



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Šiaulių valstybinės kolegijos  
***TURIZMO ADMINISTRAVIMO PROGRAMOS***  
**(653N83003)**  
**VERTINIMO IŠVADOS**

**EVALUATION REPORT**  
**OF *TOURISM ADMINISTRATION* (653N83003)**  
**STUDY PROGRAMME**  
at Siauliai State College

Grupės vadovas:

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Išvados parengtos anglų kalba

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Turizmo administravimas</i>
Valstybinis kodas	653N83003
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 profesinis bakalauras
Studijų programos įregistravimo data	2002 rugpjūčio 30 d.

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Tourism Administration</i>
State code	653N83003
Study area	Social Sciences
Study field	Tourism and leisure
Kind of the study programme	College Studies
Study cycle	First
Study mode (length in years)	Full-time (3), Part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Tourism
Date of registration of the study programme	30 <sup>th</sup> August, 2002

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## I. INTRODUCTION

Siauliai State College, which has two faculties, the Faculty of Business and Technology and the Faculty of Health Care, is a large provider of higher education in the city of Siauliai. Within the Faculty of Business and Technology there are eight departments including a Tourism and Management Department which provides the *Tourism Administration* Study Programme. The programme was registered in 2002 and is offered in both full-time and part-time modes. It is the only programme in the field of tourism and recreational studies offered at the College.

### **Evaluation Team**

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

### **The procedure of the evaluation**

The Self-Evaluation Report (SER) of the first cycle programme *Tourism Administration* Study Programme made available to the expert team in September, 2013, more than a month before the planned visit to the College. All the members of the team examined the SER individually and contributed to the preparation of a preliminary report which indicated strengths and weaknesses and discussion points. The team obtained further information during the site visit on 22 October, 2013 when members met senior management, programme coordinators, teachers, students, graduates and social partners and viewed the facilities available to the programme. After the visit held a meeting to discuss the contents of the evaluation report and agreed upon a numerical evaluation of every section of the evaluation. The expert team amended a draft report and their comments were integrated into one document by the chairman of the team.

## II. PROGRAMME ANALYSIS

### *1. Programme aims and learning outcomes*

The overall aim of the Tourism Administration programme is defined by the College as follows: “It seeks to develop tourism expert who will create tourism products and services that meet public needs in a constantly changing business environment, foster general human values, will have acquired the knowledge and skills to enable self-productive activities, further study and continuous personal and professional development”. Programme aims and learning outcomes are set out but need to be further aligned. Some of the intended learning outcomes could be shortened and re-categorized in order to give a clearer overview of the intended outcomes. A clear distinction needs to be made between programme aims, intended learning outcomes and subject learning outcomes.

While outcomes are set out in detail, some are missing e.g. understanding of the system and functioning of the tourism industry and knowledge of trends in lifestyle, leisure and tourism. This knowledge will be necessary to enable the graduate to cope with the constantly changing business environment.

The team acknowledges that the College has decided to develop overall programme aims rather than specific aims for the different sectors of tourism. However, the review team also sees a danger in that the single programme aims are not aligned with the different sectors of tourism. e.g. the business planning activities are carried out for the context of business agencies only and not for other sectors of tourism. Likewise, there seems to be a heavy focus on tour guiding but not on some other aspects of tourism.

In regard to making the aims publicly available, the College has arranged for the aims and intended learning outcomes to be published on the Ministry of Education and Science website [www.aikos.smm.lt](http://www.aikos.smm.lt) and in addition publicises the aims during lectures and visits to schools. The aims and intended learning outcomes are also publicly published in their own internet websites

There is insufficient attention to Customer Service and basic training in hospitality skills.

The teaching of foreign languages needs to be strengthened. This may include the possibility of an additional foreign language.

The panel commends the College on the good links it has established with the social partners but notes that while the social partners influence the programme aims they do not appear to have much influence on the curriculum development except for the tour guiding topic. The intended learning outcomes are consistent with the law on tourism of the Republic of Lithuania.

There are prospects of employment for graduates of the programme in Lithuania which are clearly in the minds of the developers of the programme. But the tourism industry is very international in its outlook and many of the graduates may find employment in Lithuania with international tourism companies or outside Lithuania. To facilitate such graduates, the programme aims and learning outcomes need to reflect the needs of the international tourism industry.

What is the guiding vision of the Department? The team believes that the current guiding vision of the Department is too narrow in its focus and that further work on developing a guiding vision for the department might help the College to further align programme aims to ensure balance between the various sectors in the tourism industry. There is scope to widen the programme aims to encompass the wider employability prospects of graduates in the tourism and recreation industry.

