



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**KLAIPĖDOS UNIVERSITETO
STUDIJŲ PROGRAMOS TARPTAUTINIŲ TURIZMO RENGINIŲ
VADYBA (valstybinis kodas - 628N80002)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF INTERNATIONAL TOURISM EVENTS MANAGEMENT
(state code - 628N80002)
STUDY PROGRAMME
at KLAIPEDA UNIVERSITY**

Experts' team:

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Išvados parengtos anglų kalba
Report language – English

Vilnius
2015

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Tarptautinių turizmo renginių vadyba</i>
Valstybinis kodas	628N80002
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Turizmas ir poilsis
Studijų programos rūšis	Universitetinės
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (1,5)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Turizmo ir poilsio magistras
Studijų programos įregistravimo data	2014-04-14

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>International Tourism Events Management</i>
State code	628N80002
Study area	Social sciences
Study field	Tourism and Leisure
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full time (1,5)
Volume of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master of Tourism and Leisure
Date of registration of the study programme	14 April, 2014

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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

The Joint International master degree study programme (ITEM) was brought into effect by two higher education institutions – Klaipeda University, Lithuania (hereinafter KU) and Vidzeme Applied Science University, Latvia (hereinafter ViA). Klaipeda University was established in 1991, as the only university in Western Lithuania. It has a mandate to support the

economic and business development of the only seaport of Lithuania and its well-developed maritime industry as well as stimulating Klaipeda as key destination for tourism and seaside recreation. In 2012, KU successfully met the requirements of international accreditation and has been accredited for a maximum period of 6 years. 4500 students are currently studying at KU, with 2000 unclassified students attending training, retraining and other courses annually and a total of over 30,600 alumni. Over 250 PhDs and over 50 established artists are employed by KU. KU offers academic studies in humanities, social, physical, biomedical and technological fields: 50 undergraduate, ca. 55 master, and 11 PhD study programmes. KU offers 8 international undergraduate, 7 master and 1 PhD study programmes, and 4 international training courses. KU also has two international joint master's degree programmes, one of them being the ITEM, implemented by the Recreation and Tourism (RT) Department.

Currently the department has a full bachelor programme taught in English with attendees from foreign countries. Internationalization is one of the stated key development issues of RTD. From 2012 to 2015, significant structural changes were implemented at KU with the KU structural divisions are located in different areas of Klaipeda, some of them at some distance from the central administration. ViA was established in 1996 and now has around 1200 students. Equal level of bachelor tourism studies at both universities is a critical issue for the development of the Joint programme. The Tourism bachelor programme consists of 240 ECTS and lasts 4 years in both institutions, despite the fact that the degrees awarded are bachelor (at KU) and professional bachelor (at ViA). KU HeSF was established in 1998 as a result of reorganization of several KU units and has become the second largest faculty in terms of amount of students. 983 students are currently studying at the HeSF which is comprised of four departments offering study programmes in Biomedical sciences and two departments - Recreation and Tourism, and Social Work - offering study programmes in Social sciences. The first and second cycle study programmes in recreation and tourism are implemented by the Recreation and Tourism Department (hereinafter RTD) at the HeSF of KU. The Department was established in December 2001 as a result of the partition of the Recreation Department (established in 1991, together with KU) into two separate departments - RT Department at HeSF and the Department of Recreational and Landscape Architecture at the Faculty of Natural Sciences and Mathematics. The Recreation and tourism study programme was the first of its kind in Lithuania with the ITEM programme arising out of research to extend and internationalize the specific area of Events Management in the Department.

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 12/05/2016.

- 1. Dr. Mary Lyn Glanz (team leader)** *retired from Dean of Graduate Studies of Glion Institute of Higher Education and Bulle and Les Roches-Gruyère University of Applied Sciences, UK.*
- 2. Prof. Eneken Titov**, *vice rector for academic affairs and professor Estonian Entrepreneurship University of Applied Sciences, Estonia.*
- 3. Mr. Henri Kuokkanen**, *Research Fellow and Online MBA Programme Coordinator at Glion Institute of Higher Education, Switzerland.*
- 4. Mr. Linas Pucinskas**, *Managing director, founder, co-owner of the restaurant "Verkiai", Lithuania.*
- 5. Ms. Indre Sareikaite**, *student of Vilnius College study programme Business Economics,*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The Joint International master degree study programme (ITEM) is geared towards 'training professionals who are prepared to accept the modern global tourism market challenges and able to develop international value to tourism events'. Significant research involving other European institutions was carried out before introduction that pointed to a need for human resources for conference tourism and project management for the events industry.

