STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Utenos kolegijos

TURIZMO IR VIEŠBUČIŲ ADMINISTRAVIMO PROGRAMOS (653N83006)

VERTINIMO IŠVADOS

EVALUATON REPORT

OF *TOURISM AND HOTEL ADMINISTRATION* (653N83003)

STUDY PROGRAMME

at Utena College

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Išvados parengtos anglų kalba
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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Tourism and Hotel Administration*
State code	653N83006
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
Date of registration of the study programme	7th June, 2011

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I. INTRODUCTION

Utena College (hereinafter the College) was established as a state higher education institution in 2000 and was re-organised in 2011. Although the College refers to itself as Utena University of Applied Sciences in the English version of the Self-Evaluation Report, its title in the official State register of Lithuania translates as College and that will be used here. The College consists of two faculties, a Faculty of Business and Technologies and a Faculty of Health Care and Social Care. The Faculty of Business and Technologies has 9 departments one of which is the Tourism and Hotel Administration Department (hereinafter the Department). There are 11 programmes located in the faculty and one of these is the Tourism and Hotel Administration Study Programme (hereinafter THA) located in the Department The programme was registered in June 2011 and was accredited in that year for 3 years. THA is offered in both full-time and part-time modes and is the only programme in the field of tourism and recreational studies offered at the College. The number of students admitted in 2012 was 44 of whom 23 were for the full-time programme and 21 were for part-time study.

Evaluation Team

The chairman of the team: Prof. Dr. Frank McMahon, former Director of Academic Affairs and Director of the College of Tourism and Hotel Management, Dublin Institute of Technology and currently a Bologna Expert; Egle Dunauskiene, Director of Human Resources at Hoteliers Co. (representative of the social partners), Audrone Luksaitiene, Head of the Department of Tourism, Kaunas College, Ass. Prof.Dr. Claudia Moessenlechner, Head of the Language Center at Management Center Innsbruck (MCI), Senior lecturer, Dr. Csilla Szalok, Head of Department of Tourism, Budapest Business School College of Commerce, Catering and Tourism, and Simonas Valionis, Vilnius Business College (student representative).

The team was supported by an SKVC evaluation coordinator.

The procedure of the evaluation

The Self-Evaluation Report (SER) of the first cycle programme Tourism and Hotel Administration Study Programme was made available to the expert team in September, 2013, more than a month before the planned visit to the College. The SER had been prepared by a group broadly representative of the College community, including a student, a social partner and a Professor from KTU.. All the members of the team examined the SER and its annexes individually and

contributed to the preparation of a preliminary report which indicated strengths and weaknesses and discussion points. The team obtained further written information during the site visit (most notably a study plan that showed the sequence of subjects studied) on 23 October, 2013 and meetings were held with senior management, programme coordinators, teachers, students, and social partners and the facilities available to the programme were viewed. After the visit the team 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 continued to amend the draft report by email correspondence and their comments were integrated into one document by the chairman until an agreed report was produced.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The main aim of THA is "to prepare specialists able to administer Tourism and Hotel Business, establish a tourism company and coordinate its activity, assure quality of services, work with modern technologies and perform applied researches of own area".

The programme aims and learning outcomes are generally well defined but the use of the term "administration" may not do justice to the skills developed by graduates as the word is sometimes used to indicate low level clerical work. It may be helpful for the College to focus on the management aspects such as marketing, HR management and financial management in the term 'administration'.The programme focuses not only on starting a business but also on the others steps of successfully operating small and medium-sized enterprises. Taking into consideration the role of small businesses in the tourism market, this seems to be important and useful.

The aims of the programme enable students to develop independently tourism products and to create sustainable quality in tourism.

The College reviews the study programme intended learning outcomes once a year by surveys of students, graduates and employers. These surveys include reports on student performance in industry in areas such as Food Preparation and Food Service and work in Tourism Company. The reports on performance are discussed in the Department and may lead to changes in the teaching methods and learning outcomes are revised.

The College continuously gets feedback and has developed learning outcomes which are based on the feedback. The whole training programme is tested every 3 years. When the programme was revised in 2011, it is estimated that 70% of the programme was changed. This demonstrates the capacity for radical overhaul that exists in the change processes of the College.

The College might want to reconsider the level of detail in learning outcomes to ensure a consistency of practice.

It is important to develop stronger consistency between objectives and adaptation of market needs in higher education in order to enhance the training programme in the future.

The programme aims and learning outcomes seem are based on both professional requirements and the needs of the labour market. There is an impressive amount of interaction with employers and other professionals in the field so that aims and learning outcomes are regularly revised. There is also feedback from student internships which helps to identify any weaknesses that need to be eliminated. The College needs to take steps to communicate the programme aims clearly and proactively to the industry.

The programme aims and learning outcomes are consistent with a Professional Bachelor degree, which is the qualification offered. They are also consistent with those suggested by the Dublin Descriptors and the national descriptor of study cycles.

