



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**SOCIALIŲ MOKSLŲ KOLEGIJOS (VILNIUJE)  
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 VILNIUS)**

**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

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Turizmas ir viešbučiai</i>
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), iššęstinė (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	<i>Tourism and Hotels</i>
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	14 <sup>th</sup> February, 2012

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## **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

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

SMK University of Applied Social Sciences (hereinafter SMK) 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 Vilnius since 1st of September 2012. The SMK provides possibilities to study in full-time and

part-time study form. Tourism and Hotels study programme has important role for SMK – among 14 study programmes taught in SMK Vilnius branch in 2015/2016 the Tourism and Hotels study programme is the biggest – according to the students numbers (18% of SMK Vilnius students study in this programme). This study programme is taught both English and Lithuanian. Tourism and Hotels 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 *13/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 “Verkiiai”, 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 programme aims (*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*) 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 all the 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. The analysis and conclusions base on that material, reflect in the learning outcomes and study content. Also, the alumni and students confirmed that in general, the study programme is needed in the local market. The only concern is connected with the scope of the programme – the programme is oriented to the local market, but in the light of changes in the economy, should be more focused on the international market. Depending on Vilnius region, there is some international flavour in studies (international students, English speaking teachers etc), but there was little evidence that management were accurately interpreting the needs of the 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. The programme aims and learning outcomes need to be reviewed which 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 develop their careers and access careers across the world.

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 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). Students also brought out that some of their co-students don't take studies seriously, but still pass the exams and even graduate. EP would agree that all students need to be stretched and challenged.

## ***2.2. Curriculum design***

The present programme meets legal requirements, including the amount of internship, amount of subjects per semester, number of electives, etc. 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.

According to the titles and content of the modules and subjects and basing on interviewed students opinion the themes are not repetitive. 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. Analysing the scope of the programme, 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 (Lithuanian group). They all felt that they could not compete for jobs in the international market place due to their inability to speak a foreign language. Poor language skills may have negative impact also to the students and teachers ability to keep up with the latest trends and knowledge of the field.

Although, 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 seemed that those possibilities are not available for all. There should be a better opportunity to learn languages needed in tourism sector also for the students who study in Lithuanian.

One specific but important 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.

Management sees entrepreneurship 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 is to be encouraged and nurtured.

The EP also concerns that the level of final thesis does not fully correspond on higher education requirements. It was shown also from the quality of final thesis, where the empirical/statistical analysis parts were mostly just elementary. According to the thesis presented for the EP, the lack of analytical skills seems to be general shortage and must be improved through appropriate study methods, assessment criteria and requirements, through consistent work with students' analytical competencies.

Some social partners expressed concern that some students were not able to differentiate when on internship from the local and international client, this an example where emotional

intelligence needs to be integrated more into the curriculum, in addition to this the students also found difficulty in identifying the different market segmentations and how to deal with them. This feedback may refer that there are some shortages in the content of the programme or the study methods might not be effective (or sufficient) enough and should be reviewed for further improvements.

### ***2.3. Teaching staff***

There are 24 lecturers, 4 have PhDs and 3 are currently doing PhDs, most of the lectures teaching on the programme have a least 3 years' experience in the industry. This appears to be reasonably well balanced for the programme on offer. 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.

It was explained to EP that 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.

The teachers in SMK Vilnius seemed to be aware internationally (especially those who teach in english) and generally better experienced with curriculum delivery and dealing with international students. There was also evidence of shared experiences. Teachers gave some good examples of innovative study methods (workshops, short video presentation, uploaded photos to discuss (facebook), company visits, practical examples, simulations, visiting lecturers, first job interview simulations, videoreports about real events, courthouse app – allows roleplay, storytelling, visualizing, projects – catering, events management etc) and these will complement the overall teaching environment which reflects a modern forward thinking higher education institution.

Teachers were also aware of the importance of developing students' emotional intelligence in these types of programmes, this needs to be further developed and must be an essential part of the curriculum to develop students' employability skills, their entrepreneurial skills, innovative and creative skills which will assist them when applying for jobs, especially in the international market.

Overall the staffing position appears to be stable and turnover low that helps to ensure adequate implementation of the programme. The SER states that lecturers are required to continuously improve their professional and didactic competencies, which are undoubtedly valuable focus. There is a good system of continuing professional development, with teachers attending conferences on a variety of related subjects, Erasmus mobility possibilities, incoming teachers share their best practices, open lectures for community, seminars, trainings, different projects,

platform of informal learning, SMART programme, SMK supports PhD studies, support for practicing in the field and so on.

Teachers also communicate with their colleagues from Klaipeda on academic, subject and pedagogic issues, which are also good practices to change ideas, develop the subjects and create learning organisation.