To meet the needs of the industry, more attention is needed to professional and entrepreneurship competences

To ensure a clear connection and flow between programme aims, intended learning outcomes and subject outcomes a clear differentiation between the three should be made. Here, the results could be set out in e.g. a flowchart showing how programme aims, learning outcomes and subject outcomes are interrelated.

The team recommends a wider view of the intended learning outcomes to encompass more aspects of the role of tourism managers in the industry. However, the team is satisfied that the aims and learning outcomes are generally consistent with the Professional Bachelor degree which is the qualification offered. They are also consistent with those suggested by the Dublin Descriptors and the national descriptor of Study Cycles.

The name of the programme, its learning outcomes content and the qualification offered are compatible with each other. However, it was the view of the panel in that the programme has a

strong emphasis on tour guiding, but not on other aspects of tourism. In this regard, the title of the programme reflects a broader perspective than the focused nature of the content.

## ***2. Curriculum design***

The curriculum design meets the legal requirements for a Professional Bachelor degree e.g. 180 ECTS, not less than 135 credits for study field subjects, 30 – 60 credits for specialisation, not less than 9 credits for the final paper, not more than 7 subjects per semester, not less than 15 credits for general College study, not less than one third of the curriculum on practices and practical training. The team is satisfied that the study programme meets all these criteria.

Study subjects are spread evenly and are not repetitive. However the panel strongly suggests that broader aspects of tourism could be reflected in the contents of subjects. The panel also strongly suggests that the College makes sure that all intended learning outcomes listed are reflected in the curriculum. This is not the case e.g. with the entrepreneurship education.

Members of the panel were critical that some of the theses were mainly reflecting the tour guiding themes and none of the other subjects.

There was concern that the intended learning outcome that ‘students will be able to establish a tourism company’ is supported in its legal aspects but inadequately supported in regard to financial or marketing aspects.

The content of the subjects is consistent with the Professional Bachelor’s Degree. However, the review team was not convinced that there is sufficient emphasis on hotel and catering studies which are central to Tourism. Currently only 108 contact hours in the total programme relate to Hotel & Catering.

A module on the Sociology of Leisure would give students a broader perspective on the tourism industry and an understanding of trends in leisure. Such an understanding would help to achieve the broad aims set out by the College for the programme and mentioned above.

The team acknowledges the subject of Civil Safety being taught within the curriculum but currently its successful completion does not attract ECTS credits. The team believes the subject should also be credited.

During the visit the review team learned about the strong wish articulated by most students and by social partners regarding language tuition. The panel suggests that the College extends the number of hours for English and the second language. Additionally, the range of second languages offered should be extended. This will also help to strengthen the College's internationalisation activities.

Bearing in mind that health and wellness tourism is of growing importance, a module on this topic would be a useful addition to the programme.

More emphasis should be given meetings and other corporate events as these now form a significant source of income for hotels and other tourism services.

Some of the subjects listed as electives in the curriculum could be reconsidered as to making them compulsory modules for the programme. The team is conscious that the total student workload should not extend beyond 180 ECTS.

Furthermore, the subjects educating the students in the use of new technologies and software (reservation systems) should be extended. New technologies are a prominent feature of many aspects of the tourism industry (for example in marketing and in financial control). It is also vital for students undertaking an internship in a travel agency that they are familiar with the technology used there.

The allocation of ECTS credits is based on student workload and is reasonably fair. Consideration might be given to the merits of standardising module size in terms of e.g. 5 ECTS (or a multiple of 5) credits. This would provide students with greater flexibility in planning choosing electives and study paths.

Whilst the content and methods of subjects and modules are appropriate for the achievement of the intended learning outcomes the modules are somewhat limited in that some aspects of tourism are not considered. E.g. a module on intercultural communication will be of advantage.



The emphasis in the programme seems strongly rooted in the Siauliai region rather than the country of Lithuania and internationally. This strong regional emphasis does not reflect the international nature of the tourism industry. A stronger emphasis on international tourism should not weaken the positive effects that the programme has on the Siauliai region but rather it should enhance the flow of international tourists to the region and should attract international tourism companies to invest in the Siauliai region.