The graduate study programme International Tourism Event Management (ITEM) is organized according to all necessary legal acts issued by Ministry of Education and Science of Lithuania. Aims and outcomes meet the requirements for the second-cycle studies and for the Master's degree defined in the Bologna Qualifications Framework, in Dublin's Descriptors and national documents. These were established from dedicated research using EU funding. They have been extremely well drawn to establish education that will match the development aims of all the Baltic States in achieving an "Unfragmented Baltic Market" for Events Management, also through the decision to bring in a joint degree with Lithuanian and Latvian partners. They are coherent and demonstrate consistency in the programme title, programme aims, intended learning outcomes and content, reflecting required professional and academic competencies. The well-defined programme is the result of good co-operation with social partners and based on market research on local, regional and international needs for tourism event specialists. It aims to train competent and creative young experts with advanced interdisciplinary knowledge in international tourism events management capable of using both their ICT competencies and

personal abilities to meet an ever-changing future. This careful definition of learning outcomes has also come about through a good working partnership with ViA. There has been careful thought to matching intended outcomes and advice given by industry professionals to offered courses and industry practice across both partner institutions. To some extent the success of the planning in this programme is reflected in the fact that there is more demand from social partners for students to work with them, than there are students available.

The academic and professional requirements of the programme are appropriate for the second cycle of higher education studies. The aim of the ITEM programme is to train competent and creative young experts with advanced interdisciplinary knowledge in international tourism events management using their ICT competencies and personal abilities to meet the ever changing future. The aims/objectives of the programme take into account the on-going changes and contemporary developments in the fields of tourism and event management and these aims and objectives are communicated formally to the public (see <http://www.ku.lt/en/about/vision-and-mission/> and <http://www.va.lv/en/page/about>) and are publicized on a variety of worldwide EU and national portals to address international student recruitment. The Panel can confirm that they are also well-communicated to teachers and students nationally and internationally and are available to all stakeholders in the programme.

Students are required to obtain and demonstrate appropriate levels of generic and specialist knowledge and competences for a Master in International Tourism Event Management. As the external environment is fluid and mercurial, skills and activities that students need to master consist of 'volatile combinations of tasks' requiring the ability to make innovative evidence based decisions, having assessed alternative solutions and possible social and ethic consequences of the activities.

The programme itself combines development of strategies of critical thinking, leadership development, creativity and performance so that students remain current, flexible and adjustable to changing local and international demands in the field of International Tourism Event management. In short, it is possible to claim that the study programme International Tourism Event management is designed to prepare specialists who possess knowledge in the field of tourism events management while being able to apply contemporary technical solutions to address a fluid and changing work environment. The involvement of industry stakeholders in developing the initial programme aims and objectives is evident, e.g The Association of Hotels and Restaurants of Latvia and the programme addresses current industry issues and concerns. Graduates are expected to go on to "develop national and regional tourism services exports, to promote events tourism business in conference centres, accommodation establishments, accommodation business chains and municipal territories and other tourism destinations". The

Panel's interviews with the first cohort of Graduates suggests this is on track, with students pointing to specific learning on their courses and also citing the course as an inspiration to open their own businesses. The integration of international mobility into the ITEM curriculum is commendable.

Specific knowledge and the links of learning outcomes of the master study cycle with learning outcomes of study programme and course units (modules) were clearly provided in the pre-visit documentation and this provided evidence of a strong conceptual background to the programme, based both on existing national and EU guidelines and state of the art academic knowledge. There is evidence of solid theoretical benchmarking particularly into the formulation of event management study outputs (EMBOK; EMICS; MBECKS etc) and at present this programme offers a unique opportunity to study International Tourism Event Management at Masters level in the Baltic States.

In sum, the aims and learning outcomes of the programme are clear, publicly available and extremely well-defined. The programme meets the demands of both the general environment in which graduates will operate and the local imperative to develop experts in this field. The programme aims are consistent with relevant international standards and the name of the programme, its learning outcomes, content and qualifications offered are compatible with each other. The international research and benchmarking for required competencies for this programme is an example of excellence in setting required course outcomes.