The team recommends a change in terminology to indicate the management roles for which graduates are being prepared. Enhance of the knowledge of management and strengthening the domestic enterprise market would open wider the doors for large firms to the international market.

The name of the programme (Tourism and Hotel Administration) its learning outcomes, its content and the qualification offered are compatible with each other. In particular, the panel commends the prominence which is given to practical work as well as theoretical studies throughout the programme. Indeed, it was the view of both students and social partners that practical training in industry should be extended, if possible.

2. Curriculum design

The curriculum design meets legal requirements in regard to a Professional Bachelor degree, i.e. the scope of the programme is 180 ECTS, Core and Compulsory subjects are not less than 135 ECTS (they are 151 credits), General subjects are not less than 15 credits (they are 20 ECTS), Practice and Practical training is not less than one third of the study programme (it is 45%), the Graduation thesis is worth at least 9 ECTS (it is worth10 credits) and the number of subjects studied per semester does not exceed 7.

Both students and social partners felt that the period of practice should be longer. Furthermore, the timing of the industrial placement should take account of the tourism seasons.

A study plan was provided which indicated all of the hours allocated to each subject and the ECTS credits. The study plan is coherent and in alignment with the programme aims. However, there are 28 credits allocated to the Specialization subjects. It could be made clearer, that the Hotel Administration Specialization includes subjects like management, marketing, HR subjects and similar. In the Services of Travel Organization Specialization, subjects falling under the title Management of Travel Agencies should be included. In the Organization of Rural Tourism Business specialization a subject on tourism destination management would be essential to show to the students the necessity and opportunities of cooperation to make local tourism successful.

The study subjects are spread evenly throughout the programme (generally 6 or 7 per semester) and their themes are not repetitive. In some instances subjects are repeated in successive years to allow for an introduction followed by a deepening of the subject matter.

The content of the subjects is consistent with the type and level of the studies. There was a strong wish expressed by both students and social partners to include more foreign languages spread out over several years of the programme for both the first and second foreign language. The social partners expressed a desire for a greater effort in regard to communication lessons.

The content and methods of the subjects are appropriate for the achievement of the intended learning outcomes. It was felt that the assessment of subjects was very well related to the content and delivery of the subjects.

The scope of the programme is sufficient to ensure learning outcomes at Professional Bachelor level.

There seems to have been no consideration given to routes which students might take to bring their qualification to Master's degree level, possibly because Utena College has no graduates from this programme to date. But experience elsewhere suggests that many students wish to proceed to further study so some consideration should be given in the near future to possible routes. In particular, it will be necessary to negotiate with universities routes to Master's degrees which minimize the bridging studies that graduates of THA will have to undertake.

There is some evidence that the programme reflects the latest achievements in research. The panel met some staff members who were research active. There is a clear need for a much greater effort on behalf of the faculty in general.

The current regulations for faculty members to have their appointment renewed is the production of one research paper (or similar) in every five year period. The team recommends that a better objective would be one research contribution per year from each faculty member as this might help to bring the College to a situation where their teaching is based on the latest research. In this context, the team recommends a liberal definition of research output to include a paper, a presentation to an international conference, a consultancy report, etc.

It is highly desirable that students are involved in these research activities where appropriate. The panel commends the College on the production of its applied research booklet and on the fact that there are some research projects that involves the industry.

The fact that the programme is taught using a broad PBL approach in teaching is proof that the college takes the issue of modern teaching methodology seriously.

The distance learning programme for part time students at Visaginas is proof of the efforts to create e-learning opportunities and a modern teaching environment.

3. Staff

The legal requirement is that the programme is provided by staff members who hold a Master's degree or equivalent and who have at least three years' experience working in the Tourism or Hotel industry. The team was satisfied that the study programme is provided by staff meeting all legal requirements for a Professional Bachelor degree. The staff number includes practitioners from the industry and two university professors.

All of the staff hold a Master's degree or higher. Of the 24 teachers, there are 2 Professors, 6 docents and 16 lecturers. Six staff members hold research degrees and one lecturer is on track to complete a research degree (doctorate). One third of the teaching on the programme is done by staff members who hold doctorate degrees.

In addition to their academic qualifications, many of the staff members have had work experience in the Hotel or Tourism sector. This gives them insights into industry practices and credibility with students and employers.

The teaching staff members are experienced in teaching with 83% having more than 10 years' experience. Based on the evidence cited above, the team concluded that the qualifications of the staff teaching the programme are adequate to ensure the achievement of the intended learning outcomes. The fact that they often organize vocational training in English enhances teachers' professionalism.

While there are 24 people teaching on the programme, it appears that most are not full-time. On the basis of their analysis and discussions with teachers and students, the team concluded that the number of teachers is sufficient to ensure the learning outcomes.