#### ***2.4. Facilities and learning resources***

The centre has been extremely well planned, the management have created an excellent teaching and learning environment which is world class. The design is sophisticated and encapsulates through its design different classroom layouts to encourage different styles of learning. The students enjoy very good social space. The colour schemes have also been well thought through to create an atmosphere and environment which is conducive to learning. Despite the learning resources are more than adequate and the library needs further investment especially in specialist textbooks, there is however access to e-books and on-line journals. Investment in library must be on going and more investment in technology advanced learning and industry software packages. However, the library stock needs to be increased especially if the programme is to expand. The Alumni also complained that there were not enough books in the library when they were studying. 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.

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 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. Alumni also mentioned that there are discrepancies the way the internship process is managed and evaluated by both college's and company's supervisors. 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 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. This problem arises especially in international studies group where the gap between students' preliminary competencies is even higher and also the cultural issues may even more complicate the whole study process. Most of the students chose SMK Vilnius by recommendations from friends, some of them heard about this college from students' fairs. The students also said that SMK is visible on the market, it has strong marketing plan and guidance in it. School's good facilities and appearance seems to have a big impact on the potential students' decisions.

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. According to the final thesis and students' and alumni' inability to answer questions about research methods they are using or used in their research papers and in final thesis, there also seems to be insufficient evidence on the students' research activities, their ability to carry qualitative and quantitative research. Therefore, the college could motivate and require students to use important research methods in their papers. College representatives were able to name different support 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 of students going abroad to study are low, but according to the study field, Erasmus is mostly used for internship. Students were enthusiastic about Erasmus exchange and the opportunity to study and work aboard.

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 around 30% and in full time studies more than 20%. 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 fully 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. It appeared that the teachers did not use the full range of assessment techniques to capture the different learning opportunities and different approaches for the assessment of learning with a mixture of theoretical and applied approaches.

## ***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 experts 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 some written feedback in order to improve subjects' descriptions etc. Students can evaluate each subject in writing, however it wasn't unclear for students themselves how this formally feeds into the quality process of the programme and the college. Students could discuss the feedback process as part of the quality assurance system and said their views were listened to, but it was not clear if this was formalised in the quality assurance system and if records were kept. Therefore, the EP can recommend to give the clear feedback for the students, how their feedback is used for the improvements.

Although the quality management system is created, it seems not to be fully complete. However, the quality system for the entire programme was more difficult to understand how the quality loop was closed and there was no evidence how the academic quality process feeds into the individual programmes. The college collects feedback, but the analysis, conclusions and implementation of the changes and implementations should 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.

One part in higher education management showing the quality of processes is appealing process. According to the interviews with the alumni and students, they are not aware of appeals process and possibilities. Therefore the EP suggests that the appeals process needs to be formalised and better introduced for the students.

### **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 learning outcomes, learning outcomes and assessment, learning outcomes and study 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. 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.
6. The analytical skills of the students are really important and must be improved through appropriate study methods, assessment criteria and requirements, through consistent work with students' analytical competencies.
7. Further work needs to be done in the development of the assessment grading criteria detailing.
8. The system of using stakeholders' feedback in the programme development must be systematic, more sustainable and transparent.

#### **IV. SUMMARY**

The Tourism and Hotels study programme is an important for the SMK and for the tourism sector labour market. Tourism sector in Lithuania is increasing and qualified labour is needed. It is good to see that SMK cooperates with the social partners – future employers and internship places providers and tries to embed practical approach to the study process. College relationships with well-connected, involved and enthusiastic social partners are notable and these social partners see the study program necessary for the region and Lithuania in general.

The expert team is really impressed of the SMK Vilnius study and working environment. The rooms and equipment are modern and support learning process. There are good open spaces for students and employees, many innovative possibilities to use different study methods and styles.

The SMK Vilnius teachers are valuable part of the college. They participate in every part of study process – they prepare materials, carry on practical trainings, prepare and assess student work. They improve their qualification in training courses; seminars and internships participate in international and other projects. Some work needs to be done in setting up and using student assessment methods, criteria and its' linkages with learning outcomes.

SMK Vilnius students and alumni value the practical education and they appreciate that lecturers are well qualified in their field and have practical experience.

The student of professional bachelor studies should be able to use his knowledge and skills in the complex situations and circumstances, therefore the studies should stretch students also in terms of critical analysis. This critical analysis emphasis is to put their practical experience more firmly in the context of a changing business environment. To meet the level of higher education students must be able to reach of higher level cognitive skills – must be able to critically analyse, evaluate, deal unpredictable situations and distinguish between different context and strategies and be capable of developing their own educational strategy to scope with be ever changing demands in the commercial world which they will find themselves in. The College should improve the quality of studies more appropriate to higher education in all aspects.

