



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

TARPTAUTINĖS TEISĖS IR VERSLO AUKŠTOSIOS
MOKYKLOS

**STUDIJŲ PROGRAMOS *TURIZMO IR VIEŠBUČIŲ*
*VERSLAS (653N80004)***

VERTINIMO IŠVADOS

**EVALUATION REPORT
OF *TOURISM AND HOTEL BUSINESS (653N80004)*
STUDY PROGRAMME**
at INTERNATIONAL SCHOOL OF LAW AND BUSINESS

Grupės vadovas:
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Išvados parengtos anglų kalba
Report language - English

Vilnius
2014

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Turizmo ir viešbučių verslas</i>
Valstybinis kodas	653N80004
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Turizmas ir poilsis
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), Iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Turizmo ir poilsio profesinis bakalauras
Studijų programos įregistravimo data	2002 m. birželio 26

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Tourism and Hotel Business</i>
State code	653N80004
Study area	Social Sciences
Study field	Tourism and leisure
Kind of the study programme	College Studies
Study cycle	First
Study mode (length in years)	Full-time (3), Part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Tourism and Leisure
Date of registration of the study programme	26 June, 2002

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

The International School of Law and Business (hereinafter ISLB) is a non-governmental college of higher education located in Vilnius where it offers full-time and part-time programmes of study. ISLB is organised into faculties and within the Faculty of Management and Law there are five departments: Finance, Tourism Management, Advertising & Business Management, Logistics Management and Communication. One of the programmes in the faculty is Tourism and Hotel Business, a three-year full-time programme which is also offered in a four-year part-time mode. The programme commenced in 2002 and leads to the award of a Professional Bachelor in Tourism and Leisure, based on the award of 180 ECTS credits. The programme offers two specialisations, Tourism Administration and Hotel Administration. Graduates also receive a Hospitality Management Diploma from the American Hotel & Lodging Educational Institute. The number of students admitted to the full-time programme was over 100 per annum in the years 2010 to 2012 but dropped to 31 students in 2013.

Evaluation Team

The chairman of the team: Prof. Frank McMahon, former Director of Academic Affairs and Director of the College of Tourism and Hotel Management, Dublin Institute of Technology (Ireland); Zita Krukonyte, Head of Human Resources at Holiday Inn and Ecotel, Vilnius (representative of the social partners); Asst. Prof. Claudia Moessenlechner, Head of the Language Center at Management Center Innsbruck (MCI) (Austria); Detlev Remy, Programme Manager, Les Roches International School of Hotel Management, (Switzerland) and Darius Vizbaras, Vilnius College (student representative).

The procedure of the evaluation

The Self-Assessment Report (SAR) of the first cycle programme Tourism and Hotel Business was made available to the expert team in February 2014, a month before the planned visit to the College. All the members of the team examined the SAR individually and contributed to the preparation of a preliminary report which indicated strengths and weaknesses and discussion points. The team obtained further information during the site visit on 20 March, 2014 when members met senior management, programme coordinators, teachers, students, graduates and social partners and viewed the facilities available to the programme. After the visit the panel held a meeting to discuss the contents of the evaluation report and agreed upon a numerical evaluation

of every section of the evaluation. The expert team amended a draft report and their comments were integrated into one document by the chairman of the team.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

Programme aims and learning outcomes are set out and are aligned with study subjects. The professional competences to be achieved are sub-divided into Professional Competences, Professional Competences of Hotel Administration, Professional Competences of Tourism Administration and Generic Competences which makes it clear what are the intended learning outcomes.

There appear to be good links between the college and professional bodies, both internationally and within Lithuania. All students spend periods working in the Tourism or Hospitality sector and thus come to learn the needs of the industry.

In addition to the award of a Professional Bachelor degree, students receive a Hospitality Management Diploma from the American Hotel and Lodging Educational Institute. The students and teachers of the college indicated that they valued this award.

There is a need for further discussion between the college and the social partners on the learning outcomes for the programme and what kind and number of higher education specialists in Tourism and Hospitality are required in Vilnius and other Lithuanian regions.

