STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

SOCIALIŲ MOKSLŲ KOLEGIJOS (KLAIPĖDOJE)
STUDIJŲ PROGRAMOS *TURIZMAS IR VIEŠBUČIAI*
(valstybinis kodas - 653N80008)
VERTINIMO IŠVADOS
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EVALUATION REPORT
OF *TOURISM AND HOTELS* (*state code - 653N80008*)
STUDY PROGRAMME
at COLLEGE OF SOCIAL SCIENCES (IN KLAIPEDA)

Experts' team:

1. **Prof. Eneken Titov (team leader),** *academic,*

2. **Prof. David Foskett,** *academic,*

3. **Mr. Linas Pučinskas,** *representative of social partners',*

4. **Ms. Agnė Bosaitė,** *students' representative.*

Evaluation coordinator -

Ms. Gabrielė Bajorinaitė

Išvados parengtos anglų kalba
Report language – English

Vilnius
2017

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Turizmas ir viešbučiai*
Valstybinis kodas	653N80008
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Turizmas ir poilsis
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), ištęstinės (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Turizmo ir poilsio profesinis bakalauras
Studijų programos įregistravimo data	2012-02-14

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Tourism and Hotels*
State code	653N80008
Study area	Social sciences
Study field	Tourism and Leisure
Type of the study programme	College studies
Study cycle	First cycle
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	14th February, 2012

CONTENTS

I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes,** approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: *1) self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI); 2) visit of the review team at the higher education institution; 3) production of the evaluation report by the review team and its publication; 4) follow-up activities.*

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as "very good" (4 points) or "good" (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as "unsatisfactory" (1 point) and at least one evaluation area was evaluated as "satisfactory" (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	The order of preparation of Final Thesis; Assessment criteria

1.3. Background of the HEI/Faculty/Study field/ Additional information

SMK University of Applied Social Sciences is a non-governmental higher education institution established in 1994. The University consists of the central office in Klaipeda and a branch in Vilnius. Tourism and Hotels study programme has been implemented in Klaipeda since 1st of September 2012. The SMK provides possibilities to study in full-time and part-time study form.

In Klaipeda branch the SMK offers twelve different programmes, among which the Tourism and Hotels study programme has important role – about one tenth of students learn in this programme. This study programme is quite a new and first students graduated in 2015. It is also the first external evaluation for this programme.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *12/December/2016.*

1. **Prof. Eneken Titov (team leader)** *Vice- Rector for Academic Affairs, Professor of Management, Estonian Entrepreneurship University of Applied Sciences, Estonia.*
2. **Prof. David Foskett,** *Consultant, Professor Emeritus, Retired Dean of The London School of Hospitality and Tourism, University of West London, United Kingdom***.**
3. **Mr. Linas Pučinskas,** *Managing Director of the Restaurant "Verkiai", Lithuania.*
4. **Ms. Agnė Bosaitė,** *student of Kaunas College, study programme Tourism and Hotels Management.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The Tourism and Hotels study programme aim is "*to train tourism and hotel business specialists, who are able to establish and manage a tourism business independently, to implement tourism projects, to organise hotel activities, to act responsibly in the national and international tourism markets*" . The programme aims and learning outcomes are adequately defined – they show the main skills and knowledge the student has after the graduation. Learning outcomes describe the competencies concerning for transferrable skills just as specific skills in the area of tourism (eg. "*to apply internal, external and intercultural communication models, team work principles in the processes of tourism business organising and communicating with customers*" and "*responsibly and securely implement a professional activity, by following the norms of ethics, law and safety that regulate provision of tourism and accommodation services*"). The learning outcomes are following the main duties and processes of tourism and hotels industry – starting with the product supply and continuing with supportive activities like service sales and using IT for organising activities. The learning outcomes are clear and cover the most important activities needed in this area.

The information about the programme aims and learning outcomes are available for the all stakeholders via different channels as colleges' webpage, different information materials etc.