2.2. Curriculum design

The study programme International Tourism Event Management (ITEM) is a well-designed programme and complements existing programmes among all curricula of KU. The MA programme is utilizing the existing resources of the university and, in the same time, it is responding to the needs of the area to raise its tourism profile.

The programme lasts altogether for 3 semesters and the volume of the studies is 90 credits of student's contact hours and self-study work; of this 600 hours are contact hours. The first semester is in KU, the second semester in ViA and the location of the third depends on the student's sphere of interest and on the topic of the master thesis etc.

The study plan is designed to dedicate each semester to a specific tourism events knowledge field: The first semester covers a general understanding of destination and importance of the events for destination promotion and development; the second semester is devoted to the management of events with the third semester devoted to special practice training – live consultancy project, internship and preparation of the final thesis. Apart from the main subject content of courses, there is a commitment to use of ICT tools in every module and also the Live

Project Student group consultancy module. Also, in appreciation of the industry needs there is an emphasis on excellent English language skills as a working language and the development of personal skills and capabilities. The joint degree programme consists of 12 compulsory subjects, all of which are obligatory. No individual study plan is available and this is understandable given the complex organisational arrangements of this ground-breaking international study programme. On the first and second semesters students have 5 study field subjects (30ECTS each semester), and during third semester have 2 special training subjects. Study subjects are varied and appropriate. There is very little repetition and students described face to face study time as intense and rewarding. In many courses the classroom is 'flipped' so that students come to the class well prepared and ready to discuss and synthesise materials within the classroom. Of particular interest is the consultancy module where students work on real life situations with industry partners and this is seen as particularly valuable.

Teaching methods include classroom teaching, seminars, workshops, company visits, meetings with managers and professionals, group work, problem based learning and simulation games as well as practice based exercises and dedicated software applications. The requirement to develop research and analytical abilities of students is upheld in the ITEM programme through studying research methods and preparation of the Masters thesis. The Final thesis is defended publicly in front of the Study Field Qualification Committee approved by the Rector. The final pieces of work that the panel saw on the visit appear to be mostly of an acceptable standard and there are some very good pieces of work represented in the scripts. This work falls very clearly into the field of study. In the Panel's opinion one piece of work was borderline pass and the Panel would recommend that programme managers look carefully at the requirements for a basic pass, particularly in the use of literature sources. Students gave e.g. the need to create an authentic mobile application in making an event marketing strategy exercise as evidence of the link between technology courses and event courses advocating the need to link the two in the contemporary events industry.

An academic board sits to consider direction and content of teaching between the two institutions so that e.g. whether creativity should be brought in according to specific paradigm has been discussed between the two institutions. This board is also where the programme is examined for e.g. the nature of new ICT introductions to the programme. It is important that this co-operative stance to curriculum development is maintained, particularly when the initial research funding for the programme ends and this becomes less well resourced.

So, all in all, the content and study methods ensure learning outcomes and the latest achievements in science and technologies are definitely and successfully used in the programme.

2.3. Teaching staff

The Panel checked and can confirm that the study programme is provided by teaching staff meeting all legal requirements. ITEM programme's courses are taught by 8 - 9 teachers: 4 professors, 2 associate professors, 2 PhDs, 1 lecturer (15 years of industry experience). Professors and associate professors from UK, Poland and Germany help to ensure an international aspect to teaching and the mix between academic and practical skills and experience among lecturers - is more than adequate to achieve the learning outcomes at the Master's level.

Teaching staff's workloads were verified to be adequate and commensurate with desired programme objectives and learning outcomes. An average workload of a full-time teacher of the Department of Recreation and Tourism is 138 hours of work in the ITEM study programme, including 40 (i.e. 29%) of the total workload with staff also teaching in other 1st and 2nd cycle study programmes. However most teachers on this programme are part time in order to maintain a very high level of international teachers. Students and teachers ratio in starting year 2014 of ITEM studies was 13/9 and in year 2015 was 24/8 and will need to remain at this sort of level for the programme to be sustainable long term. In the area of programme-related research outputs, teaching staff meets qualification requirements. The research profile of the teaching staff is generally good, with some notable high profile and respected researchers for the study area involved in the team.