The learning outcomes should include the achievement of a reasonable degree of fluency in English and Russian as these are the two languages of most importance to the hospitality industry in Vilnius region because most international tourists visiting Lithuania speak either English or Russian.

Generally, the aims and learning outcomes are consistent with the Professional Bachelor degree which is the qualification offered.

The name of the programme, its learning outcomes, content and the qualification offered are compatible with each other. The fact that there are separate specialisations in Tourism Administration and Hotel Administration justifies the programme title of Tourism and Hotel

Business. It is evident from the list of final-year theses that students opt for the two specialisations in roughly equal numbers.

2. Curriculum design

The curriculum design meets the legal requirements for a Professional Bachelor degree e.g. 180 ECTS credits, study field subjects amount to 155 credits, 10 credits for the final thesis (not less than 9 required), not more than 7 subjects per semester, not less than 15 credits for general College study. Professional internship and associated practical training make up 34% of the volume of the study programme (the regulation is not less than one third of the curriculum on practices and practical training).

Study subjects appear to be spread evenly and are not repetitive.

The content of the subjects is consistent with the Professional Bachelor's Degree. However, it is not clear how the subject Food and Beverage Management can be successfully introduced in semester 3 without any foundational studies of the subject in the earlier semesters. One solution to this problem is that students should undertake more practical hotel work through part-time work experience in the early stages of the programme.

A module on the Sociology of Leisure rather than Culture and Civilisation might provide a better foundation and give students a broader perspective on the tourism industry.

The college now permits students to take all subjects in Lithuanian language or in English language. This development is commended as it contributes to the internationalisation of the programme for two reasons. The students who study in English will develop their language ability in that language and the classes in English will involve interaction with students from other countries thus contributing to the internationalisation of the programme.

The college should investigate the feasibility of students writing the final thesis in English language. This facility is currently available to students who study the programme in English but it might be extended to students who study in the Lithuanian language. In addition to the Lithuanian students, the college recruits some international students. During our visit, the panel met two such students, one from India and one from USA; both expressed themselves as happy

with the programme which takes place entirely through English. Currently, the college teaches Spanish as one of its foreign languages.

The allocation of ECTS credits in units of 5 or a multiple of 5 ECTS credits is commended as it provides students with greater flexibility in choosing electives and study paths.

The content and methods of subjects and modules are appropriate for the achievement of the intended learning outcomes and the twin specialisations in Tourism or Hotel Administration allow the students a choice for their career paths. Students, alumni and social partners expressed themselves happy with the appropriateness of these two specialisations.

The scope of the programme (3 years full-time study or 4 years part-time) seems sufficient to allow the achievement of the learning outcomes. Some consideration might be given to the possibility of extending the time available by students undertaking some industrial experience during summer vacation time.

Mention is made in the SAR of staff participation in five projects as follows: Rural Tourism, Nordic Tourism Education, Sustainable Development of Food Services, Conference Tourism, and Gastronomic Heritage Tourism. ISBL publishes two periodic peer-reviewed scholarly publications in the general field of Business and Law, though most of the papers in the issue seen do not relate specifically to the Tourism/Hospitality industry. Teachers or students of the Tourism and Hotel Business programme have authored six papers published in the journals mainly on Tourism topics. There was a recent request from the State Department of Tourism for research on five topics. Staff of ISLB completed the task for three of the five topics but unfortunately the results were not published. Some staff members are also engaged in a World Tourism Organisation project which should lead to at least one publication. The engagement of staff in such activities should contribute to the contents of the programme reflecting the latest achievements in the industry.

3. Staff

The study programme is provided by staff members who meet the legal requirements in terms of qualifications, experience and professional development. The internationalization of staff has been helped by international exchanges which have seen an average of 6 teachers per annum going abroad.

All staff members teaching the programme have at least a Master's degree. In addition, ISLB invests strongly in training of teachers in pedagogy. Each year courses are organised for teachers and all attend. Topics for these courses include eLearning, modern teaching, assessment and student motivation. All teachers have at least 3 years professional experience of teaching and at least 4 years practical work experience while most have very much longer experience. Four staff members have Doctoral degrees. Thus, the qualifications of the staff teaching the programme are adequate to ensure learning outcomes.

