SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KLAIPĖDOS VALSTYBINĖS KOLEGIJOS

SPORTO IR PRAMOGŲ VADYBOS PROGRAMOS
(653N87001, 65303S197)

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *MANAGEMENT OF SPORTS AND ENTERTAINMENT*
(653N87001, 65303S197)

STUDY PROGRAMME

at KLAIPĖDA STATE COLLEGE

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

Studijų programos pavadinimas	*Sporto ir pramogų vadyba*
Valstybinis kodas	653N87001, 65303S197
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Turizmas ir poilsis
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), ištęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Rekreacijos ir laisvalaiko profesinis bakalauras
Studijų programos įregistravimo data	**2009-08-20**

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INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	*Management of Sports and Entertainment*
State code	653N87001, 65303S197
Study area	Social Sciences
Study field	Tourism and Leisure
Kind of the study programme	College studies
Level of studies	First
Study mode (length in years)	Full-time (3); part-time (4)
Scope of the study programme in credits	180 credits
Degree and (or) professional qualifications awarded	Professional bachelor of Recreation and Leisure
Date of registration of the study programme	**2009-08-20**

CONTENTS

I.   INTRODUCTION

Klaipėda State College is the third largest college in Lithuania. The programme is located within the Faculty of Social Sciences, one of three faculties in the College.

The programme commenced in September 2010 and therefore has not yet produced graduates, or previously been subject external evaluation. The current evaluation was conducted in November 2012 by a panel of experts from the United Kingdom, Austria, Finland and Lithuania, including a student representative. In conducting the evaluation the expert panel met senior administrative staff, teaching staff, current students and social partners, all of whom engaged with the evaluation process constructively and were most helpful in facilitating the work of the panel. The panel also reviewed teaching accommodation and learning resources, and scrutinised student work.

II. PROGRAMME ANALYSIS

1. Programme aims and intended learning outcomes

The College states that the programme is designed to prepare a modern sports and entertainment manager for practical work in business companies, state and public institutions, one who understands the sports and entertainment field, is capable of the professional management of projects, including planning, organising, leading and supervising in changing market conditions.

The programme is the result of co-operation with social partners and market research on local and regional needs for sports and entertainment management specialists. This identified a need for graduates who can undertake a variety of roles. The programme's development reflects the strategic goals of the college. The programme is well-designed; it is coherent and demonstrates consistency in the programme title, intended learning outcomes and content.

The intended learning outcomes reflect the required professional competencies and are clearly defined and well-communicated to teachers and students, and available to other stakeholders on the College website. Not only are the intended learning outcomes well-thought-out but they inform the content and delivery of the programme at individual course level which ensures congruency with overall programme aims.

The academic and professional requirements are appropriate for the first cycle of higher education studies. Students are required to obtain and demonstrate appropriate levels of generic and specialist knowledge and competences for a professional bachelor's award in the subject area.

The intended learning outcomes reflect three main areas: knowledge and understanding; generic skills; and specialist, subject-related skills. These seek to develop in students an understanding of the sports and entertainment sector and its business activities and the practical skills necessary to create, implement and manage sports projects. The study field of the programme is Tourism and Leisure but the programme appropriately also incorporates elements from management and business administration to reflect their importance in the sports and entertainment sector. The balance between these two components is suitable. The programme has three specialisations designed to meet specific requirements in the sector.

2. Curriculum design

The curriculum is based on the ECTS-system with 180 credits gained over three years of full-time study and four years in the part-time mode. Individual courses are of not less than three credits and a student studies no more than seven subjects during a semester. The scope and sequencing of courses through the programme reflects progression through the years of study and avoids unnecessary repetition. General subjects, including languages, cover 24 credits and the specific study field part of the programme covers 156 credits. Within the latter, specialisations contribute 15 credits, optional subjects nine credits, practical training 30 credits and the final thesis nine credits. Students may specialise in Organising entertainment activity, or Organising sport tourism activity, or Organising sporting events. Students participate in practical training in a virtual business company within the College and in real firms, often those of social partners. Practical placements are selected according students' specialisations. The final thesis is written on a topic from the area of specialisation. The emphasis on practical applications, with an appropriate academic underpinning, prepares students well to meet the intended learning outcomes.

The design of the curriculum reflects the programme's goals and its position as a first-level qualification. It fulfils the legal requirements for a professional bachelor programme with its allocation of credits between general and specialised subjects. The content volume meets state requirements.

The programme is practice-orientated and most students are studying part-time while in employment in relevant organisations. This, together with staff applied research, serves to inform the programme and ensure currency.

3. Staff

The programme is delivered by 34 teachers. The teaching staff meet legal requirements: 14.6 per cent have a doctorate and all have more than three years' practical experience. The number, expertise and qualifications of teaching staff are adequate to ensure that students achieve the intended learning outcomes. The turnover of teaching staff is very low; the average length of service is 17 years.

