committee has fulfilled its main role in revising the programme regularly. Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated.

The analyzed structure of programme management and decision-making is submitted and analyzed, the accountability centres and their functions are stated. The documents with the responsibilities of the programme executors are indicated. It is explained how information on the programme execution is collected regularly. The higher school has implemented the quality standard ISO9001.

Performance indicators are listed, but not necessarily defined with regards to targets for performance. There is no clear process how they are measure or how they are connected to the aim of the VU IBT programme. Those indicators seem to be just formal and they are not useful tools for the school development. School should decrease the number of indicators, to benchmark them (to say, for instance, what is the target level of the indicator) and use the results for the improvements. A survey on the programme administration and teachers' opinion on the allocation of responsibility has not been carried out.

The quality assurance system with regards to gathering feedback from the graduates does not seem to be systematic. The employers are involved in the process of organising the internships, but it does not extend beyond that, for example to asking about graduates and their career path.

While the quality assurance system is not fully implemented, the minimum activities are initiated and the most important requirements (stakeholders are involved) are met.

III. RECOMMENDATIONS

- One recommendation is to review the study programme learning outcomes (too many) and their formulations, and to rectify their content. It is recommended to carry out matrix correlation of the study programme and subject learning outcomes. The subjects' descriptions should be arranged in compliance with their requirements (numbering, assessment methods and criteria have to match learning outcomes and their taxonomy level).
- It is suggested that the study curriculum would include the subjects that are essential for international tourism business studies (organization of catering business, travel organization, work with various tourism business management programmes, and etc.). It is worth to pay attention to the contents of the tourism subjects, because they have to be more conceptual and more focused on the tourism business system. It is recommended to consider the scope of the study programme - 240 credits. Such programme would help to achieve the study programme learning outcomes. Currently, the minimal tourism business studies are mentioned, and due that the peculiarities of tourism industry and service management are not revealed completely.
- Also, the school should conduct a quantitative analysis of the teachers' academic mobility and their qualification development according to the factors recommended by the executed programmes assessment methodology, to carry out the analysis of the

teachers' work load allocation (scientific activity, teaching etc. in this and other study programmes) and intensify the teachers' international exchange.

- Furthermore, an interactive learning system where the teachers' methodical aids should be used and tasks would be available for the students and part of them would be able to study online. A survey on students and teachers' opinion on the higher school resources adequacy, quality and accessibility should be carried out.
- Finally, students should be encouraged to participate more in scientific and project activity with their teachers, the students' adaptation should be monitored and research on the future specialists demand in the market should be carried out and administration's and teachers' opinion on responsibility allocation as well as the teachers, students, graduates and employers' opinion on the programme execution should be found out.

IV. SUMMARY

Main positive quality aspects of each programme evaluation area:

1. Programme aims and learning outcomes

The programme aims and learning outcomes are based on the academic requirement. The programme aims and learning outcomes are available at the website and during events, and etc. The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered. The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other.

2. Curriculum design

The curriculum design meets legal requirements. The sequence of the subjects of the study programme is logical and the subject learning outcomes are consistent with the study programme learning outcomes. The study subjects are spread and their themes are not repetitive. The study methods are quite innovative and adapted to the subject and its learning outcomes.

3. Staff

The study programme is provided by the staff meeting legal requirements and the qualifications of the teaching staff are adequate to ensure learning outcomes. The higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme.

The teaching staff of the programme is involved in research (art) directly related to the study programme being reviewed.

4. Facilities and learning resources

The premises for studies are adequate both in their size and quality. The teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality.

5. Study process and student assessment

The admission requirements are well-founded. The organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes.

6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. Information and data on the implementation of the programme are regularly collected and analysed, the evaluation and improvement processes involve stakeholders.

Main negative quality aspects of each programme evaluation area

1. Programme aims and learning outcomes

There are too many of the study programme learning outcomes and they are rather wide. Public needs and the needs of the labour market are not based enough in this part of the self-analysis summary. There is no clear correlation with business world that would be a base for the relevance of the study learning outcomes.

2. Curriculum design

Not all descriptions of the study programme subjects comply with their requirements: no numbering, no correctly formulated assessment criteria and methods. Not all foreseen study methods correlate with the learning outcomes and assessment methods. The study curriculum does not include subjects that would help students to handle modern technologies used in the global tourism business (flight tickets and hotel reservation programmes, travel planning programmes and etc.). The core study curriculum does not include subjects that are integral part of the hospitality industry: catering business, travel organization etc., even if there are some electives available here. This means, however, that there is no assurance that every student takes part of it.

3. Staff

The quantitative analysis of the teachers' academic mobility is not carried out: outgoing and incoming teachers' correlation, its dynamic etc. Furthermore, the analysis of the teachers' qualification development is not carried out according to the particular factors: pedagogic, scientific and practical aspect of qualification development, fields and numbers of the teachers' qualification development. There is no analysis of the teachers' work load allocation (scientific activity, teaching, etc. in this and other study programmes).