The scope of the programme (3 years full-time study or 4 years part-time) seems sufficient to allow the achievement of the learning outcomes. There were strong requests from students and from social partners for more time to be spent on practical work including work in industry. This seems scarcely possible in a crowded programme but the College should investigate the possibility of extending the full-time programme beyond the current 3 years to either 3.5 years or 4 years. Since it is envisaged that all the extra time will be spent on placement in industry, no extra teaching will be required. On that basis, the Ministry of Education and Science may be agreeable to an extension and if they are, the College could negotiate an appropriate arrangement with its industry partners and its students.

If it proves impossible to extend the programme as mentioned in the paragraph above, the College should investigate the merits of fewer but longer periods of industry practice. The timing of placements needs to be addressed: see section 4 later in this report.

While the attempt to link research and teaching is good, the volume of research is still below of what would be expected. There are possibilities to ensure that more of the final papers by students are based on real-life problems in industry, that supervisors in industry contribute to the supervision of student papers and the results of the student papers are widely circulated and discussed with industry.

Research activities related to the analysis, operation and management of the tourism industry should be increased by both teachers and students. There is a need to clarify how the contents of the programme are regularly modified to ensure they reflect the latest achievement in science and technology. Every teacher must update his/her syllabus every year and have any modifications approved by the Department.

To ensure that the contents of the programme is regularly modified so that it reflects the latest achievement in science and technology the panel strongly advises to put a structured process into

place that includes an input on developments in technology. The College's Department of Information Technology and leading Tourism companies could make a valuable contribution by advising the Tourism Department of the latest trends.

### *3. Staff*

The legal requirement is that the programme is provided by staff members who hold a Master's degree or equivalent and who have at least three years experience working in the relevant industry. The study programme is provided by staff members who meet the legal requirements in terms of qualifications, experience and professional development. The staff members were very dedicated and highly motivated. The internationalization of staff would be helped by more international exchanges.

All staff members teaching the programme have at least a Master's degree and 11% of the programme is taught by staff with a doctorate. In addition, teachers must have competence in computer literacy and have at least 3 years professional experience. Thus, the qualifications of the staff teaching the programme are adequate to ensure learning outcomes.

There are 37 teachers for 175 students (125 full-time and 50 part-time) which is a very favourable staff: student ratio. Not all the teachers are full-time employees of the College but nevertheless the team is satisfied that the number of teaching staff is adequate to ensure learning outcomes.

Turnover of staff is described as negligible and thus does not affect the provision of the programme. In some circumstances a lack of turnover can inhibit the recruitment of new staff with more recent experience and different qualifications. However, the team is satisfied that the practice in Siauliai College of recruiting part-time staff members who are currently working in the tourism industry ensures that students are exposed to current industry practices. In addition, all students undertake practice periods in industry which reinforces the beneficial effects of current industry practice.

The College has an active programme of support for the professional development of teachers. This includes support to complete doctoral studies or a second Master's degree, participation in conferences and seminars and partnership in projects which facilitate self-improvement for

participating teachers. All of this is worthwhile and helpful. In addition to the above activities, the team recommends that all new staff should be exposed to certified training in pedagogy and assessment in the first two years of appointment. Whilst the number of new staff in Siauliai might be small, the training programme could be provided in collaboration with other institutions of higher education in the area. This training in pedagogy and assessment would help to meet the objectives of the European Standards and Guidelines for quality assurance which requires staff to be both qualified and competent to teach.

Guest lecturers from industry can make a very useful contribution to the students' learning experience and can also engage in conversations with teachers which helps to update teachers on current industry practices.

The regulations of the College for the induction of new teachers, their initial training and professional development (paragraphs 50 -52 of the SER) seem comprehensive apart from the provision of mandatory certified training in pedagogy. The team commends the College on maintaining staff members who have Tourism industry work experience. Also, some of the teachers keep in touch with the industry by consulting and visiting the social partners to discuss relevant issues. The joint researches with the National Parks are very useful. This could be further formalized by setting up a process that is integrated in department policies. Some staff visit students on placement and have an opportunity to discuss current trends with both the students and the employer.

It is not evident that there is much involvement in research by the teaching staff. Only one staff member completed a PhD in recent years. . It seems that only a minority of the research activities are specifically focused on Tourism. The College's research output is not as high as expected bearing in mind that the faculty is given 50% of their time for research and other non-teaching duties including organisational activities. So some extra emphasis needs to be put on the engagement of staff in research activities.

One approach that might be tried is the inclusion of a research objective to be included in the annual discussion of each teacher with his or her supervisor. For example, it could become the norm that each full-time teacher is set the target of producing one research output (defined liberally as a paper, a presentation to an international conference, a consultancy to industry, etc.) per annum. If adopted, this could create a new awareness of the importance of research and its position in the normal work of a teacher.