The expert panel (hereinafter – EP) was impressed about the amount of materials that college had worked out to analyse the labour market needs (eg. Different sector strategies like Lithuanian tourism strategies, EU tourism strategies and different researches of the sector like UNWTO study, Lithuanian Tourism Development Programme 2014-2020 etc). The analysis and conclusions base on that material, reflect in the learning outcomes and study content. There is no doubt that the tourism sector in this region is developing and needs specialists. Also the alumni and students confirmed that in general, the study programme is needed in the local market. Despite of that, the programme might be further developed also in a way which even more stretches the students' intellect, allows them to challenge in order that they can compete in the International Tourism and Hospitality market which will allow them to better develop their careers and access careers across the world. In general, the type and level of the studies are in consistent with the offered qualification and fulfil the overall requirements of European Qualification Framework 6th level. The gained professional and transferable competencies provide opportunities for the students to integrate into the labor market.

Although, the name of the programme, its aims and learning outcomes are compatible with each other, the interview with the students and alumni indicated, that the studying in this programme might be too easy sometimes concerning the high-quality higher education requirements (eg. how much time students spend on independent studies, are they able to critically analyse different issues etc).

2.2. Curriculum design

The present programme meets legal requirements, including the amount of internship, amount of subjects per semester, number of electives. The balance between study field subjects and general subjects is reasonable and allows achieving expected LOs, also the number of ECTSs dedicated for both type of subjects meets requirements (135 ECTSs for study field subjects, from witch 33 credits are for internship). The students' workload is spread evenly between study years and the volume of course units is the same for both full-time and part- time students. The topic of the final thesis is linked with the final internship and the aim of the final thesis is that the students demonstrate all the learning outcomes achieved and their readiness for the future professional activity.

In general, the study subjects are spread evenly throughout semesters. According to the titles and content of the modules and subjects, the themes are not repetitive and students didn't complain about. Modules are consistently arranged. The themes of the modules, due to close collaboration of module teachers, do not overlap, but rather complement one another, seeking the specific

module-based learning outcome. Although there are 5 credits in the curriculum (as obligatory) for the language studies, both the students and alumni clearly expressed that this is not enough. The college offers different possibilities to improve English language skills - different events, Erasmus week, international week, conferences, inviting foreign lecturers to teach, Erasmus and third countries cooperation projects etc, but seems that those possibilities are not available for all. There should be a better opportunity to learn languages needed in tourism sector. Especially the students felt that they needed more English language support and better access to the learning of foreign languages especially Russian and German because the annual increase in tourists being 2 to 5 per cent per year mostly coming from Russia and Germany. The social partners also therefore want to see a better language offer.

As the all parties confirmed, the programme is oriented to the local market because of the increasing need of the skilled specialist in the region, but at the same time, in the light of changes in the economy, the programme could be more focused on the international market. There was little evidence that management were accurately interpreting the needs of the wider and potential market in preparing students for the global hospitality and tourism industry. It was evident that the management team have a clear vision for the programme however further work needs to be done on analysing the needs of growing international market.

Although LOs are clear and cover all the most important competencies needed in this field, the content of the studies and assessment methods could be more modern and encourage students better to achieve also positive and analytical attitudes necessary for the specialist with higher education (eg. Assessment methods and criteria are more focused on controlling the knowledge level, but not encourage students to express their creativity and critical thinking abilities). There are some evidences that students can participate in different projects where the creativity is supported, but those projects are mostly extracurricular and therefore those competencies are not achieved by all the students.

One specific topic, which the experts and social partners missed in the programme, was themes concerning the cultural issues. There was little evidence that internationalisation was embedded in the programme sufficiently through cultural understanding, how hospitality and tourism responds to different global markets and customs, how International hotel chains operate in different cultural environments and how students learn how to manage a diverse workforce.