Where staff members have been teaching for many years, the college should endeavour to ensure that they have up-to-date information on current industry practices. This could be done by the organisation of short periods in the industry when they are not teaching or a series of visits to tourism/hospitality organisations. This would help to ensure a more business oriented approach for the students.

There are 27 teachers for 436 students which indicates a student to staff ratio of 16 which is well below the permitted level (max 30). In recent years the number of staff teaching the programme has declined from 48 in 2010 to 27 currently but this has been matched by a decline in the number of students from 955 to 436 in the same period. Accordingly the number of teaching staff is adequate to ensure learning outcomes.

Turnover of staff does not appear to be an issue as evidenced by the length of service of many teachers. Thus it does not hinder an adequate provision of the programme.

The SAR (para. 50) describes a strong commitment in ISLB towards improving staff competencies in teaching. Each year, the ISLB Knowledge Management Centre organises week-long courses on aspects of education. These courses are attended by all teachers. This training in pedagogy and assessment should help to meet the objectives of the European Standards and Guidelines which require staff to be both qualified and competent to teach. In addition, teachers are improved by formal study (completing PhD) and by attendance at conferences. There is room for further improvement as only 4 of the 27 teachers have completed PhD. A target of 10 PhDs should be set.

The fact that many teachers are able to teach in English as well as Lithuanian is to be commended.

The regulations of the college for the induction of new teachers, their initial training and professional development (paragraphs 50 -52 of the SER) seem comprehensive. The panel commends the College on maintaining staff that has Tourism/Hospitality industry practices. Also, some of the teachers keep in touch with the industry by consulting and visiting the social partners to discuss relevant issues. This could be further formalized by setting up a process that is integrated in department policies. Some staff visit students on placement and have an opportunity to discuss current trends with both the students and the employer.

There are some research activities in which teachers are involved and which are directly relevant to the study programme, as mentioned above. But only a minority of staff members are involved and the college should seek to involve more staff members in such research. The workload of teachers includes “implementation of scientific and applied research” and “public presentation of research” so this needs to be translated into research activity by most teachers.

As a starting point to encourage more research, the college should create a space on its website to list the various student final year theses. The current practice is to keep the best theses (those which got 9 or 10 marks) and put them in the library. But the publication of thesis topics on the website or by newsletter to hotel/tourism organisations might prompt wider industry interest.

4. Facilities and learning resources

The College premises have an area of 14,343 sq. metres for approx. 2,000 students (based on the number of readers using library (para. 60). It is situated in a convenient location for access by students.

ISLB has negotiated cooperation arrangements with the Lithuanian Hotels and Restaurant Association, with the Lithuanian Chamber of Tourism and also with international hotel and tourism organisations. These arrangements should facilitate good placement arrangements for students. The social partners who met the panel were generally happy with the arrangements for practice and internships but would like to see an increase in the practical skills of students. This could be accomplished by the students undertaking restaurant service/kitchen experience from an early stage of the programme.

It is recommended that arrangements for industry practice be strengthened by the inclusion of a first practice (2-3 weeks) in the first 6 months of the programme. This could enable students to gain an appreciation of the main functions of a company and then they could gain deeper knowledge as their studies progress.

The college should also investigate the possibility of arranging for students to gain regular relevant work experience during the first two years of their programme by working one or two afternoons per week in industry. For example, a student of Hotel Administration might gain experience of Hotel Reception, Accommodation or Food Service.

The social partners would appreciate a greater flexibility on the part of the college in the timing of periods of practice sessions and it is recommended that the college explores such possibilities with the social partners.

The library is clean, bright, well-maintained and clearly organised by subject. It has 28 PCs and a supply of books including English-language books on the main topics. It is noted that the library is a member of several library networks and this is very important as it enables students to consult books and other resources that are not available in the college library. Whilst there are books on all the main topics of the programme, some extra books are needed.