Students have expressed their enjoyment of visiting international teachers who bring a different perspective to the College. Accordingly, the College might try to build on this by entering more agreements for the exchange of teachers. The experience of Lithuanian teachers to foreign universities could enhance their teaching while the interaction of foreign teachers with local teachers in Siauliai could also enhance the quality of teaching.

#### ***4. Facilities and learning resources***

The College premises and the building are in very good condition and well maintained. Students mentioned that the facilities are not adequately heated all of the time.

There is a College Hospitality Centre which is useful also for internal placements and a strength of the programme. The panel feels that more intensive use could be made of the Centre.

There is a College Library including a journal room, a reading room and some PC stations. These rooms are well maintained.

Learning resources and equipment were examined by the panel. Although the computer equipment is adequate, an update of the software used as well as the replacement of some of the hardware used might be useful. The vast majority of the students interviewed own their own laptops. These could be used in computer classes to integrate the use of technology.

The College Library lacks books on tourism and, overall, it is a very modest collection. The collection of hardcopy journals is very limited. There are some online journals but again the collection is modest. As the involvement in research grows, a greater investment in library resources will be required to support the activity. Likewise, a move to more student-centred learning will require more library resources.

Access to international databases is essential in the tourism sector so continual improvement in this respect is a key task for College management

The College has negotiated access to the databases of other Colleges and universities for their students and this is very useful. This cooperation with other institutions of higher education could be strengthened further.

There are five different types of placements for practical work in the industry. These placements take place after the relevant subject has been taught in College and are well organised. Students are generally happy with these placements. During recent years (2008 – 2012), students completed practice periods in 144 enterprises which cover a wide variety of situations: restaurants, travel agencies, information offices, National Parks, etc. This indicates the strong links that the College has with the social partners.

There are signed agreements between the College and social partners (employers). The college arranges meetings with these partners systematically. Most of the students opt for placements close to home which may arise because of the large number of short placements.

Both students and industry partners mentioned that the placements should be longer. In addition, there was a strong request from social partners that the timing of the placement should be changed to reflect the busy periods of the industry.

If the College wishes to accede to these requests for changes in the duration and timing of practical work in industry, it will require a radical re-thinking of the study programme. It may be necessary to negotiate an extension of the programme from 3 years to 3.5 years or 4 years as mentioned in the section on Curriculum Design above.

Another radical proposal for change in the industry placement is that placements may be undertaken outside Lithuania. A scheme of travel abroad for placement could be developed on the basis of an exchange programme (i.e. Lithuanian employers would accept Tourism students from outside Lithuania. This idea is discussed in the section on Programme Management below.

The publication of 13 CDs and 20 textbooks for teaching by staff members of the Tourism Department deserves to be praised. And it is good that some of these publications are updated and re-issued. This activity helps to fill the void caused by the comparative lack textbooks in the Lithuanian language which is a problem in many subject areas.

Whilst the library is attractive the supply of books and in particular the supply of textbooks and books in English is inadequate.

## ***5. Study process and student assessment***

The admission requirements appear to be well founded and the average score of applicants for full-time programmes has risen in recent years. In addition to the full time programme the department admits part time students to undertake the programme which is a way to meet the needs of the labour market.

One of the determining factors in the student in-take is the number of funded places supported by the Ministry of Education and Science although the College can accept students who are self-financing. The economic crisis of 2009 caused a major drop in numbers but since then the number of full-time students has increased to approx. 50 per annum (well up on the 2008 figure) but the number of part-time students has declined as compared with 2008.

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

There is a Student Research Association since 2005 and the students participate in conferences with Latvian students. But there is not much evidence of students participating in research projects being led by staff researchers. There is however, the good example of joint research in the project with National Parks; this approach should be encouraged elsewhere.

There are certainly opportunities for students to participate in mobility programmes (mainly Erasmus) and 21 students did so in the evaluation period. Most of the exchanges were with Turkish universities and the number of incoming students from Turkey was 18 out of a total of 20. But the number participating is well below the European target of 20% of all students to spend a study or work period abroad as part of their programme by the year 2020. So much remains to be done.

Currently, student exchanges are limited by a number of factors including a lack of confidence of Lithuanian students to undertake studies in a foreign language, an unwillingness to give up their job in Lithuania and the lack of financial means to travel and stay abroad (though Erasmus scholarships are available). The number of incoming students is limited the lack of programmes in foreign languages. If some subjects were taught in a foreign language, this could increase the flow of students to Lithuania.