Entrepreneurship is seen by management as an important topic giving the programme a competitive edge. The college uses different possibilities to encourage students' entrepreneurial mind-set - practical tasks as study methods, many additional events organised by the SMK, competitions, annual conference for business ideas, students company programme and so on. However there was little evidence that this has been successful as the number of entrepreneurs

growing out from this programme is minimal and also the students and alumni didn't show their entrepreneurial competencies (eg. critical thinking) in discussion with the EP. Entrepreneurship should be encouraged and nurtured.

The teachers expressed in many times during the interview that they teach according to the paradigm of active learning – use problem based learning, active discussions, cases, empowering tasks. Work based and work based learning and the practical experience provision must reflect the value of this experience in developing the knowledge and skills which graduates need to contribute to the professions to which they progress. However, students mentioned Power Point as a teaching method to be used very often, forgetting about other methods, sometimes also case-studies are used in some subjects.

To apply for the latest achievements in science, Smart Learning Centre operating in the SMK together with the academic staff and social partners conducts research activities in the study fields and strives for application of the results in practice. According to the structure of curriculum, electives help program managers to bring new subjects, topics and trends into the studies.

2.3. Teaching staff

According to the Annex 2 (SER), 28 lecturers implement the curriculum and 8 out of them have PhD. The lectures implementing the curriculum have a sufficient (at least 3 years) professional work experiences, only four lecturers don't have professional working experience (Although SMK should pay attention to the fact that two subjects given by the lecturers not having sufficient professional experience, are really practical in their essence – Sales Management and Organization of Hotel Processes). EP sees good tendency that SMK involves lecturers with long professional career (four lecturers has professional experience longer than 20 years) and hopefully supports their competencies in study methodology with the aim to bring more practice into the studies. EP analyzed that the qualification and the number of the teachers are adequate to ensure learning outcomes.

The teaching staff appear to be well balanced with 10 per cent of the programme being taught by lecturers with a PhD and half the total lectures teaching on the programme have a least 3 years' experience in the industry, this is to be commended as an area of good practice. Lecturers are qualified professionals in their field. Students especially appreciated the teachers' industrial experience and how they could apply their practical knowledge to theory as competent academic practitioners.

Recently the lecturers' have changed their role as advisor, consultant, assistant, and an organiser of the teaching learning process, there needs to be an evaluation of this process as this is not

always successful with the lower ability students who require often a great deal of academic support.

Whether the curriculum is young and has run only four years, the team of the lecturers is just forming. Based on that the overall the staffing position appears to be stable and turnover low, which hopefully helps to ensure adequate implementation of the programme. The SER states that lecturers are required to continuously improve their professional and didactic competencies (lecturers' activity reports, joint discussions, lecturers' certification process, EU projects etc), with is undoubtedly valuable focus. There is a good system of continuing professional development, with teachers attending conferences and professional seminars on a variety of related subjects. Teachers also communicate with their colleagues from Vilnius on academic, subject and pedagogic issues, which is also good practice to change ideas, develop the subjects and create learning organisation.

Teachers participate in research and applied research activities, scientific activity of the teachers should better support study programme development, since the given research fields of the teachers are mostly connected to the economics, business administration, languages or pedagogy, but not specifically to tourism or hotels field.

There are evidences about lecturers' mobility both in outgoing and incoming side. Different projects are implemented to support staff to visit HEIs in other European countries, adopting their teaching and methodological experience, getting practically acquainted with challenges of and tendencies in organization of higher education in the European context. During the internships the lecturers visited HEIs in Spain, Denmark, Belgium, Latvia, Hungary, Portugal and France. According to the SER, lecturers from Latvia, Poland, Czech Republic, Romania, Turkey, Croatia, France and Portugal conducted lectures to students of this curriculum, but unfortunately students in the meeting with EP were able to remember just one lecturer from abroad.