International mobility with other European institutions is built into the programme so that both students and teachers have international experience. ITEM teachers are active Erasmus teachers exchange programme participants. Most ITEM teachers teach in foreign universities for teaching annually and teachers are invited to teach from foreign universities in the ITEM programme every semester. There has been no staff turnover since the beginning of the programme. Professional development of the staff in both institutions is monitored and encouraged by drawing up and implementing plans of individual activity for each academic year, though as many teachers are part time, much of their research output is lodged in their home institutions. The Panel would recommend that an annual overview of teachers' professional development activities is constructed, to maintain an overview of inputs that are being added internationally and to act as a reference document for skills and competencies available in the Department.

In the field of research, individual plans are related to the themes of research of the Department of Recreation and Tourism and HeSF KU. ITEM staff of KU and ViA have participated in the courses, related to the study programme in Lithuania, Latvia and abroad (Germany, Greece, Poland, the United Kingdom, Austria, Czech Republic). Teachers may

consult with each other, to share their teaching experience, and exchange theoretical and methodological materials but the Panel was told by teachers that the time and ability to do this is somewhat limited. Teachers are nevertheless engaged and student focussed. The Panel saw evidence of a variety of teaching methods being utilized and students were able to talk at length about ways their thinking had been changed as a result of studying on the programme. Some of the Panel's recommendations will be concerned with handling international staff development and particularly in keeping up some form of training for teachers working on the programme. Teachers showed both the advantages and disadvantages of the flexibility arising from using an international set of educators. They bring new ideas and ways of working to the institution but at the same time can be more familiar with alternative systems and will attempt to work on more familiar systems. This can disrupt the institutional procedures and may cause issues. A good example is choice of online learning, platforms and productivity tools. It seems to be a choice made between teacher and student as to whether for instance they use Moodle, Teamwork or Trello to organise online work. The official platform is Moodle and program managers explicitly state that this is the program to be used. However, according to several students, the international staff will sometimes veer away from the official platform to work with systems that are more familiar to them, and students have tended to accommodate this rather than report any inconsistency. The Panel would suggest programme managers investigate this and gain an agreement between teachers, students and the administrators as to how to have a regular platform, or perhaps 2 platforms, that meets everyone's needs and comes under the oversight of the institutions involved. It could be that additional enforcement, training or other help in Moodle may be necessary for teaching staff used to other systems. This is not an unusual issue when co-ordinating an international staffing body and students said they could easily handle the different systems introduced on occasion. This is an issue related to quality oversight rather than a direct concern for the education on offer. This could also address the issue of a variety of practices in the length and requirements of readings lists that was noted by some students.

One other small observation is that the Panel sees the programme managers are hoping to address an "Unfragmented Baltic Market". For this reason the Panel would like to see teachers from all Baltic states represented on the teaching team going forward and as appropriate over time.

2.4. Facilities and learning resources

Since 2010 premises occupied by the the Health Sciences Faculty (HeSF) to which this programme belongs, have been renovated and extended. Classrooms are adequate in space and number and include the "Aula Magna" which provides serious conference facilities for the

HeSF. They are fully equipped with technical means, computer equipment and multimedia hardware.

The institution also has new facilities opening later in the year to offer business incubator facilities that will also be open for use to programme stakeholders. The pre visit report noted that one classroom is allocated to the needs of teachers and the RT Department. On the visit the Panel saw that visiting lecturers join in the programme manager's space on the Klaipeda campus. Panel thinks this is something to be adjusted going forward. A busy and multi-purpose office is not the best solution. Despite visiting lecturers being on campus for relatively short periods of time, their needs are rather specific and intensive because of the nature of their input on the programme. While the current arrangement may help inclusion, this really should be adjusted so that visiting lecturers have a least a room for their materials and a good working space, albeit on a 'hot desk' basis. The programme is attracting fine international teachers and there is a limit to the goodwill these Faculty will extend in relation to their own working space in order to support the programme. External Faculty will rarely devote time to complaint over such issues as their priority will be delivery of contracted education, but such an unsatisfactory arrangement could easily lead to the falling off of enthusiasm to teach on the programme over time. The Panel advises that space appropriate to visiting lecturers is organised as a priority. The Panel would see this arrangement of appropriate space as a responsibility of higher management to support this programme in their imaginative use of external teachers.