The study programme commenced in 2011 so there has been little time for trends in staff turnover. In fact the number of teachers has been growing (from 12 in year 2011, to 22 the following year and to 24 in the current academic year. However, if these numbers all relate to part-time staff it is not possible to calculate if in fact the teaching capacity has grown. The team conclude that teaching staff turnover is not a barrier to the successful provision of the programme.

The College appears to be very active in assisting the professional development of staff. The College has invested in teaching the staff how to use a PBL methodology for learning and teaching. It has also trained staff in the use of e-learning.

Whilst the staff members are adequately educated in their field there is no mandatory requirement for certified training in pedagogy. The team recommends the development and implementation of such a certified training and that it be mandatory for all new teaching staff. This would ensure that they are competent to teach as required in the European Standards and Guidelines (ESG). As the

number of new staff may be quite low each year, even at a college level, consideration should be given to collaboration with other colleges for the development and offering of this certified training. There is a good record of teacher involvement in mobility programmes with 12 teachers travelling outside Lithuania in the period 2011-13, financed by the Erasmus programme. There was also activity in regard to internships in industry with "a larger number of lecturers" involved. It is further claimed that 16 lecturers went on internships to foreign institutions (SER page 16). The team commends the commitment of the College to staff development via mobility programmes.

The staff members teaching on the THA programme are actively involved in research projects (11 projects in academic years 2011/12 and 2012/13). Many of these projects are done with industry partners.

The active participation in scientific conferences was mentioned with 27 teachers of THA having been speakers in the period 2011 to date. Staff at the College organize a conference every second year on the theme of Sustainable Development. This is a useful vehicle for the encouragement of research as a normal part of the workload of a lecturer.

Teachers have an extensive professional experience but they have to increase the number of publications in connection with tourism. Only 3-4 teachers have publications in the field of tourism.

All of this indicates a department that is alert to the benefits of research activity. The team commends the activity and encourages the Department to seek to ensure that the research findings are integrated into the teaching programme in Tourism & Hotel Administration.

4. *Facilities and learning resources*

The College premises are attractive and well-maintained and provide a good learning environment for students.

The College uses online facilities to provide teaching and support to part time students at Visaginas; this teaching is provided from a video-conferencing suite at Utena. There are well-developed Study Guides to help the students. The facilities allow students to talk to teachers or to talk among themselves.

The Hotel Centre has some 3-bedded rooms which can be let and generate some income for the Department though it was not clear that this activity was profitable.

There is a catering suite with kitchen, restaurant and bar which provide an introduction to these subjects for students but the premises are small. They would not be able to accommodate a class group of 15 students which is a norm for such classes. In addition, it does not allow the presentation of modern kitchen equipment and appliances.

The Practice Firms Training and Hospitality Training Center will help to strengthen the hands-on training, and demonstration lessons are perfect, however this practical teaching facility needs further development.

The programme includes student placement in a Tourism company in year 2 for 4 weeks (6 credits) and further placements in semester 3 for 4 weeks (7 credits) and for 6 weeks (9 credits) and in semester 6 for 6 weeks (10 credits). The College has signed an agreement with the Hotel and Restaurant Association concerning student placements .Culinary Heritage Licence membership helps to place students in the country.

During the team visit students indicated their appreciation of the opportunity for work placement and articulated the wish for different types of placements in order to get work experience in a wider range of tourism fields.

There is a network of industry partners who have signed an agreement with the College to provide placements for students which should ensure that there are adequate arrangements for students' practice (both in quantity and quality). There is a College tutor and an industry supervisor in respect to industry placements. Students are asked to create placement reports which are then discussed with both employers and the College. Also, there is a simulation unit in the college.

The team concluded that the College has adequate arrangements for students' practice.

It appears that the college has devoted considerable funds to the development of teaching materials in recent years and has benefitted from EU structural funds for this purpose. The panel could not visit the library as it was under construction at the time of the visit. Details of the book stock in the library were obtained by the team (just over 100 books on Tourism) and it concluded that the book stock is not yet adequate. In addition to the book stock the College has some

databases but will need more databases in order to conduct the research activities mentioned above.

There has also been an investment in Moodle e-learning platform. This is very much appreciated by students and should be extended to all students. It is particularly helpful for part-time students (who constitute almost 50% of all students on the THA programme).

Since almost all the teaching at the College and generally in Lithuania is in the Lithuania language it is not easy to avail of Moodle resources developed in other countries. As the cost of developing resources is time-consuming and expensive, there is a strong case for a sharing of resources with other HEIs in Lithuania. Some resources could be shared across disciplines. It is recommended that the College investigate the feasibility of a sharing scheme.

There is a Practice Firm Centre which was developed in cooperation with employers. Students use the facilities to produce a newspaper.