2.4. Facilities and learning resources

EP visited the facilities and can confirm that they are good both in size and quality too (20 auditoriums, 4 computer classes, 76 computerized work places for students, library, canteen, recreation zones etc.) .The classrooms are well equipped (stationary video projectors, computers, stationary white screens and boards, equipment necessary for certain types of practical activities - video, audio, portable video projectors, additional computers etc.), those support the learning environment and allow to use different study methods (eg. In the two classes have equipment which allows to organize video conferences and record lectures).

The learning resources are adequate; the library needs further investment especially in specialist textbooks. There is however access to e-books and on-line journals (EBSCO, Emerald Taylor and Francis etc.) which enables students to look for necessary sources for their papers. Investment in library must be on going and more investment in technology advanced learning and industry software packages. Another issue connected to the learning materials is the quality of final thesis. The EP found the quality of materials (according to references) used in final thesis to be quite a low-quality. Therefore, the college should not only collect high-quality resources to be available for the students, but also motivate and require students to use those materials in their papers. Quite the same issue was brought out concerning the use of specific computer programmes (Fidelio, Jimbo, ArcGis etc), because students weren't able to name any computer programmes used in studies except Fidelio. The Colleges efforts to make necessary programmes and sources available for the students are worth of mentioning.

Students have internship in their study programme which must be carried out in companies depending of the aim and learning outcomes of the internships. The College has contacts with the remarkable amount of social partners which also provide internship places. The internship providers represent the variety of region tourism sector - tourism companies and hotels, public institutions like Klaipeda Tourism and Culture Information Centre, tourism information centers and local authorities. Students have also possibility to have their internship abroad eg. in foreign hotels.

The team cited the knowledge applied during internship, however this was difficult to assess as there was little evidence that the team understood how the internship was linked to practical learning outcomes using cognitive descriptors and the definition of an undergraduate internship and the difference between an undergraduate placement and a further education internship. Some social partners mentioned that some students on internship lack motivation. Clearer internship aims, tasks and roles could help to increase the internship quality and students motivation to participate in internship. It is highly appreciated, that the student can do internship in his/her own working place, but the process and criteria to assess the working place's suitability for the internship (can the learning outcomes be achieved) should be transparent and high-quality oriented. Students have also possibility to take their internship using ERASMUS program.

2.5. Study process and students' performance assessment

The process for the admission of students is clear and well established. The number of admitted students is stable. The EP concerns about the big gap between competitive scores of the top and low-level students – if the prerequisites are so different, then the teaching of such heterogeneous group might be challenging as the level of learning outcomes might be unachievable for a

number of students. It can be occur that organisation of the study process might not always ensure the achievemnt of LOs. Most of the students chose SMK Klaipėda by recommendations from friends, some of them heard about this college from students' fairs. The most interesting thing which attracted them was Guide licence which you can get during studies in this institution and programme.

The self-evaluation report refers to Non-University (college) studies is intended to prepare students for practical professional activities, to enable students to apply their knowledge and skills in the workplace, while this is to be commended there needs to be more detail on how the competencies are achieved and how they comply with the learning outcomes. While the documentation talks about creative and innovative teaching there are no specific examples of how this has been effective. There also seems to be insufficient evidence on the students' research activities, their ability to carry qualitative and quantitative research. Although, having a SPSS in computer class is a good start in supporting the students research skills, but not any of the students or alumni was able to name this programme or even to say for what this programme is meant for. It was shown also from the quality of final thesis, where the empirical/statistical analysis parts were mostly just elementary and mostly not appropriate for the higher education level.

College representatives were able to name different methods how they support students' participation in research and applied research activities - eg research group around the teacher, final thesis and course papers topics from industry – researches base on companies needs, student conference. Maximising discipline relevance is important, linking the various disciplines in the programme to the real world in involving students in applied research activities.

Students are given the opportunity to study abroad through the Erasmus programme, which benefits their learning and gives them a good learning experience. The current numbers are low (in 2014/15 three students and 2015/2016 only two students), but the management are confident that they are sustainable. Students do not participate in this program because of a lack of language skills and a fear of credit compatibility after returning to his/her authority. EP recommends the College to encourage students to use mobility programmes and go abroad to collect valuable experience and the College must also make sure that credits collected during the Erasmus+ mobility could be transferred.