Experts visited classrooms with multimedia equipment, including adequate software. A specialist technical toolkit has been set up by the RT department to respond to the research needs of HeSF.

Vidzeme University of Applied Sciences is said to have similar satisfactory premises and equipment.

Students have access to a modern academic library which also opens on evenings and Saturdays. It has an electronic publications booking system which facilitates the search for publications available at the Library. A smaller satellite library on campus maintains a stock of appropriate Lithuanian and English literature on the stacks. In 2010, the specialized literature on recreation and tourism was transferred to the stock of the KU HeSF library. Currently, there are 33'719 publications in this library reserve. Students and teachers can use the library's online electronic catalog (<http://ku.library.lt>) to order books and articles. The library has Internet connection and online access to other library databases including EBSCO Publishing, ICPSR (Inter-University Consortium for Political and Social Research), JSTOR, Oxford Art Online, Oxford Journals Online, Oxford Reference Online: Premium Collection, Project MUSE, Sage Journals Science Online, Science Direct, Springer/Kluwer, Taylor & Francis, Wiley Online

Library etc. most of which are also available remotely to students and staff on their own computers. The library of Vidzeme University of Applied Sciences (ViA library) is a member of the Association of Latvian Academic Libraries. Since 2003 VIA Library is a depositary library of the World Tourism Organisation and it is the only WTO depositary among several Baltic Sea Region countries. It provides similar resources to the Library at KU.

The scientific literature necessary for the studies, textbooks and methodological material for the study programme is renewed every year, in cooperation with the study programme directors and faculty deans.

In sum, the campuses involved in the programme have premises, technical facilities and library services that support the students very well in their studies and research projects.

2.5. Study process and students' performance assessment

Students need a Bachelors degree or similar together with an intermediate level of English to apply for the ITEM study programme. The admission to the study programme is arranged by the competition according to the competitive score. Average score of students during admission was rather high – around 8 from 10.

The ITEM programme is organized in the following way: First semester - ITEM studies at Klaipeda University for all KU students; Second semester - ITEM studies at (mandatory) Vidzeme University of Applied Sciences for all KU students (equivalent to 30 ECTS); Optional semester - Internship might be completed in any country; For third semester studies and preparation of Master thesis students may choose any of the two partner universities. The period when students study at KU, ViA mark it as exchange semester in the system, when students study at ViA, KU mark it as exchange semester at ViA. In this way study mobility is built into the programme. 50% of ITEM students had internships in event management companies in Norway, Estonia and Turkey.

Attrition rates concern two semesters: first and third. Both years during the first semester one student left studies due to inability to match studies and work (attrition rate in 2014- 7%, 2015- 6%), one student for the same reason left studies during the second semester. Two students postponed studies after the second semester in 2014-2015 study year due to maternity reasons. State funded places are available to students although there is a slightly better opportunity to gain funding in one of the countries involved than the other and this could affect admission statistics to the programme.

Student research is most evident through Internships, master thesis, student group consultancy projects. Tourism Events Research Methodology is a special study module to develop subject focused research skills. Information to students is available via the Moodle

platform via moodle.ku.lt and to academic information system (AIS) on the Internet. Use of this has already been discussed in section 2.3 on teaching staff.

The procedure of defence of Master thesis is provided by Thesis Defence Commission based on requirements of ViA and KU and takes place at partner institutions by alternation. There are some differences between the two universities organisation of some procedures. E.g. The ITEM study programme assessment is not organised in special examination sessions as at ViA, but all the examinations are taken immediately after completion of the course which facilitates regular and systematic studies. To provide unbiased assessment, the students may use the right of the appeal according to ViA/KU common Regulations of Appeal. Both institutions have clearly spent time and effort to bring each others systems into line to allow the programme to be effective and fair, and regulations and procedures are very well co-ordinated and explicit. The ITEM study programme complies with the requirements of the ratio of the time allotted for lectures, practical classes, and independent work in accordance with the KU and ViA Study Regulations. Students' academic workload is distributed evenly.