5. *Study process and student assessment*

The analysis of student Competitive Score on admission (Table 11) mentions scores in History and Geography. There is no good reason why these subjects should be favoured in applicants but there is a good reason for favouring student ability in foreign languages (which is also mentioned) as languages feature in the programme.

The steps taken to promote the programme seem energetic and deserving of success (presentation in schools, advertising on radio and on TV, on-line presence). The presentations in schools were preceded by the signing of agreements with those schools in the region and as a result the presentations were made to over 1,000 potential students.

Many of the students who are admitted come from the region which indicates the strong presence of the College in its region.

The programme is delivered in two semesters per annum though not necessarily of equal duration as regards classes: In the first year the first semester is 18 weeks while the second semester is 14 weeks, after which students spend 4 weeks on a Food Preparation & Service Practice in a catering company. During year 2, Autumn Semester, students spend 14 weeks in classes followed by a

Specialty Skills Development Practice and in the Spring Semester spend 12 weeks in classes followed by 4 weeks in a Tourism company. In the final year, students spend 19 weeks in the Autumn Semester in classes and 6 weeks in classes in the Spring Semester followed by Practice in a Tourism company and the writing of the Graduation Thesis.

Students who met the team expressed themselves pleased with the study process and in particular with the practice sessions. If anything, they would like longer practice sessions.

The College is strongly committed to the provision of part-time opportunities for students in this study field. So a cohort is recruited of roughly equal size with the full-time cohort. Some of these part-time students are provide with classes via video conferencing and students can attend a centre in Visaginas which facilitates their participation in video conferences without travelling to Utena. The team met some of the part-time students and they appeared happy with the arrangements.

The team learned that some students are involved in applied research with the industry. This involvement came about because there were three funded consultancy projects in which it was possible to involve students. The team commends this development and urges the College to try to extend the number of such sponsored projects so that more students can complete their Graduation thesis in such circumstances. Ideally, all final year students would participate in industry-backed projects.

Students participate in Erasmus student mobility programmes; a competition is announced twice each year (February and September). Some go for study purposes to Turkey, Cyprus, Latvia and Finland. Others go for work practice to Greece, Turkey and Cyprus. The team approves of these activities. However, this is not enough and further measures are required to increase the number of students in mobility programmes.

The introduction of subjects taught in English in Utena would encourage a growth in the number of incoming students and at the same time further improve the English language abilities of Utena students.

While the traditional approach to student mobility was based on students attending classes abroad, there is now increased interest in students completing their industry practice abroad. This can be as valuable as classes abroad. Students going for an international work placement might help to meet the College's goal of strengthening its internationalization efforts.

The European target for student mobility is 20% of all graduates to have studied abroad by the year 2020. The national target for Lithuania is rather more modest at 2.5% per annum (which might amount to a cumulative 5% or 7.5% on a 3-year or 4-year programme. The best prospect for the College to raise its mobility rate would seem to lie with increasing the work experience abroad.

The College provides a range of student supports including scholarships, financial aid, dormitories and career counseling.

The scholarships are independent of the state-financed places on the programme. The financial aid is meant to assist when a student' circumstances are changed radically by events such as the death of a parent or the birth of a child.

There is a Students' Home which offers accommodation for students and it is claimed by the College that there are places for all students if they so wish.

There is a reasonable amount of involvement in Sports including football and basketball.

There is a programme of social activities which have a learning dimension including the tasting of Christmas and Easter foods. There is also a Tourism Club which organizes events including a Tourism week including culinary events. The team concluded that there is an adequate level of academic and social support for students.

The College works on a cumulative point system and the assessment system is publicly announced on their website. It is claimed by the College that every lecturer commences his/her teaching programme with a description of the assessment method to be used; students who met the team confirmed that this is the case.

Feedback is provided to students after every test and team members saw evidence of this during the visit.

As there are no graduates from the revised programme as yet (the new programme was introduced in 2011), it is not possible to answer this question. But social partners who have provided placements for the students speak highly of them so expectations are high.

6. *Programme management*

There are clear decision-making structures, documented lines of communication and responsibilities throughout the College.

Decision-making is performed by the Department, Dean's office, the Faculty Board, the Academic Council and the Board. The communication and decision-making loop includes faculty members teaching the programme who, together with the Department Head, regularly discuss all relevant issues.

Students are represented on almost all the decision-making bodies whose actions affect them. These bodies include the Academic Council and the Faculty Board but it seems not the Programme Committee.

A Study Programme Committee for the THA programme that meets twice per semester was mentioned in the meetings with the team. The review team suggests to further formalise these meetings by the inclusion of student representatives (one per year of the programme) and the social partners.

There is also a need to communicate a clear goal for these meetings of the Programme Committee and to ensure the rapid communication of the outcome of meetings. Such a process would facilitate involvement by students in the QA process and the speedy resolution of any problems at a local level.