College provides many possibilities for the students to get different type of support – academic, financial and social. Starting from the Student Adaption Programme in the beginning of the studies, the freshman gets necessary information and support to start his/her way. During the studies both formal and informal canals are created for the students to find help – career centre services, counselling, consultancies with the teachers and administrators etc. Relations between

students and college employers are good and students are encouraged to ask different questions and to find solutions to their problems. Although there seems to be good support for the students, in part time studies the drop out rate is 50% and in full time studies more than 20%. Less than half of the students graduate on time. The college should find other possibilities to prevent and decrease drop-out and support the final thesis preparing process.

Assessment takes a wide variety of forms; however, it is not clear how the internship is assessed and if the practical skills are assessed, then is there also given a range of descriptors that differentiate the various levels. The assessment process is established, but further work needs to be done in the development of the assessment grading criteria detailing, Knowledge, cognitive intellectual skills, transferable skills, analysis, evaluation, synthesis, research, references and application to the vocational area at each cognitive and practical level of study level. According to the interviews with the students and graduates, it appeared that teachers did not use the full range of classroom teaching, learning and assessment techniques to capture the different learning opportunities and different approaches for the assessment of learning with a mixture of theoretical and applied approaches.

Some of the students think that it is not complicated to find jobs after this programme, as they mentioned, there are a lot of organisations, hotels. The Alumni also were very positive about the programme however they did not seem to be in graduate level jobs or in positions of training which lead to graduate level careers. The Social partners confirmed the need for the well-educated tourism sector top-specialist in the field and expressed their gratitude that College offers this curriculum. Although there are many valuable job positions in the field, the higher education should give competencies to work at least in top-specialists positions.

2.6. Programme management

The College has created the adequate process to collect necessary information for programme development and monitoring. All the most important stakeholders - social partners, employees, students, are involved and their feedback is valuable for the college. The College holds a series of events with an aim related to the study process, some involving social partners, this was well articulated. According to the social partners met during the evaluation visit, the EP can say that there was a good cross section of social partners from different sectors of the industry. However, the Institution does consult with social partners and ask for their opinion on curriculum content and they are invited to become visiting lecturers and they are very pleased to be involved.

The College has created and implemented Quality Management System which describes the policy of quality assurance, roles of the employees in this process and quality assurance process together with the general quality assurance principles. The EP encourages the college to move on

with the quality aims and process. During the on-site visit the experts asked about their feedback collection from every panel. According to the interviews, feedback from lecturers is mostly at the conversational level, although they give once a year written feedback in order to improve subjects' descriptions etc. Students also can evaluate each subject in writing, however it wasn't clear for the students themselves, how this formally feeds into the quality process of the programme and the college. Therefore, the EP can recommend to give the clear feedback for the students, how their feedback is used for the improvements.

The college collects feedback, but the analysis, conclusions and implementation of the changes and implementations must be more sustainable and transparent for every stakeholder. The EP got an example, how the course paper (as the subject in curriculum) was removed from the programme and moved back a year later – the implementations should be sustainable, strategically oriented and carefully thought through.

According to the SER all the parties have their certain role in study management process – from the students (they are responsible for personal study quality) till the director of the College (she is responsible for approval of the local legal acts, for providing conditions and material resources). The EP finds study management process to be carefully planned, but according to the feedback from the interviews, all the parties (students, teachers and some social partners) are not entirely sure how their area of responsibility is connected to the general study process and supports achieving of general study quality aims.