The College provides a range of supports including dormitories, financial support (scholarships) and counselling. Academic support is provided by the Faculty Administration and the Department while support in respect of individual subjects is provided by individual academic staff members or mentors.

There is not a strong emphasis on social or sporting activities in the College. Very few of the students whom the team met participate in any College-based sports activities.

Students are told about the programme goals at the beginning of their studies.

The College's assessment procedures are clearly communicated at the outset of each course. But intended learning outcomes are not specifically articulated. However, the panel saw in the student work provided that each student gets written feedback on their work which also includes the relevant criteria reflecting teaching goals.

Students do get an opportunity to give feedback on the courses they take via a survey at the end of each semester.

The College organizes excursions for social groups, free of charge.

The College monitors on an annual basis the progress of graduates. The percentage in the relevant professions was almost 30% in the year 2010 for those who graduated in 2008. But the graduation class of 2009 fared much worse because of the economic crisis. The professional activities of the majority of graduates in recent years have not been in the Tourism industry.

There has also been a high level of emigration of graduates of all disciplines. When current students were asked by the team about their career intentions, many mentioned that they intended going abroad. Hopefully, they will return when the economy expands but their intentions support the need for an internationalised curriculum.

Some graduates of the programme may wish to continue his/her education to Master's degree. At least one of the graduates whom the team met had enrolled in Siauliai University on a Master's degree programme. It was agreed that the graduate would have to complete a bridging course of 6 months duration before commencing. This was quite a favourable arrangement as sometimes

the bridging courses are 18 months duration. It is recommended that the College negotiates similar arrangements with other universities where its graduates may wish to enrol.

## ***6. Programme management***

Responsibilities for programme design, implementation and monitoring are clearly set out. However, there is room for improvement in ensuring that the lines of communication for the dissemination of information to all those involved are effective.

It was not clear that the college has a structured review of programme management and implementation.

While various collections of data occur each year, data could be used in a more strategic way.

In 2012 intended learning outcomes were fully revised to relate them to the scope of the programme. The College includes social partners and students in programme improvements. The panel recommends that this inclusion is further formalized in setting up regular meetings/discussion rounds. Many of the social partners have written agreements with the College in relation to their involvement in taking students for industrial placement.

Social partners were of the opinion that students, while excellent in many respects, need to develop their sense of entrepreneurship. They also opined that the period of placements should be longer.

Social partners were in favour of the idea of students undertaking some of their industrial placements outside Lithuania. If the success of the scheme was dependent on there being an exchange of placements they expressed themselves willing to consider accepting foreign students of tourism in their establishments. The positive attitude of employers should encourage the College to explore the idea further.

The self-evaluation report was prepared by a small group which included a social partner. And social partners are involved in the annual evaluation and improvement of the programme organised by the Department.



There is an Alumni Club at the College (though none of the 8 graduates who met the team were members of the Alumni Club). This club organises surveys of graduates to learn how graduates regard the study programme. The College also has informal interaction with its graduates in relation to discussions about improvements to the programme. The Alumni Club needs to be developed to encompass more members as it could provide a valuable formal mechanism for feedback of graduates about any strengths and weaknesses of the study programme.

Students are involved in almost all the decision making bodies (Senate, College Council, Faculty Council) but it was not clear that they are members of a programme committee charged with the operation of the programme.

Students had no information whether their feedback was included in any further process.

It is important that QA measures are consistent with European Standards and Guidelines (ESG) and the team is satisfied that they largely meet this requirement. One area for possible improvement is the formalisation of some good QA procedures such as the informal round of discussions that teachers hold. In addition, the College should endeavour to achieve greater graduate membership of the Alumni Club and student membership of a Programme Committee to solve problems locally. But overall, the team concluded that the internal QA measures are effective and efficient.