The College has designed a system of regular surveys of stakeholders by which information is collected and analysed as part of a quality assurance system. These surveys include an annual survey on the internal quality of studies, surveys of the opinions of students and teachers, surveys of graduates and their role in the labour market, and surveys of student satisfaction at the end of each semester. The team is satisfied that the QA system is adequate.

The College has produced a Quality Guide and the Rector appoints people with responsibilities for the design and implementation of surveys of stakeholders (teachers, students, employers). The main findings of the internal and external evaluations are discussed in various forums (Department

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of T & HA, Dean's office, Academic Council and Faculty Staff meetings) and are made public in the internet site.

All this suggests a comprehensive and open approach to ensuring that the outcomes of internal and external evaluations are used for the improvement of the programme. The evidence from the 2011 re-design of the programme is that the process can yield far-reaching changes. One possible weakness is that students do not seem to be much involved in the process.

There is good active involvement of most stakeholders including teachers and employer bodies. Students are also involved but perhaps not to the extent that one would expect.

During the team visit social partners positively commented on regular 'round table discussions' with the college and a 'reflection week' after student placement. These two measures could perhaps be more formalized to become part of the internal QA system.

The QA measures appear to be effective and efficient, though it is difficult to make a final decision in the absence of cohorts of graduates.

Given the very strong focus on PBL teaching methodology the team advises the College to set up a formalized and clear QA system for teaching effectiveness. The distance learning programme the college has just started seems to be effective, though it is difficult to assess QA measures at this early stage. During the team visit students enrolled in the distance learning programme have mentioned the need for more consultation hours.

The QA measures appear to be effective and efficient, though it is difficult to make a final decision in the absence of cohorts of graduates.

III. RECOMMENDATIONS

1. Re-visit the learning outcomes with a view to ensuring that the level of detail is consistent. The topics of the theses, their content and quality of elaboration are practically the most important assessment points in the programme. A final conclusion on the achievement of the programme aims and learning outcomes can be done only by measuring this phase of the teaching process.

2. Improve the communication of the programme aims to all stakeholders, especially the social partners.

3. Change the terminology of subject titles to indicate the management roles for which students are being prepared after graduation.

4. Put more emphasis on English language skills and the second foreign language.

5. Consideration should be given by College management to the negotiation with universities of routes to Master's degrees with a minimum of bridging studies.

6. Introduce a certified, mandatory training course in pedagogy and assessment for all new teachers to be taken in their first two years.

7. Establish a new objective for each teacher of one research contribution per annum. The research and publication activity related to tourism has to be strengthened. This will also contribute to the introduction of new trends of tourism continuously into the programme in order to ensure its up-to-date character.

8. Seek to ensure that research findings are integrated into the teaching of study programmes

9. Continue to build up the stock of Tourism books and appropriate databases in the library.

10. Extend Moodle to all subjects and try to agree a resource sharing arrangement for Moodle resources with other HEIs in Lithuania.

11. Try to extend the industry involvement in students' Graduation theses so that all theses are industry based. The theses should be linked with the student's final placement and his/her career plans in the tourism industry

12. Increase the international mobility of students by involving more in work placement abroad.

13. Formalise the involvement of social Partners and students in programme committees.

14. The strength of the institute is the activity of students, such as their involvement in leisure activities and in the city's community events. But the participation of Utena College students in Erasmus mobility programmes, both for study and work placement abroad, has to be enhanced generally.

15. More consultation hours are needed by students studying part-time and these hours can be provided via Moodle or face to face. Students need to be active in requesting these hours and staff active in providing them.

IV. SUMMARY

In the following, a summary of comments regarding the Tourism **and Hotel Administration Program (THA) at Utena College** is given. The process of evaluation follows the SKVC system for the evaluation of degree programmes and is based on the Self-Assessment/Evaluation 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 June 2011 and is offered in both full-time and part-time modes and is the only programme in the field of tourism and hotel administration offered at the College. The part-time study programme follows a blended learning concept, where students are taught and tutored online. The THA programme prepares graduates to administer Tourism and Hotel Businesses, establish tourism companies and coordinate the respective activities, undertake quality assurance measures and perform applied research in the field. Bearing these aims in mind, the Review Team felt that the term 'administer' is too narrow as it does not include vital management activities such as marketing, HR management or financial management. The communication of the programme aims is vital and the team has recommended that the College improves the dissemination of programme aims to **all** stakeholders, especially the social partners. Therefore, the College needs to take more proactive steps to clearly communicate programme aims to the industry. The combination of theory and practice is an important and strong component of the THA programme. This is reflected in the curriculum, didactics, compulsory practical work and the fact that a large portion of the faculty does have (some) work experience in the field of tourism. Indeed, both students and social partners felt that practical training could 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 Team commends the College on surveying learning outcomes regularly. However, the Team also recommends a review of learning outcomes so that ideally, all outcomes refer to a similar and consistent level of detail.