III. RECOMMENDATIONS

1. In the light of changes in the economy, study programme should be more oriented to the international market.
2. The clearer connections between programme content and LOs, LOs and assessment, LOs and methods should be created
3. There should be a better opportunity for the students to learn languages essential in working in tourism sector.
4. More focus on cultural issues and entrepreneurship competencies should be given in the study programme.
5. Teachers should be encouraged, trained and supported to use more modern study methods
6. Additionally to the buying and making modern library resources and computer programmes available for the students, college must also ensure and motivate students to use those resources in their learning activity.
7. More teachers and students should be involved in the mobility programmes and therefore also their English skills should be improved
8. High-quality drop-out reasons analysis must be carried out and according to that the prevention activities and support system for potential drop-outs must be created.
9. Further work needs to be done in the development of the assessment grading criteria detailing
10. The system of using stakeholders' feedback in the programme development must be more sustainable and transparent.

IV. SUMMARY

The expert panel found that the programme offers a good practical education and meets a local need. It is appreciated by students and social partners. The college's links and relationships with local social partners are impressive. It is shown, that the college understands the need of local market, tourism field and how it fits with the economics of country. The facilities are good, classrooms are well equipped, those support the learning environment and allow to use different study methods. The EP encourages the College to continue motivating the students to write company related papers and to involve students more in applied research. Against that background there are some concerning areas.

The academic freedom of the programme should be raised to stretch the students. All the steps made for bringing more international flavour to the programme are highly encouraged. Better language skills of the students and teachers would support the targeted internationalisation. Also the lack of Russian and German skills was mentioned during the interviews several times and different possibilities to improve students and teachers foreign language skills must be implemented. Among other issues the college should find methods to increase students' critical analysis skills. Students should be encouraged to make recommendations also concerning the studies and College should use their valuable feedback in improving the programme and study organisation.

During the evaluation some of the teachers brought out interesting study methods they use, teachers competencies should be supported to widen the use of the modern and fascinating study methods for over the complete study programme. Together with the modernisation of the study methods, also the clearer connections between programme content and learning outcomes, learning outcomes and assessment, learning outcomes and methods should be created. More diverse variety of study methods to activate students a prepare them to compete in labour market and be valuable partner for the employer would be recommended.

There is good communication and relationships between students and staff and social partners. These ingredients need to be brought together into a resilient and responsive quality system. The expert panel is sure that the students and alumni of this programme will add to the event profile of this region and will become enthusiastic alumni, contributing to the development of the College.

V. GENERAL ASSESSMENT

The study programme TOURISM AND HOTELS (state code – 653N80008) at COLLEGE OF SOCIAL SCIENCES (in KLAIPEDA) is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	2
6.	Programme management	2
	Total:	**15**

*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: Team leader:	Prof. Eneken Titov
Grupės nariai: Team members:	Prof. David Foskett
	Linas Pučinskas
	Agnė Bosaitė

Vilnius
2017

**SOCIALINIŲ MOKSLŲ KOLEGIJOS (KLAIPĖDOJE) PIRMOSIOS PAKOPOS
STUDIJŲ PROGRAMOS *TURIZMAS IR VIEŠBUČIAI*
(VALSTYBINIS KODAS – 653N80008)
2017-05-29 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-100 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Socialinių mokslų kolegijos (Klaipėdoje) studijų programa *Turizmas ir viešbučiai* (valstybinis kodas – 653N80008) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	**15**

* 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

Ekspertų grupė nustatė, kad studijų programa suteikia praktinį išsilavinimą ir atitinka vietos poreikius. Studijų programą gerai vertina studentai ir socialiniai partneriai. Kolegija palaiko ypatingai glaudžius ryšius su socialiniais partneriais. Akivaizdu, kad Kolegija supranta vietos rinkos poreikius, išmano turizmo sritį ir suvokia, kokią reikšmę turizmas turi šalies ekonomikai. Gera įranga ir tinkamai įrengtos auditorijos sukuria palankią mokymosi aplinką ir leidžia naudoti skirtingus studijų metodus. Ekspertų grupės nuomone, Kolegija turi ir toliau skatinti, kad studentų baigiamieji darbai būtų susiję su realiomis įmonėmis ir labiau įtraukti studentus į taikomuosius tyrimus. Šioje srityje yra keletas spręstinų klausimų.