The expert panel found many interesting people managing, organising, teaching and studying in SMK. People are motivated and committed. This is a good start to make Tourism and Hotels study programme even better.

## V. GENERAL ASSESSMENT

The study programme TOURISM AND HOTELS (state code – 653N80008) at COLLEGE OF SOCIAL SCIENCES (in VILNIUS) 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	3
6.	Programme management	2
	<b>Total:</b>	<b>16</b>

\*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

**SOCIALINIŲ MOKSLŲ KOLEGIJOS (VILNIUJE) PIRMOSIOS PAKOPOS STUDIJŲ  
PROGRAMOS *TURIZMAS IR VIEŠBUČIAI* (VALSTYBINIS KODAS – 653N80008)  
2017-05-29 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-101 IŠRAŠAS**

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**V. APIBENDRINAMASIS ĮVERTINIMAS**

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

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
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	3
6.	Programos vadyba	2
	<b>Iš viso:</b>	<b>16</b>

\* 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)

&lt;...&gt;

**IV. SANTRAUKA**

Studijų programa *Turizmas ir viešbučiai* yra svarbi Socialinių mokslų kolegijai (SMK) ir darbo rinkos turizmo sektoriui. Lietuvos turizmo sektorius auga, todėl jam reikia kvalifikuotos darbo jėgos. Pagirtina, kad SMK bendradarbiauja su socialiniais partneriais – būsimais darbdaviais ir įmonėmis, kuriose studentai atlieka praktiką. Tokiu būdu studentai įgyja praktinių žinių. Kolegija palaiko glaudžius ir nuoseklius ryšius su socialiniais partneriais, kurie mano, kad studijų programa yra reikalinga regionui ir visai Lietuvai.

Ekspertų grupė labai teigiamai vertina studijų ir darbo aplinką SMK Vilniaus filiale. Auditorijos ir įranga yra šiuolaikiškos ir tinkamos studijoms. Yra atvirų erdvių, skirtų studentams ir dėstytojams, naudojami įvairūs naujoviški studijų metodai ir būdai.

SMK Vilniaus filialo dėstytojams tenka svarbus vaidmuo. Jie dalyvauja visuose studijų procesuose – rengia medžiagą, vykdo praktinį mokymą, paruošia ir vertina studentų darbus. Dėstytojai kelia savo kvalifikaciją mokymo kursuose, seminaruose, stažuotėse bei dalyvauja tarptautiniuose ir kituose projektuose. Reikia pagerinti studentų vertinimo metodus, nustatyti kriterijus ir juos susieti su studijų rezultatais.

SMK Vilniaus filialo studentai ir alumnai palankiai vertina praktinį mokymą. Jų nuomone, dėstytojai yra kvalifikuoti savo srities specialistai, turintys praktinių žinių.

Profesinio bakalauro studijų studentas turi gebėti taikyti savo žinias ir gebėjimus ypatingose situacijose ir sudėtingomis aplinkybėmis. Todėl būtina ugdyti studentų kritinį mąstymą. Tam reikia užtikrinti, kad įgyjama praktinė patirtis labiau atspindėtų besikeičiančią verslo aplinką. Kad studentų žinios atitiktų aukštojo išsilavinimo lygį, reikia labiau ugdyti pažinimo įgūdžius – gebėjimą kritiškai analizuoti, vertinti, valdyti nenumatytas situacijas, taikyti skirtingus metodus ir strategijas, savarankiškai kurti mokymosi strategijas siekiant prisitaikyti prie besikeičiančių komercinio pasaulio poreikių. Kolegija turi gerinti studijų kokybę, kad studijos visais atžvilgiais dar labiau prilygtų aukštajam išsilavinimui.

Per vizitą Socialinių mokslų kolegijoje ekspertų grupė sutiko su daug įdomių žmonių – administracijos darbuotojų, dėstytojų ir studentų. Jie yra motyvuoti ir atsidavę. Todėl ekspertų grupė yra įsitikinusi, kad studijų programą *Turizmas ir viešbučiai* galima dar labiau pagerinti.

<...>

### **III. REKOMENDACIJOS**

1. Atsižvelgiant į ekonominius pokyčius, studijų programa turėtų 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 kultūriniais dalykais ir verslumo gebėjimams ugdyti.
5. Studentai turi būti skatinami ir motyvuojami studijų procese naudotis šiuolaikiniais bibliotekos ištekliais ir kompiuterinėmis programomis, kurias Kolegija įsigyja.

6. Labai svarbu ugdyti studentų analitinius gebėjimus. Todėl reikia taikyti tinkamus studijų metodus, vertimo kriterijus ir reikalavimus, nuosekliai ugdyti studentų analitinio mąstymo kompetencijas.
7. Peržiūrėti vertinimo sistemą ir parengti išsamius vertinimo kriterijus.
8. 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)