Invited teachers from UK, Germany and Poland give instruction and are specialists trained under ITEM programme. Teaching methods are designed as far as possible to prevent plagiarism as well as www.plag.lt system being employed. Most subjects are examined by the use of a test or a written essay. There are adequate arrangements for resits which must be carried out according to each institutions own guidelines. Where required, the other institution will act as proctor for any resits arising from the previous semester in the partner institution, though as yet, the need for this has been limited.

Students of the programme seen by the Panel were enthusiastic and complementary about the programme. They were able to give examples of how their thinking had changed as a result of the programme, particularly as a result of the international experience gained on the programme. One student in particular spoke convincingly of her experience in a course taught by A. Klepers in suddenly recognising the need to organise events on the basis of what her target audience needed rather than making a programme according to her own interests. It was said although a student had already worked in the events industry, this was a fundamental career insight gained from the programme with immediate and continuing implications for employment generally. Many had recommended the programme to others including those that were now signed up in the current cohort, citing the international aspect as particularly important in their recommendations.

To sum up: the study process ensures adequate provision of the programme and the achievement of the learning outcomes.

2.6. Programme management

A well-established system of programme management is in place based on and regulated by existing KU programme management requirements where study programmes of the second study cycle, are approved in the Senate after being submitted by the Faculty Council who oversees programme management requirements of such programmes and are responsible for the quality assurance of the studies. At programme level the annual ITEM programme Board meeting is attended by 2 academic coordinators and 2 local programme administrators, 2 external professionals from industry (one per partner country) and 1 student's representative and makes strategic decisions that are binding on stakeholders in the areas of Programme supervision, including quality assurance of the programme; Monitoring student achievement, progression and evaluation, including student feedback; Review of teaching modules and the recommendations for update. The review of the modules and the programme is based on the analysis of the surveys of students' opinions, overall students' progress within the programme and on the developments of tourism industry. The quality of master thesis is regulated and there is reporting to the partners and donors on grants awarded for cooperation projects. There is an internal self-assessment system that has a 3-year cycle. The students' assessment results and the results of student's performance of each specialty are evaluated at meetings of the Dean's Office and then made available to all members of the Department with a collegial decision made about outcomes. Teachers spread of marks are also scrutinized for consistency. The Panel understands that teachers are aware of the issue of maintaining consistency in grading across international teachers where reference points may differ. While at present this seems to have caused just limited issues, sorted by the programme managers, going forward, the Panel suggests that a clear procedure is adopted for checking grading consistency and also that some attention is given to training incoming teachers on the requirements of the programme in regard to grading schemes. Student remarks are made available to each teacher individually. Students have a number of formal and informal opportunities to participate in the quality management of the study process and this was confirmed to the Panel by students during the visit. In particular students suggested that the programme managers were particularly diligent in listening to and acting on student feedback.

The ITEM Thesis Defence Board consists of 5 persons and is composed of 3 academic persons with PhD from both partner institutions and 2 persons from partner countries tourism industry. Each University in the consortium follows their own national institutional quality assurance procedures to ensure that the programme maintains its high academic standards. Input from project partners feed into advice on the programme. This was confirmed by the set of partners seen by the Panel on the visit. The Panel saw a particularly impressive group of social

partners from both public and private organisations all of whom were very complementary and spoke of teachers and managers on the programme as significant players in the event industry of the region, contributing regularly on an iterative discourse to address industry needs in the area. They also valued students on the programme and their trust in local programme managers extended including offering internships to students from the partner institutions and international students. The inclusion of the internship into ITEM programme was a deliberate attempt to react to the requirements of social partners and the industry who wanted more practical skills included during study. The internship includes a self-reflection both before an internship and another afterwards, an exercise that the Panel considers to be good practice.

The opinions of graduates and students are surveyed regularly. Teachers have been formally surveyed twice and results of their opinions of the programme have been submitted in pre visit documentation. The opinions of students, employers and experts on the contents of the study programme are provided on the website of the RT Department www.turizmokatedra.lt and on ViA website www.va.lv.

On the Panel visit, the Panel could see that the programme is ground breaking and attempting something new for this industry area in Lithuania and Latvia. The Panel thought the management team to have made a fine start. All the above arrangements represent complex international challenges and require day to day adjustment and problem solving. To manage the differing procedures and policies of two international institutions each with their own changing requirements is not an easy matter, and added into this is a set of international teachers who are used to the requirements of their own institutions that need to be kept updated on changes implemented in the programme. Another layer of complexity is added by the requirements of practice and internship to underpin the programme in industry competencies. The solid work that went into establishing this programme was well spent but this is no replacement for the everyday 'work in progress' of establishing such a venture.