### III. RECOMMENDATIONS

1. Programme aims and learning outcomes need to be further aligned with each other and with the overall aim of the programme. Some extra learning outcomes are suggested.
2. The programme is too heavily geared towards guiding to the detriment of other aspects of the tourism industry.
3. Involve social partners more in curriculum development.
4. Make the programme more international in character.
5. Develop a flow chart to show linkages between programme aims, learning outcomes and subject outcomes.
6. Include Tourism Management (Marketing, Financial Management and HR) in the programme aims.
7. Strengthen Entrepreneurship, Marketing and Finance Management in the curriculum.
8. Include more Hotel & Catering Studies in the programme and award ECTS for Civil Safety.
9. Extend hours for English and the second foreign language.
10. A module on Health & Wellness Tourism could be a useful addition.
11. Give more attention to new technologies.
12. Focus the programme on International Tourism, not just Regional Tourism.
13. Investigate the possibility of extending the duration of the programme to 3.5 or 4 years to allow extra time for practice in industry.
14. Put more emphasis on research by students and staff, related to the analysis, operation and management of tourism.
15. Include a mandatory, certified course in Pedagogy & Assessment for new teachers. This could be offered in collaboration with other HEIs in the region.
16. Seek to develop research output by setting new targets for staff e.g one paper per annum.
17. Organise more exchange visits for teachers.
18. More investment needed in library stock and IT.
19. Consider making practice placements in industry longer and change the timing.
20. Build on the successful agreement with Siauliai University giving access to Master's degree with just 6 months bridging by similar agreements with other universities.
21. Expand international partners' network (the only partner is from Turkey?)
22. Improve social life of the students (offer more activities besides lectures, e.g. Tourism Club)
23. Offer an International semester for Erasmus incoming students (because at the moment they have to go to Lithuanian taught lectures)
24. Improve student sport and social activities in the College.

#### IV. SUMMARY

Main positive and negative quality aspects of each programme evaluation area and main recommendations for the improving of quality of the study programme.

Since 2002, Siauliai State College has offered a Bachelor degree programme in Tourism Administration. The programme is offered in both full-time and part-time modes and is the only programme in the field of tourism and recreational studies offered at the College. The programme prepares graduates for careers in the tourism industry and the overall aim of the programme and the intended learning outcomes are written accordingly. The evaluation team felt there was too much emphasis on guiding to the detriment of other aspects of tourism but the team commended the College for the strong links it has established with the social partners. The team has recommended some re-alignment of the learning outcomes and a stronger role for the social partners in curriculum development.

The study programme meets all the legal requirements for a professional bachelor degree e.g. 180 ECTS, not less than 135 credits in the study field subjects, not less than one third of the curriculum on practices and practical training, etc. The team has recommended a strengthening of the link between the final theses and the final placement of students in industry as it sees this thesis as important for the future careers of students. The team also recommends a stronger emphasis on languages. There are 5 practice placements in industry but perhaps fewer but longer placements would be better. The timing of the placements should also be reviewed.

The qualifications of the staff meet the legal requirement and the number of staff is adequate. The College has an active programme of support for staff development which is commended; but the team recommends the addition of a certified training in pedagogy for all new teachers. The teachers are dedicated and highly motivated and it is a strength to have many teachers who have worked in the tourism industry, supplemented by part-time teachers who currently work in the industry. The only weakness in the teaching area is the low level of research by teachers so the team recommends a new, higher target for all teachers to produce one research output per annum (where a research output could be a published paper, a conference presentation, a consultancy report, etc.). The publication of 13 CDs and 20 textbooks is highly commended.

The College buildings are in very good condition and well maintained. Some additional software is needed for the computers and more books and journals are needed in the library (the book

stock in tourism is modest). Access to databases will be needed as research activity grows and this may be organized in conjunction with other HEIs. There is very active collaboration with industry partners (144 different enterprises in recent years) but social partners have suggested that the duration and timing of placements needs to be reviewed. The possibility of organizing placements in industry outside Lithuania may prove to be an attractive way of meeting both internationalization and industry experience objectives and would have the support of the social partners whom the team met.

The admission requirements are well founded and the arrangements for the delivery of the programme met with student satisfaction. There is not much evidence of students participating in research projects led by College staff apart from a joint project with national parks. There is some activity in Erasmus mobility, mainly to Turkey, but more needs to be done. There is also a dearth of social and sporting activities for the students on campus. A high percentage of the graduates in recent years have emigrated and many current students intend to do so, at least initially. This strengthens the need for an internationalized curriculum. Finally, the College has organized favourable terms on which graduates may proceed to Master's degree at Siauliai University and should do so with other universities.

The management of the programme is well organized and students are extensively involved in decision-making bodies (with the surprising exception of the Programme Committee). There is a need to strengthen the Alumni Club. Whilst there are some suggestions for improvement, the team was satisfied that the arrangements for internal QA are effective and efficient.

## V. GENERAL ASSESSMENT

The study programme *Tourism Administration* (state code – 653N83003) at Siauliai State College is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Staff	2
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	2
	<b>Total:</b>	<b>14</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. dr. Frank McMahon

Grupės nariai:  
Team members:

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