4. Facilities and learning resources

The interactive learning system is not used by the higher school. The teachers' methodical aids and tasks would be available for students. There are no surveys on the students and teachers' opinion on resources adequacy, quality and accessibility.

5. Study process and student assessment

Students are not enough encouraged to participate in research, activities. There is no analysis of the time allocation for lectures, practical lectures, and independent work; and there is no survey on students' opinion on that; not enough attention is paid to the research regarding demand of the future specialists in the market.

6. Programme management

There is no survey on the programme administration and teachers' opinion on allocation of responsibility and there is no survey on the teachers, students, graduates and employers' opinion on the execution of this programme.

V. GENERAL ASSESSMENT

The study programme International Business of Tourism (state code – 612N12003) at Vilnius University International Business School is given the following scores:

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Staff	2
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	16

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas:

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V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto Tarptautinės verslo mokyklos studijų programa *Tarptautinis turizmo verslas* (valstybinis kodas – 612N12003) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	16

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

IV. SANTRAUKA

Pagrindiniai teigiami kiekvienos programos vertinimo srities aspektai:

1. Programos tikslai ir numatomi studijų rezultatai

Programos tikslai ir numatomi studijų rezultatai pagrįsti akademiniais reikalavimais. Programos tikslai ir numatomi studijų rezultatai skelbiami interneto svetainėje, per renginius ir t. t. Programos tikslai ir numatomi studijų rezultatai atitinka studijų rūšį, pakopą ir kvalifikacijų lygį. Programos pavadinimas, numatomi studijų rezultatai, programos turinys ir suteikiama kvalifikacija dera tarpusavyje.

Programos kokybė pripažinta tarptautiniu mastu (susitarimai su Suomijos ir Prancūzijos universitetais dėl dvigubo diplomo suteikimo, nuoseklios užsienio studentų studijos VU TVM).

2. Programos sandara

Programos sandara atitinka teisės aktų reikalavimus. Studijų programos dalykų seka logiška, numatomi dalykų mokymosi rezultatai suderinti su numatomais programos studijų rezultatais. Studijų dalykai išdėstyti nuosekliai, jų temos nesikartoja. Studijavimo metodai visiškai nauji, pritaikyti konkrečiam dalykui ir numatomiems jo mokymosi rezultatams.

Turėtų būti nuolat peržiūrima ir tobulinama programos struktūra ir įgyvendinimas, atsižvelgiant į programos socialinių partnerių ir studentų pateiktus pasiūlymus, tarptautinius akademinis standartus, Lietuvos ir Europos akademinės rinkos iššūkius.

3. Personalas

Programai vykdyti pasitelkiamas personalas atitinka teisės aktų reikalavimus, dėstytojų kvalifikacija yra tinkama numatomiems studijų rezultatams pasiekti.

Programos akademinis personalas dalyvauja mokslo tiriamojoje (meno) veikloje, tiesiogiai susijusioje su tikrinama studijų programa.

VU TVM seniai bendradarbiaujama su jai ištikimais lektorais.

4. Materialieji ištekliai

Studijoms skirtos patalpos yra tinkamos ir jų pakanka. Metodiniai ištekliai (vadovėliai, knygos, periodika, duomenų bazės) yra tinkami, pakankami ir prieinami.

VU TVM studentai ir dėstytojai turi galimybę naudotis daugybe duomenų bazių ir elektroninių išteklių.

5. Studijų eiga ir jos vertinimas

Priėmimo į studijas reikalavimai yra pagrįsti. Studijų proceso organizavimas užtikrina tinkamą programos įgyvendinimą ir studijų rezultatų pasiekimą.

6. Programos vadyba

Aiškiai paskirstyta atsakomybė už sprendimų priėmimą ir programos įgyvendinimo stebėseną. Periodiškai renkami ir analizuojami duomenys bei kita informacija apie programos įgyvendinimą, į programos vertinimo ir tobulinimo procesus įtraukiami socialiniai dalininkai. Studijų komiteto nariai yra aukštos akademinės kvalifikacijos ir susipažinę su tarptautinio verslo specifika.

Pagrindiniai neigiami kiekvienos programos vertinimo srities kokybės aspektai:

1. Programos tikslai ir numatomi studijų rezultatai

Numatomų studijų programos rezultatų yra per daug ir jie per platūs. Visuomenės ir darbo rinkos poreikiai nėra pakankamai pagrįsti. Nėra aiškių sąsajų su verslo pasauliu, kurios pagrįstų numatomų studijų rezultatų tinkamumą.