There are some databases available including Emerald, Taylor and Francis and World EBSCO but there are other databases that would be very useful to support staff and student research. These include Hospitality and Tourism Complete, Leisure Tourism Complete and Swetswise.

The fact that students of the college are able to use the library facilities of other universities, colleges and public libraries is very important and should be carefully guarded. ISLB uses Moodle to enhance support to students and the students expressed themselves as very happy with this support.

The college is gradually introducing on-line courses. It will be important to ensure that appropriate quality assurance is applied to all on-line courses as it would be applied to conventional programmes.

The development of learning materials for Moodle is time-consuming and expensive so ISLB should investigate the feasibility of sharing resources with other higher education institutions in Lithuania, especially institutions that offer programmes in Tourism or Hospitality.

There are student dormitories available for students on the upper floors of the building in which ISLB is based. These dormitories are operated by an independent company and thus are not controlled by ISLB. Whilst they are obviously in a very convenient location, the students expressed the view that the cost of the dormitories was substantially above the cost elsewhere in Vilnius.

The college trains its students to use the Fidelio Hotel Management Software which is very useful for students who wish to work in hotels as it is widely used, not just in Lithuania but throughout Europe. It also has Amadeus, an international ticket reservation system.

There is a student-council room to facilitate student social activities. The facilities of the college are student-friendly apart from the fact that the room in which the panel met was too cold. On a more general point, there should be some decoration to create a tourism/hospitality environment.

5. Study process and student assessment

The admission requirements are based on Ministry of Education and Science requirements. It is surprising that double weight is given to history as compared with geography or foreign language. And mathematics does not figure in the requirements. It would be worthwhile for all the colleges that offer programmes in Tourism and Hospitality to undertake an analysis of the optimum entry requirements.

The average competitive score for admission to the full-time programme went down sharply in 2013 despite the fact that the number of students admitted was less than a third of the number admitted in 2012.

The college checks the level of English which students have on admission and if it is not at least B1, they offer the student bridging courses.

In addition to the full time programme, ISLB admits part time students to undertake the programme which is a way to meet the needs of the labour market.

The organisation of the study process is within the norms for such study (two semesters, a student workload of 40 hours per week of which a maximum of 25 are in classes and at least 15 for private study).

The drop-out rate is approximately 10% although some students who drop out subsequently return. Generally, the study process is well organised.

There are certainly opportunities for students to participate in mobility programmes (mainly Erasmus) and the number of outgoing students in the past three years was 6 (in 2010/11), 28 (in 2011/12) and 5 (in 2012/13). The number of incoming students in the same three years was 9, 10 and 16. The large jump in the number outgoing in 2011/12 is not explained in the SAR. ISLB has sought to publicise the opportunities for mobility but the number participating is well below the European target of 20% of all students to spend a study or work period abroad as part of their programme by the year 2020 (though one must bear in mind that Lithuanian national targets for student mobility are well below the European target). Some students who met the panel expressed a wish to have the opportunity to undertake a mobility programme outside the Erasmus area e.g. in Asia or USA.

The college provides a range of supports including flexibility of study paths for students and e-learning support via Moodle. However, despite these supports there is an unacceptably high drop-out rate of students on the programme and this requires attention by the college.

There is a Career Centre in the college which maintains a database of potential employers who offer internships or employment opportunities.

There is also support for sports activities including basketball and for cultural activities. The support system includes a role for students in creating the supports. There is a need for a wider range of suitable social and sports activities.

The College's assessment procedures are clearly communicated at the outset of each course, including the intended learning outcomes, the assessment framework (how interim tests influence the final grade) and which assessments may have to be repeated. Students expressed themselves satisfied with the clarity of the information provided.

Students accumulate marks by in-term assessments and this is a feature that students like. There is a document entitled Final Assessment Guide for Tourism and Hotel Management study programme students which is available on the website (para. 110). ISLB puts a lot of stress on feedback to students with teachers giving oral feedback to full-time students and by electronic written means to part-time students. Students do get an opportunity to give feedback on the courses they take.