The Panel found the programme management team to be exceptional. The two heads of programme, Prof dr. Andris Klepers and Prof. dr. Ausrine Armaitiene exemplify the co-operation and collaboration that international joint programmes like this require. They have a clear appreciation of the programmes identity and potential future direction and appear to work very well together. They are confident enough of the programme and their working relationship together to honestly examine problems as they arise and find solutions. This is special and particularly hard to achieve across national boundaries.

The Panel trusts that they will receive the support of higher management in the special needs of this programme which the Panel sees as potentially becoming a major player in Events Management in this region.

2.7. Examples of excellence *

The international research and benchmarking for required competencies for this programme is an example of excellence in setting required course outcomes.

The day to day programme management across international boundaries in this joint degree which also involves collaboration on the development of practice competencies is exceptional, and the heads of programme in both countries can be considered pioneer experts in this area.

III. RECOMMENDATIONS

1.

We would suggest programme managers investigate choice of online learning platforms and productivity tools to organise online work and gain an agreement between teachers, students and the administrators as to how to have a regular platform, or perhaps 2 platforms, that meets everyone's needs and comes under the oversight of the institutions involved.

2.

The Panel advise that a clear procedure is adopted for checking international teachers grading consistency and also that some attention is given to training incoming teachers on the requirements of the programme in regard to grading schemes.

3.

The Department should design and keep some sort of a map for tracking teachers' professional development. This could be done, for example, by putting the courses, each member of staff has attended, in an appropriate matrix on annual basis.

4.

The Panel would recommend that programme managers draw up guidelines on requirements for basic pass for the Masters theses, particularly in the use of literature sources.

5.

The Panel advises that better working space appropriate to visiting lecturers is organised as soon as possible.

IV. SUMMARY

This is an international joint programme offered by a Lithuanian (KU) and Latvian Institution. (ViA). It has been established as a result of international research in collaboration with international institutions and the result is a well thought through programme geared to the needs of the Events industry in the Baltic Region. It is very well managed at a programme level and the excellent links to social partners that informed the original structure of the programme during set up have continued to improve and support the programme. Programme managers in both institutions are particularly knowledgeable, adept, forward thinking and supportive and students are complementary about their study experience. The result is a well designed responsive curriculum that takes advantage of the strengths of both institutions, with the Live Project Student group consultancy module being seen as of particular value in linking theory and practice by students.

Teaching staff are well qualified and professional displaying strong international experience. The programme requires some small adjustments in organisation in relation to tracking staff professional development and ensuring international grading consistency but these are normal issues in international programmes such as these.

Demand for places on the program is high, with the result that the quality and experience of students on the programme was impressive. Students are good ambassadors for the programme and suggest they see clear career paths as a result of the programme. Programme relationships with well-connected, involved and enthusiastic social partners are notable and these social partners see the programme managers as a resource for ideas, networking and employees. The Panel expects the programme to be a major contribution to the events profile of Lithuania and Latvia with graduates showing evidence of good Masters level thinking and competence in this study area.

V. GENERAL ASSESSMENT

The joint study programme INTERNATIONAL TOURISM EVENTS MANAGEMENT (state code – 628N80002) at KLAIPEDA UNIVERSITY 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	4
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	4
	Total:	20

*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:	Dr. Mary Lyn Glanz
Grupės nariai: Team members:	Prof. Eneken Titov
	Henri Kuokkanen
	Linas Pučinskas
	Indrė Šareikaitė

**KLAIPĖDOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
TARPTAUTINIŲ TURIZMO RENGINIŲ VADYBA (VALSTYBINIS KODAS –
628N80002) 2016-08-19 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-194 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

KLAIPĖDOS UNIVERSITETO studijų programa *TARPTAUTINIŲ TURIZMO RENGINIŲ VADYBA* (valstybinis kodas – 628N80002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	20

* 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)

<...>

2.7. Gerosios praktikos pavyzdžiai

Tarptautiniai moksliniai tyrimai ir lyginamoji analizė siekiant nustatyti šiai programai būtinas kompetencijas yra gerosios praktikos pavyzdys nustatant būtinus dalykų rezultatus.