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 programme scope is 180 ECTS, Core and Compulsory subjects are given 151 credits, General subjects are 20 ECTS credits and Practice and Practical training comprises 45 % of the study programme. The number of subjects studied in one semester does not exceed 7. The

Review Team recommends that the timing of the industrial placement should consider tourism seasons and allocate longer periods of practice.

Graduates in tourism should be prepared to interact with persons from other cultures and to manage in circumstances where business and social conventions are different than the graduate's native country. The Review Team suggests that the College makes Hotel Specialization subjects more visible in that it needs to be clear that these include management, marketing and similar. A subject like Tourism Destination Management is highly recommended. Subjects falling under the title Management of Travel Agencies should be included. More hours should be allocated to the first and second foreign language.

The staff members of the College are research active and there is evidence that the programme reflects the latest achievements in research and teaching. The Review Team commends the College on this and recommends further focus on research output like papers, consultancy reports, conference presentations and applied research projects. The distance learning programme at Visaginas is proof of the efforts to create modern teaching and learning opportunities. The Problem Based Learning approach in teaching the students at Utena allows students to individualize their own learning and seek help through tutorials etc.

The College building is attractive and well-maintained. The premises are equipped with online facilities for teaching the part-time students at Visaginas and there are facilities allowing students to do self-study work or talk to teachers. There is a Practice Firm Center which was set up in cooperation with social partners. Practical teaching facilities (catering suite with kitchen, restaurant and bar) need further development. During their visit the Review Team has learned that there are plans to do this in the near future.

Work placements in tourism companies are an integral part of the THA programme. The College has several agreements with the industry that help to place students in the country. However, students indicated a desire for placements in a wider variety of tourism settings. The College helps its students to make full use of their learning experiences in that it requires placement reports to be discussed with employers and College supervisors.

The College has invested in the development of teaching materials and maintains a Moodle e-learning platform for part-time students. This platform could be made available to all students.

The admission requirements are well founded and the College actively promotes the programme to attract potential students. This also results in a strong presence of the College in its region. Students who talked to the Review Team during its visit have been pleased with the study process and the compulsory practice sessions. Some students take part in applied research projects. This should be made an even stronger focus in the programme. Although there are opportunities for students to study abroad, the number of students in these mobility programmes has to be increased. 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, counseling 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. The College has created a Quality Guide 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. Students to whom the Review Team talked suggested even stronger involvement in these processes. In the absence of cohorts of graduates the Team cannot make a final decision on the quality assurance measures in place, but they appear to be effective and efficient.

V. GENERAL ASSESSMENT

The study programme *Tourism and Hotel Administration* (state code – 653N83006) at Utena College 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	3
2.	Curriculum design	3
3.	Staff	3
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:	**19**

*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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Grupės nariai:
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UTENOS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *TURIZMO IR VIEŠBUČIŲ ADMINISTRAVIMAS* (VALSTYBINIS KODAS – 653N83006) 2013-10-29 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-513-1 IŠRAŠAS

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V. APIBENDRINAMASIS ĮVERTINIMAS

Utenos kolegijos studijų programa *Turizmo ir viešbučių administravimas* (valstybinis kodas – 653N83006) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	3
	Iš viso:	**19**

* 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 pateikiama pastabų apie **Utenos kolegijoje** vykdomą **Turizmo ir viešbučių administravimo programą (TVA)** santrauka. Vertinimo procedūra vykdoma pagal SKVC sistemą, laipsnį suteikiančių programų bendruosius reikalavimus ir yra pagrįsta Kolegijos pateikta savianalizės suvestine bei išvadomis, taip pat vizitu Kolegijoje bei vėlesniu aptarimu.

Programa buvo įregistruota 2011 m. birželio mėn. ir teikiama nuolatinių bei ištęstinių studijų forma; tai vienintelė kolegijos siūloma turizmo ir viešbučių administravimo srities programa. Ištęstinių studijų programos mokymosi koncepcija mišri, studentai mokomi ir konsultuojami internetu. Pagal *Turizmo ir viešbučių administravimo* programą studijavę absolventai yra pasirengę administruoti turizmo ir viešbučių verslą, kurti turizmo įmones ir koordinuoti jų veiklą, taikyti kokybės užtikrinimo priemones ir vykdyti šios srities taikomuosius mokslinius tyrimus. Atsižvelgdama į šiuos tikslus vertinimo grupė mano, kad sąvoka „administruoti" yra per siaura, nes neapima labai svarbių valdymo veiklos rūšių, pavyzdžiui, rinkodaros, viešbučių ir restoranų vadybos ar finansų valdymo. Ypač svarbu pranešti apie programos tikslus, taigi grupė rekomenduoja, kad kolegija veiksmingiau perduotų šią informaciją **visoms** suinteresuotosioms šalims, ypač socialiniams partneriams. Todėl kolegija turi aktyviau imtis priemonių aiškiai pranešti apie programos tikslus pramonės sektoriui.