It is also evident that ISLB has taken on board the recommendation contained in the previous Evaluation Report that attention should be paid to the problem of plagiarism; advanced systems to detect plagiarism have been implemented.

The College monitors on an annual basis the progress of graduates. It is claimed that the current employment rate for graduates is 73.45%. Examples are given in the SAR (para.127) of graduates who have reached high positions, both within Lithuania and abroad. But the number of graduates gaining employment in the Tourism/Hospitality industry in Lithuania in recent years has been low. According to social partners this is because of the economic crisis which affected most of Europe including Lithuania. However, last year there was an increase in tourist numbers by 8% so they are more hopeful for the future.

6. Programme management

Responsibilities for programme design, implementation and monitoring are clearly set out. There is a Programme Coordinator (who is also the Head of the Tourism Management Department) and a Dean of the Faculty of Management and Law. There is a Programme Committee, chaired by the Programme Coordinator which includes 3 teachers, 2 students and two employers in its membership. This committee reviews progress and makes recommendations for improvements.

There is a detailed list of indicators in respect of which data is collected and analysed. These indicators include entrants' competition scores, student attendance, student mobility, drop-out rates, employment after graduation, student opinions, teachers' opinions, social partners' opinions, innovations in teaching methods, etc.

There seems to be a very good and systematic approach to gathering data and deriving recommendations for improvement. The panel was satisfied that the college uses the information to improve the programme.

Teachers, students and social partners are all members of the programme committees which is in line with recommended best practice. In addition, employers provide feedback on students whom they employ on internships.

At least half the members of the Qualification Commission, which evaluates students' final theses, are employers.

The panel recommends that there should be a more systematic and more regular involvement of the social partners in advising the college on the definition of programme aims and learning outcomes, on curriculum developments, on arrangements for practical experience for students and on research projects which staff and students of the college may undertake.

The panel also recommends that an Alumni Club be established to ensure that graduates of the programme have an opportunity to assist the students of the college in respect of this programme.

There is an internal QA programme in place and it is being implemented effectively. As part of this system, the college has identified procedures for admission, for internships, etc. All these procedures are documented.

In addition to the internal focus, the college needs to gather information on best practices in international hospitality/tourism schools and to seek to implement those practices in the college.

III. RECOMMENDATIONS

1. ISLB and its social partners to discuss Learning Outcomes of the programme.
2. The provision of languages in the programme should be strengthened with the objective of students being able to achieve reasonable fluency in English and possibly also in Russian.
3. Students should undertake more practical work in the Hospitality/Tourism industry during first two years of the programme. In addition, the college should explore with the social partners the introduction of more flexibility in the timing of periods of practice by students in industry.
4. The college should investigate the feasibility of students writing the final thesis in English. This facility is currently available to those students who take the English language version of the programme but might be extended to others.
5. The college to arrange industry experience for teaching staff members who have not worked in industry for some years.
6. ISLB to encourage more staff to complete PhDs, with a view to having 10 PhDs on staff.
7. Student final year thesis topics should be publicised on the college website.
8. The number of databases available to staff and students via the library to be expanded.
9. ISLB to investigate the feasibility of sharing e-learning resources with other Lithuanian HEIs.

IV. SUMMARY

In the following, a summary of comments regarding the **Tourism and Hotel Business (THB) programme at ISLB College** is given. The process of evaluation follows the SKVC system for the evaluation of degree programmes and is based on the Self-Assessment Report provided by the College and the assessment agreed upon by the Review Team during its visit on the premises and following discussions.

The programme was registered in 2002 and is offered in both full-time and part-time modes. Use is made of distance learning techniques to support the delivery of the programme. The college premises are in a convenient city centre location and are well maintained. The THB programme prepares graduates for management careers in the Tourism and Hotel industry. Whilst the learning outcomes of the programme are well developed and are appropriate, there is scope for further development of the learning outcomes. Accordingly, it is recommended that the College discuss the programme learning outcomes with all the stakeholders, but especially the Social Partners.