Kasdienė šios tarptautinės jungtinį laipsnį suteikiančios programos vadyba, apimanti ir abiejų universitetų bendradarbiavimą ugdant praktinius gebėjimus, yra išskirtinė, ir programos vadovai abiejose šalyse gali būti laikomi pirmaisiais šios srities ekspertais.

<...>

IV. SANTRAUKA

Studijų programa *Tarptautinių turizmo renginių vadyba* yra tarptautinė jungtinė programa, kurią vykdo Lietuvos (Klaipėdos universitetas) ir Latvijos (Vidžemės taikomųjų mokslų universitetas) aukštosios mokyklos. Programa sukurta kartu su tarptautinėmis

institucijomis atlikus tarptautinius tyrimus; ji gerai apgalvota, kruopščiai parengta ir atitinka Baltijos regiono renginių pramonės poreikius. Programos vadyba labai gera; palaikomi puikūs ryšiai su socialiniais partneriais, kurie padėjo kurti pirminę programos sandarą, toliau tobulinti ir remti šią programą. Abiejų institucijų programos vadovai yra ypač daug žinių turintys, ekspertaiprogresyvaus mąstymo ir paslaugūs, o studentai prisideda savo studijų patirtimi. To rezultatas yra gerai parengtas ir poreikius atliepiantis studijų turinys, kurį sudarant pasinaudota abiejų institucijų stiprybėmis, o Gyvo Projekto studentų grupės konsultacinis modelis laikomas ypatingai vertingu sujungiant studentų teoriją su praktika.

Dėstytojai yra kvalifikuoti ir profesionalūs, turintys didelę tarptautinę patirtį. Reikia atlikti nedidelius organizacinius programos pakeitimus, susijusius su dėstytojų profesinio tobulėjimo stebėjimu ir tarptautinio vertinimo suderinamumo užtikrinimu, tai yra įprasti dalykai vykdant tokias tarptautines programas.

Programos studijų vietų paklausa yra didelė, o programos kokybė ir studentų patirtis daro įspūdį. Studentai yra geri šios programos ambasadoriai, jie, atrodo, aiškiai įsivaizduoja savo karjerą baigus studijas. Ryšiai ir santykiai su gerų ryšių turinčiais, dinamiškais ir entuziastingais socialiniais partneriais yra įspūdingi. Socialinių partnerių akimis, ši programa yra idėjų, tinklaveikos ir darbuotojų išteklis (šaltinis). Grupė tikisi, kad ši studijų programa įneš svarbų indėlį į Lietuvos ir Latvijos turizmo renginių sferą, o jos absolventai pademonstruos magistro laipsnį atitinkantį mąstymą bei gebėjimus šioje srityje.

<...>

III. REKOMENDACIJOS

1.
Programos vadovams siūlytume išnagrinėti elektroninio mokymo platformos pasirinkimą ir našumo priemones, siekiant organizuoti darbą internete ir pasiekti dėstytojų, studentų ir administracijos susitarimą dėl to, kaip turėti nuolatinę platformą ar galbūt dvi platformas, atitinkančias kiekvieno poreikius ir prižiūrimas dalyvaujančių institucijų.

2.
Vertinimo grupė rekomenduoja priimti aiškią tarptautinių dėstytojų atliekamo vertinimo darnos sutikrinimą ir atkreipti dėmesį į programos reikalavimus dėl vertinimo schemų apmokant atvykstančius dėstytojus .

3.
(Rekreacijos ir turizmo) katedra turėtų parengti ir saugoti tam tikrą žemėlapij, skirtą stebėti dėstytojų profesinį tobulėjimą. Tai būtų galima padaryti, pavyzdžiui, kiekvienais metais sudarant atitinkamą matricą (formą), kurioje būtų nurodyti kursai, kuriuos lankė kiekvienas darbuotojas.

4.

Programos vadovams vertinimo grupė rekomenduotų parengti gaires dėl minimalių reikalavimų magistro baigiamajam darbui, ypač dėl literatūros šaltinių naudojimo.

5.

Vertinimo grupė rekomenduoja atvykstantiems dėstytojams kuo skubiau suteikti geresnę darbo erdvę.

<...>

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)