Studijų programai reikėtų daugiau akademinės laisvės, kad studentai galėtų plėsti savo akiratį. Teigiamai vertinamos visos priemonės, kurių imamasi norint padidinti studijų programos tarptautiškumą. Šiam tikslui pasiekti būtina gerinti studentų ir dėstytojų užsienio kalbos žinias. Susitikimų metu buvo taip pat užsiminta, kad trūksta rusų ir vokiečių kalbų žinių, todėl reikia ieškoti įvairių būdų, kaip pagerinti studentų ir dėstytojų užsienio kalbų žinias. Kolegija taip pat turi ieškoti būdų, kaip pagerinti studentų kritinio mąstymo gebėjimus. Reikėtų raginti studentus pateikti pasiūlymų, kaip patobulinti studijų programą. Kolegija turėtų atsižvelgti į studentų nuomonę, kaip pagerinti studijų programą ir studijų procesą.

Vertinimo metu kai kurie dėstytojai pristatė įdomius studijų metodus, kuriuos jie taiko. Reikia vystyti dėstytojų kompetencijas, kad visoje studijų programoje jie naudotų daugiau šiuolaikinių ir patrauklių studijų metodų. Siekiant taikyti šiuolaikinius studijų metodus, reikia nustatyti aiškesnes sąsajas tarp studijų programos turinio ir studijų rezultatų, studijų rezultatų ir pasiekimų vertinimo, studijų rezultatų ir vertinimo metodų. Rekomenduojama naudoti įvairesnius studijų metodus siekiant parengti studentus konkuruoti darbo rinkoje ir užtikrinti, kad jie būtų darbdavių vertinami darbuotojai.

Studentai, darbuotojai ir socialiniai partneriai bendrauja tarpusavyje ir palaiko glaudžius ryšius. Šiuos elementus (kolegijos bendruomenės narius ir dalininkus) ir juos jungiančius ryšius būtina apjungti patikimos ir lanksčios kokybės užtikrinimo sistemos sukūrimui. Ekspertų grupė yra įsitikinusi, kad studijų programos studentai ir alumnai gali prisidėti plėtojant turizmo verslą regione ir akyvai dalyvauti tobulinant studijų programą ir Kolegijos veiklą.

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III. REKOMENDACIJOS

1. Atsižvelgiant į ekonominius pokyčius, studijų programa turi būti labiau orientuota į tarptautinę rinką.
2. Nustatyti aiškesnes sąsajas tarp studijų programos turinio ir studijų rezultatų, studijų rezultatų ir pasiekimų vertinimo, studijų rezultatų ir vertinimo metodų.
3. Suteikti studentams daugiau galimybių mokytis užsienio kalbų, kurios būtinos dirbant turizmo sektoriuje.
4. Dėstant studijų programą daugiau dėmesio skirti kultūriniams dalykams ir verslumo gebėjimams ugdyti.
5. Dėstytojus mokyti, skatinti ir jiems padėti naudoti šiuolaikiškesnius dėstymo metodus.

6. Studentai turi būti skatinami ir motyvuojami studijų procese naudotis šiuolaikiniais bibliotekos ištekliais, kuriuos Kolegija įsigyja.

7. Daugiau dėstytojų ir studentų turi dalyvauti judumo programose. Todėl reikia gerinti dėstytojų ir studentų anglų kalbos žinias.

8. Atlikti kokybišką analizę išnagrinėjant priežastis, dėl kurių studentai nebaigia studijų, ir pagal ją parengti prevencijos priemones bei paramos sistemą galintiems iškristi studentams.

9. Peržiūrėti ir sukurti išsamius vertinimo balais sistemos kriterijus..

10. Studijų programos dalininkų nuomonės įtraukimo į studijų programos vystymą sistema turi būti nuoseklesnė, tvaresnė ir skaidresnė.

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

Vertėjos rekvizitai (vardas, pavardė, parašas)