The combination of theory and practice is an important and strong component of the THB programme. Indeed, both students and social partners felt that practical training should even be extended, if possible. The Review Team feels that this could offer added value for the students and can have a positive effect on students' future careers and development as professionals.

The programme aims and learning outcomes are based on the professional requirements and the needs of the labour market and are consistent with a Professional Bachelor Degree, which is the qualification offered. . The Review Team recommends that the timing of the industrial placement should consider tourism seasons and allocate longer periods of practice. In addition to the Bachelor degree, graduates receive a Hospitality management Diploma from the American Hotel and Lodging Educational Institute and this award is appreciated by students, teachers and graduates of the programme.

There is a strongly-felt desire for a greater competence in foreign languages, in particular English and Russian as these are the languages most needed by staff who interact with tourists to Lithuanian. The College has made progress in developing the student competence in English and now some final year subjects may be studied in either Lithuanian or English language. The panel

welcomes this development and suggests the further step of allowing students to submit their final thesis in either Lithuanian or English.

The staff members of the College are enthusiastic and meet all the legal requirements for their appointment as teachers. The Review Team commends the College for an excellent induction and initial training programme for new teachers. There is some room for improvement: currently only 4 of the teachers have a PhD and staff should be supported to raise this number to 10. Most staff members have direct experience of work in the Tourism/Hospitality industry but where they do not have such experience or it is many years since they have worked in the industry, the College should arrange brief placements in industry in conjunction with the Social Partners.

There are some research activities in which teachers are involved and which are directly relevant to the study programme but only a minority of staff members are involved and the college should seek to involve more staff members in such research. One way to encourage more research, would be create a space on its website to list the various student final year theses. The current practice is to keep the best theses (those which got 9 or 10 marks) and put them in the library. But the publication of thesis topics on the website or by newsletter to hotel/tourism organisations might prompt wider industry interest.

The College building is attractive and well-maintained and contains a well-organised library. Whilst there are some databases available for staff and students, some more should be acquired as funding permits. The College has invested in the development of teaching materials and maintains a Moodle e-learning platform. The development of good resources for e-learning is expensive so it would be worthwhile the College and other colleges investigating the feasibility of sharing resources by the establishment of a resource repository. This could be a win-win arrangement.

The admission requirements are well founded, based on Ministry of Education regulations though some of the weightings of subjects might be re-visited. The number of students recruited was more than 100 per annum but has recently fallen to just over 30; this is a cause of concern. There is an active mobility programme with students in-coming as well as out-going. An option to increase student mobility could be to increase work placements abroad.

During their visit the Team found that there is adequate academic and social support for students available including scholarships, counselling services and social programmes. With clear

decision-making structures, documented lines and communication and responsibilities, the programme is well managed. Staff, students and social partners are represented on almost all relevant decision-making bodies including a Study Programme Committee. The College has created a quality culture and the main findings of regular surveys, student feedback, etc. are discussed on a regular basis. This suggests an open and transparent approach to quality assurance which is good.

V. GENERAL ASSESSMENT

The study programme *Tourism and Hotel Business* (state code – 653N80004) at International School of Law and Business is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	4
3.	Staff	4
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	4
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	22

*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.

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Grupės nariai:
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**TARPTAUTINĖS TEISĖS IR VERSLO AUKŠTOSIOS MOKYKLOS PIRMOSIOS
PAKOPOS STUDIJŲ PROGRAMOS *TURIZMO IR VIEŠBUČIŲ VERSLAS*
(VALSTYBINIS KODAS – 653N80004) 2014-06-05 EKSPERTINIO VERTINIMO
IŠVADŲ NR. SV4-305-7 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Tarptautinės teisės ir verslo aukštosios mokyklos studijų programa *Turizmo ir viešbučių verslas* (valstybinis kodas – 653N80004) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	4
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	3
	Iš viso:	22

* 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

Toliau pateikiamos apibendrintos pastabos apie **Tarptautinėje teisės ir verslo aukštojoje mokykloje (TTVAM) įgyvendinamą Turizmo ir viešbučių verslo vadybos programą**. Vertinimo procedūra atitinka SKVC nustatytą laipsnį suteikiančių programų vertinimo tvarką ir yra pagrįsta Kolegijos pateikta savianalizės suvestine bei vertinimu, dėl kurio vertinimo grupė susitarė vizito metu apsilankiusi patalpose ir po diskusijų.