Stiprus *Turizmo ir viešbučių administravimo* programos komponentas yra teorijos ir praktikos derinimas. Tai rodo programos dalykai, didaktika, privalomas praktinis darbai ir tai, kad didelė fakulteto (dėstytojų, studentų) dalis turi darbo turizmo srityje patirtį. Ir studentai, ir socialiniai

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partneriai neabejoja, kad, jei įmanoma, praktinį mokymą dar reikėtų sustiprinti. Vertinimo grupė mano, kad tai suteiktų studentams pridėtinę vertę ir turėtų teigiamo poveikio studentų būsimai karjerai bei profesiniam tobulėjimui.

Ekspertų grupė palankiai vertina tai, kad kolegija nuolat apžvelgia studijų rezultatus. Tačiau taip pat rekomenduojama įvertinti numatomus studijų rezultatus, kad jie visi būtų vienodai išsamūs.

Programos tikslai ir numatomi studijų rezultatai yra pagrįsti profesiniais reikalavimais bei darbo rinkos poreikiais ir atitinka profesinio bakalauro laipsnį, t. y. suteikiamą kvalifikaciją. Programos apimtis yra 180 ECTS kreditai, Pagrindiniams ir privalomiems dalykams skiriamas 151 kreditas, bendriesiems dalykams – 20 ECTS kreditų; praktika ir praktinis mokymas sudaro 45 proc. studijų programos. Vieno semestro metu studijuojama ne daugiau kaip 7 dalykai. Vertinimo grupė rekomenduoja, kad nustatant praktikos įmonėse laiką būtų atsižvelgiama į turizmo sezoną, o pats praktikos laikas būtų ilgesnis.

Turizmo specialybės absolventai turėtų būti pasirengę bendrauti su kitų kultūrų žmonėmis ir vadovauti aplinkybėmis, kai verslo sąlygos ir socialiniai formalumai yra kitokie nei absolvento kilmės šalyje. Vertinimo grupė pataria kolegijai aiškiau pateikti viešbučių specializacijos dalykus, kad būtų matyti, jog jie apima vadybą, rinkodarą ir panašiai. Primygtinai rekomenduojama įtraukti *Turizmo vietų vadybos* dalyką. Dar reikėtų įtraukti *Kelionių agentūrų vadybą* apimančius dalykus. Pirmajai ir antrajai užsienio kalbai turėtų būti skiriama daugiau valandų.

Kolegijos personalas aktyviai atlieka mokslinius tyrimus, yra įrodymų, kad programoje atsispindi naujausi pasiekimai mokslinių tyrimų ir dėstymo srityse. Vertinimo grupė palankiai vertina šį kolegijos darbą, rekomenduoja ir toliau daug dėmesio skirti mokslinių tyrimų rezultatams – straipsniams, konsultacijų ataskaitoms, konferencijų pranešimams ir taikomųjų mokslinių tyrimų projektams. Nuotolinio mokymosi programa Visagine yra pastangų sudaryti šiuolaikinio mokymo ir mokymosi galimybes pavyzdys. Problemų sprendimu grindžiamas studentų mokymas Utenoje suteikia jiems galimybę mokytis savarankiškai ir prašyti konsultantų pagalbos.

Kolegijos pastatas patrauklus ir gerai prižiūrimas. Patalpose įrengtos Visagino ištęstinių studijų studentams skirtos šiuolaikinės interneto priemonės ir priemonės, suteikiančios studentams galimybę dirbti savarankiškai bei kalbėtis su dėstytojais. Kartu su socialiniais partneriai įkurtas Praktinės įmonės centras. Praktinio mokymo priemones (maitinimo vieta su virtuve, restoranu ir baru) dar reikia tobulinti. Vizito metu vertinimo grupei buvo pasakyta, kad netolimoje ateityje tai planuojama padaryti.

Praktika (darbo vietos) turizmo įmonėse yra *Turizmo ir viešbučių administravimo* programos sudedamoji dalis. Kolegija yra sudariusi kelias sutartis su šalies įmonėmis, kurios padeda studentams susirasti vietą šalies įmonėse praktikai atlikti. Tačiau studentai sakė norintys, kad būtų didesnis turizmo įmonių pasirinkimas praktikai atlikti. Kolegija padeda savo studentams maksimaliai pasinaudoti jos mokymo patirtimi, reikalaudama, kad kartu su darbdaviais ir kolegijos darbo vadovais būtų aptariamos praktikos ataskaitos.

Kolegija investavo į mokomosios medžiagos kūrimą ir „Moodle" e-mokymosi aplinką, skirtą ištęstinių studijų studentams. Reikėtų, kad šia aplinka galėtų naudotis visi studentai.