2. Programos sandara

Ne visi studijų programos dalykų aprašai atitinka reikalavimus: neteisingai suformuluoti vertinimo kriterijai ir metodai. Ne visi numatyti studijų metodai siejasi su numatomais studijų rezultatais ir vertinimo metodais. Į studijų programą neįtraukti nauji dalykai, kurie padėtų studentams naudotis šiuolaikinėmis technologijomis globaliame turizmo versle (lyderystė, verslumas ir t. t.)

3. Personalas

Neatliekama kiekybinė dėstytojų akademinio judumo analizė, pvz., išvykstančių ir atvykstančių dėstytojų santykis, dinamika ir t. t. Be to, neatliekama dėstytojų kvalifikacijos tobulinimo analizė atsižvelgiant į konkrečius veiksnius: pedagoginį, mokslinį ir praktinį kvalifikacijos tobulinimo aspektą, sritis ir skaičius, susijusius su dėstytojų kvalifikacijos tobulinimu.

Neatliekama dėstytojų darbo krūvio paskirstymo analizė (mokslinė veikla, dėstymas ir t. t. pagal šią ir kitas studijų programas).

VU TVM vadovybės ir lektorių ryšiai nereguliarūs, lektorių ir studijų komitetų ryšiai silpni, nors dedamos pastangos šiai padėčiai pagerinti.

4. Materialieji ištekliai

Ši aukštoji mokykla nepakankamai naudojami interaktyvaus mokymosi sistema. Studentams būtų prieinamos dėstytojų metodinės priemonės ir užduotys. Neatliekamos studentų ir dėstytojų nuomonių apie išteklių tinkamumą, kokybę ir prieinamumą apklauskos.

5. Studijų eiga ir jos vertinimas

Neatliekama laiko skyrimo paskaitoms, praktikos paskaitoms ir savarankiškam darbui analizė ir studentų nuomonių šiuo klausimu apklausos, neskiriama pakankamai dėmesio moksliniams tyrimams, susijusiems su būsimų specialistų paklausos rinkoje.

6. Programos vadyba

Neatliekami nei programos administratorių ir dėstytojų nuomonių apie atsakomybės paskirstymą, nei dėstytojų, studentų, absolventų ir darbdavių nuomonių apie programos įgyvendinimą tyrimai.

III. REKOMENDACIJOS

- Ekspertų grupė rekomenduoja peržiūrėti studijų programos numatomus rezultatus (kurių per daug) ir jų formuluotes bei ištaisyti jų turinį. Rekomenduojama koreliacijos lentelėje susieti studijų programos rezultatus ir studijuojamų dalykų (*mokymosi*) rezultatus. Dalykų aprašai turėtų būti sudaromi laikantis jiems taikomų reikalavimų – vertinimo metodai ir kriterijai turi būti suderinti su numatomais studijų rezultatais ir jų taksonomijos lygiu. Būtų labai naudinga sukurti nuolatinės absolventų karjeros stebėsenos ir grįžtamojo ryšio sistemą.
- Jei ši aukštoji mokykla nori suteikti dvigubą laipsnį, rekomenduojama, kad šis laipsnis būtų įregistruotas atitinkamose Lietuvos valdžios institucijose ir kad apie šią galimybę būtų daugiau skelbiama viešojoje erdvėje.
- Patariama į studijų programą įtraukti studijų dalykus, kurie yra nauji tarptautinio verslo studijų dalykai (lyderystė, verslumas, derybų menas). Verta atkreipti dėmesį į turizmo temų turinį, nes jos turi būti konceptualesnės ir labiau skirtos turizmo verslo sistemai. Dar patariama studijų eigoje plačiau taikyti imitavimo metodus ir verslo žaidimus.
- Reikėtų atlikti kiekybinę dėstytojų judumo ir jų kvalifikacijos tobulinimo analizę remiantis veiksniais, rekomenduojamais įgyvendintų programų vertinimo metodikoje ir dėstytojų darbo krūvio paskirstymo analizę (mokslinės veiklos, dėstymo ir t. t. pagal šią ir kitas studijų programas).
- Rekomenduojama skatinti studentus ir dėstytojus naudotis interaktyvaus mokymosi sistema, kurioje turėtų būti naudojamos dėstytojų metodinės priemonės, studentams būtų pateikiamos užduotys ir kai kurie iš jų galėtų studijuoti internetu. Reikėtų sukurti kiekvienos studijų programos aprūpinimo materialiaisiais ištekliais stebėjimo sistemą.
- Dar rekomenduojama stebėti studentų adaptaciją ir atlikti mokslinį tyrimą, susijusį su būsimų specialistų paklausa rinkoje, bei išsiaiškinti administracijos ir dėstytojų nuomonę apie atsakomybės paskirstymą bei dėstytojų, studentų, absolventų ir darbdavių nuomonę apie programos įgyvendinimą.

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