Ši programa įregistruota 2002 m. ir įgyvendinama taikant nuolatinę ir iššęstinę studijų formas. Programos dėstymui sustiprinti taikomas nuotolinio mokymosi metodas. Kolegijos patalpos yra patogioje vietoje miesto centre, jos tinkamai eksploatuojamos. Pagal *Turizmo ir viešbučių vadybos* programą absolventai rengiami turizmo ir viešbučių sektoriaus vadybininkais. Nors šios programos numatomi studijų rezultatai yra tinkami ir gerai suformuluoti, juos dar galima nemažai tobulinti. Todėl kolegijai rekomenduojama aptarti numatomus programos studijų rezultatus su socialiniais dalininkais, o ypač su socialiniais partneriais.

Teorijos ir praktikos derinimas yra svarbus *Turizmo ir viešbučių verslo vadybos* programos komponentas. Ir studentai, ir socialiniai partneriai mano, kad praktinį mokymą reikėtų dar labiau sustiprinti, jei įmanoma. Vertinimo grupės nuomone, tai duotų daugiau naudos studentams ir turėtų teigiamo poveikio jų profesionalumo ugdymui ir būsimai karjerai.

Programos tikslai ir numatomi studijų rezultatai yra pagrįsti profesiniais reikalavimais ir darbo rinkos poreikiais, jie atitinka profesinio bakalauro laipsnį suteikiančioms programoms keliamus reikalavimus. Vertinimo grupė rekomenduoja, kad nustatant praktikos įmonėse laiką būtų atsižvelgiama į turizmo sezonus ir praktikos laikotarpiai būtų ilgesni. Be to, absolventams ne tik suteikiamas bakalauro laipsnis – jie dar gauna Amerikos viešbučių ir apgyvendinimo mokymų instituto (*American Hotel and Lodging Educational Institute*) (tarptautinį) svetingumo vadybos diplomą, kurį vertina šios programos studentai, dėstytojai ir absolventai.

Jaučiamas stiprus poreikis geriau mokėti užsienio kalbas, ypač anglų ir rusų, nes būtent šių kalbų labiausiai reikia darbuotojams, kurie bendrauja su į Lietuvą atvykstančiais turistais. Kolegija pasiekė pažangos mokydama studentus anglų kalbos, ir dabar kai kuriuos dalykus paskutiniaisiais studijų metais galima mokytis lietuvių arba anglų kalba.

Kolegijos dėstytojai yra energingi; jų skyrimas atitinka teisės aktų reikalavimus. Vertinimo grupė gerai vertina kolegiją už naujiems dėstytojams skirtą supažindinimo ir pradinio mokymo programą. Yra ir ką tobulinti: šiuo metu tik 4 dėstytojai turi daktaro laipsnį, taigi juos reikėtų paremti, kad šis skaičius išaugtų iki 10. Daugelis darbuotojų turi tiesioginės darbo turizmo ir (arba) svetingumo sektoriuje patirties, o jei jos neturi arba šiame sektoriuje dirbo jau seniai, kolegija turėtų organizuoti jiems trumpą praktiką įmonėse, kur jie dirbtų kartu su socialiniais partneriais.

Kai kurie dėstytojai dalyvauja mokslinių tyrimų veikloje, tiesiogiai susijusioje su šia studijų programa, bet tokių yra nedaug, taigi kolegija turėtų stengtis daugiau darbuotojų įtraukti į mokslinius tyrimus. Vienas iš būdų moksliniams tyrimams paskatinti būtų studentų baigiamųjų darbų sąrašo paskelbimas Kolegijos interneto svetainėje. Dabartinė praktika yra saugoti geriausius darbus (įvertintus 9 arba 10) bibliotekoje. Šių darbų temų paskelbimas interneto svetainėje arba viešbučių ir (arba) turizmo informaciniame biuletenyje galėtų atkreipti didesnę sektoriaus įmonių dėmesį.