Priėmimo reikalavimai pagrįsti, kolegija aktyviai reklamuoja šią programą, kad pritrauktų potencialių studentų. Dėl to kolegijos vaidmuo regione yra svarbus. Studentus, su kuriais vizito metu kalbėjosi vertintojų grupė, tenkina studijų eiga ir privalomosios praktikos užsiėmimai. Kai kurie studentai dalyvauja taikomųjų mokslinių tyrimų projektuose. Šiai programos daliai galėtų būti skiriama dar daugiau dėmesio. Nors studentai turi galimybių studijuoti užsienyje, reikia

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padidinti judumo programose dalyvaujančių studentų skaičių. Galimybė studentų judumui didinti galėtų būti darbo vietų (praktikai) užsienyje didinimas.

Grupė vizito metu įsitikimo, kas akademinė ir socialinė pagalba, kurią gauna studentai, įskaitant stipendijas, konsultacines paslaugas ir socialines programas, yra pakankama.

Programos vadyba gera: nustatytos aiškios sprendimų priėmimo struktūros, dokumentais įforminta komunikacija ir atsakomybė. Darbuotojai, studentai ir socialiniai partneriai atstovaujami beveik visuose sprendimus priimančiuose organuose. Kolegija parengė Kokybės vadovą, reguliariai aptariami pagrindiniai nuolatinių apklausų rezultatai, grįžtamasis ryšys ir t. t. Tai rodo atvirą ir skaidrų požiūrį į kokybės užtikrinimą. Studentai, su kuriais kalbėjosi ekspertų grupė, pasiūlė dar aktyviau dalyvauti šiame procese. Kai nėra daug studentų, grupė negali priimti galutinio sprendimo dėl esamų kokybės užtikrinimo priemonių, bet jos, atrodo, yra tinkamos ir veiksmingos.

III. REKOMENDACIJOS

1. Iš naujo peržiūrėti numatomus studijų rezultatus, siekiant užtikrinti, kad jie būtų pakankamai detalūs. Baigiamųjų darbų temos, turinys ir kokybė iš esmės yra svarbiausi programos vertinimo aspektai. Baigiamąją išvadą apie pasiektus programos tikslus ir numatomus studijų rezultatus galima daryti tik įvertinus šį mokymo proceso etapą.

2. Pagerinti komunikaciją su visomis suinteresuotomis šalimis, ypač socialiniais partneriais dėl programos tikslų.

3. Pakeisti dalykų pavadinimus, kad juose atsispindėtų vadovų funkcijos, kurias atliks būsimi absolventai.

4. Daugiau dėmesio skirti anglų kalbos įgūdžiams ir antrajai užsienio kalbai.

5. Kolegijos vadovybė turėtų apsvarstyti derybas su universitetais dėl galimybės įgyti magistro laipsnį po minimalių išlyginamųjų studijų.

6. Pirmuosius dvejus metus visiems naujiems dėstytojams organizuoti privalomą, sertifikuotą pedagogikos ir vertinimo mokymo kursą.

7. Nustatyti naują tikslą – kiekvienam dėstytojui pateikti vieną mokslinio tyrimą per metus. Reikia stiprinti su turizmu susijusią mokslo tiriamąją ir publikavimo veiklą. Taip bus galima nuolat įtraukti į programą naujas tendencijas ir užtikrinti jos šiuolaikiškumą.

8. Stengtis užtikrinti, kad į dėstomas studijų programas būtų įtrauktos mokslinių tyrimų išvados.

9. Bibliotekoje ir toliau kaupti knygas turizmo tematika ir atitinkamas duomenų bazes.

10. „Moodle“ aplinką taikyti visiems dalykams ir stengtis sudaryti sutartis su kitomis Lietuvos aukštosiomis mokyklomis dėl „Moodle“ išteklių dalijimosi.

11. Stengtis, kad studentų baigiamųjų darbų temos būtų susijusios su turizmo pramone, ir su studentų galutine praktikos vieta ir jo (arba) jos planuojama profesine veikla turizmo pramonėje.

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12. Didinti tarptautinį studentų judumą siunčiant juos į užsienį atlikti praktikos.

13. Formalizuoti socialinių partnerių ir studentų dalyvavimą programos komitetuose.

14. Studentų veikla, pavyzdžiui, jų dalyvavimas laisvalaikio veikloje ir miesto bendruomenės renginiuose, yra kolegijos stiprybė. Tačiau apskritai Utenos kolegija turėtų aktyviau dalyvauti *Erasmus* judumo programose – skatinti studijuoti ir atlikti praktiką užsienyje.

15. Reikia skirti daugiau valandų ištęstinių studijų studentų konsultacijoms; šios konsultacijos gali būti perduodamos „Moodle" aplinkoje arba „akis į akį". Studentai turi drąsiai reikalauti šių papildomų valandų, o darbuotojai – noriai jas suteikti.

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Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso[1] 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

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[1] Žin., 2002, Nr.37-1341.

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