Kolegijos pastatas yra patrauklus, gerai eksploatuojamas. Jame įrengta biblioteka, kurios darbas gerai organizuotas. Nors studentai turi galimybę naudotis kai kuriomis duomenų bazėmis, reikėtų daugiau jų įsigyti, kiek leidžia finansai. Kolegija skyrė lėšų virtualiai mokymosi aplinkai *Moodle* įsigyti, bet, kadangi kurti gerus elektroninio mokymosi išteklius yra brangu, kolegijai kartu su kitomis kolegijomis reikėtų ištirti galimybę bendrai naudotis šiais ištekliais sukūrus išteklių saugyklą. Tai būtų abipusiškai naudingas susitarimas.

Priėmimo reikalavimai yra pagrįsti; jie paremti LR Švietimo ir mokslo ministerijos reglamentais, nors kai kurių dalykų vertinimą būtų galima peržiūrėti. Kasmet buvo priimama daugiau kaip po 100 studentų, bet neseniai šis skaičius sumažėjo iki 30 – yra pagrindo susirūpinti. Studentai aktyviai dalyvauja judumo programoje – didelis ir atvykstantasis, ir išvykstantasis judumas. Galimybė padidinti judumą būtų praktika užsienio įmonėse.

Vertinimo grupė vizito metu pastebėjo, kad studentams teikiama reikiama akademinė ir socialinė pagalba, įskaitant stipendijas, konsultavimo paslaugas ir socialines programas. Programos vadyba gera: sukurta aiški sprendimų priėmimo struktūra, dokumentais įformintos (priėmimo, praktikos) procedūros, bendradarbiaujama su socialiniais dalininkais ir aiškiai paskirstyta atsakomybė. Beveik visuose sprendimus priimančiuose organuose, įskaitant Studijų programos komitetą, yra dėstytojų, studentų ir socialinių partnerių atstovų. Kolegija sukūrė kokybės kultūrą; nuolat aptariami pagrindiniai reguliarių apklausų, studentų grįžtamojo ryšio ir t. t. duomenys. Tai leidžia manyti, kad požiūris į kokybės užtikrinimą yra atviras ir skaidrus.

III. REKOMENDACIJOS

1. Tarptautinė teisės ir verslo aukštoji mokykla (TTVAM) ir jos socialiniai partneriai turi apsvarstyti šios programos numatomus studijų rezultatus.
2. Reikėtų sustiprinti kalbų mokymą šioje programoje, kad studentai galėtų pasiekti priimtina anglų ir galbūt dar rusų kalbos mokėjimo lygį.
3. Pirmaisiais dviem šios programos įgyvendinimo metais studentams turėtų būti skirta daugiau laiko praktikai svetingumo ir (arba) turizmo sektoriaus įmonėse. Be to, kolegija kartu su socialiniais partneriais turėtų apsvarstyti galimybę lanksčiau nustatyti studentų praktikos įmonėse laikotarpius.
4. Kolegija turėtų ištirti studentų gebėjimą rašyti baigiamąjį darbą anglų kalba. Šiuo metu tai gali daryti studentai, kurie šią programą studijuoja anglų kalba, bet būtų galima leisti ir kitiems studentams.
5. Kolegija turėtų organizuoti akademinio personalo, keletą metų nedirbusio pramonės sektoriuje, praktiką įmonėse.
6. TTVAM reikėtų skatinti dėstytojus siekti daktaro laipsnio, kad turėtų 10 etatinių darbuotojų.
7. Studentų baigiamųjų darbų temos turėtų būti skelbiamos kolegijos interneto svetainėje.
8. Turi būti didinamas duomenų bazių, kuriomis dėstytojai ir studentai gali naudotis bibliotekoje, skaičius.
9. TTVAM turi ištirti galimybę dalytis elektroniniais ištekliais su kitomis Lietuvos aukštosiomis mokyklomis.

<...>

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

¹ Žin., 2002, Nr.37-1341.