Teaching, research and other academic activities as well as organisational and community activities are included in the teaching staff workload. The College employs part-time teachers from the Lithuanian Sport University and Klaipeda University to deliver specialised subjects. This exposes students to a variety of teaching styles and perspectives and an insight in to current practice in the sector. The College provides an induction for new staff members. This is usually conducted by the head of department.

The College encourages and supports the professional development of academic staff. This includes adjusting teaching schedules and provision of financial support for conference participation. During last five years every teacher has enhanced his/her pedagogical, professional or research competences through participation in research projects, conferences, work placements, exchange programmes, seminars or training. Over a third have participated in academic exchange programmes and 79 per cent have engaged in national and international projects to update or develop new programmes, including the use of distance teaching and virtual learning environments. Staff are also encouraged to obtain doctorates and, currently, two teachers are studying for PhDs in the field of social sciences. Teaching staff share knowledge and good practice which benefits the programme as a whole and enhances the student learning experience.

To improve academic staff language skills and support and motivate them to deliver courses in English, free English language courses are provided. While many staff demonstrate a high level of ability in English there remains scope for increased, and more widespread, staff competence in the use of the language and, related to this, greater encouragement and support for students to

utilise foreign databases. It is clear to the experts that some staff have the ability to teach in English and the College is encouraged to explore this as part of the internationalisation of the programme. The 'demonstration effect' of this could provide the necessary catalyst for more widespread use of English throughout the College.

Many teaching staff undertake applied research related to the subject area. Students have been involved in these projects and the resultant research findings have been integrated into teaching material enhancing the student learning experience. Teaching staff participate in various sports and artistic, such as Folklore theatre, activities, directly related to the programme's content and delivery. These provide useful inputs to the programme.

4. Facilities and learning resources

The premises provide an effective underpinning to support the programme. The College has four classrooms, each with up to 20 workplaces, 17 with up to 36 workplaces, four lecture halls with between 40 and 100 places, two assembly halls and a range of sports-related accommodation including sports halls, outside sports grounds and a swimming pool. The Faculty Library has 99 work places.

The College has six computer classrooms, with between 17 and 20 workstations, and a wide range of sports and entertainment equipment. Students are happy with their access to specialised equipment. The mobile audio and lighting equipment is being augmented considerably with stationary equipment and the swimming pool renovated as part of a college study infrastructure investment plan. The general and specialised resources supporting the programme are a strength.

Students' practice is regulated by the Description of Practical Training Organisation and Assessment Procedures. Students' practice comprises an in-house business simulation (6 ECTS) and an external practice placement (21 ECTS). The Faculty has two business practical training simulation firms (BPTF) connected to an international firm network. The BPTF provision is used effectively to allow students to develop practical skills before placement in real businesses. The Faculty has 263 cooperation agreements with private companies, municipal and public organisations. These provide a sufficient number of practical placements for students but there is scope for better communication with social partners to inform them of the requirements and expectations of them when they accept students on placements. When on placements students are visited by college staff to ensure the appropriateness of their experiences. A number of students

are afforded the opportunity to undertake their placement abroad as part of the ERASMUS framework.

Textbooks, PowerPoint presentations and course notes are the main teaching resources employed in the majority of courses. Textbooks are used in general study subjects, such as marketing, human resources management and accounting. Specialised learning materials in the sports and entertainment area are produced by the teachers. Some teachers use live case studies to illustrate theoretical course material and in some courses, such as recreational resources and human resource management, field trips are organised. The library has a sufficient number of copies of textbooks which are accessible to all students. Teaching materials, including periodicals and databases, are adequate and easily accessible to students. However, there is little evidence from their work that students use them. This may be a function of the limited knowledge of English of some staff and students. Students need to be encouraged to draw upon these valuable sources to broaden and deepen their understanding.

5. Study process and student assessment

The study programme is well advertised and its, and the College's, strong reputation in the region means that it attracts a sufficient number of applicants. The low retention rate for the first intake to the programme has been addressed and subsequent student performance to date suggests that the revised admission requirements and other changes are appropriate and proving to be effective.

There is a clear understanding among staff, and students, of the role played by individual courses in meeting the overall programme aims. Many original articles, published in English, are translated into Lithuanian for the use of students. The experts advise that students are encouraged, and required, to read more in the original, English language. This would also facilitate their increased use of international databases. Teachers can play an important role here through leading by example.

Full-time and part-time students are taught separately. Although there are obvious logistical considerations to be taken in to account, teaching them together, for at least some courses, would not only be more cost-effective but would allow for cross-fertilisation of ideas and experience between the two student groups to their mutual benefit and serve to inform the programme as a whole.

Students are appreciative of the practice-led teaching which characterises some classes, and of the relevant, real world, experience provided during their placements. Some students engage in practical research with their teachers and consider this be of great developmental value to them.

A number of students take advantage of the Erasmus exchange programme. Initial reticence to participate in exchanges has been overcome by hearing of the experiences of those who have undertaken them; returning students speak of their enhanced knowledge and skills and valuable insights into their host countries. There remains scope for increased participation in exchanges.

The tutorial system is effective in supporting students. Teachers' office hours are clearly stated and the accessibility of teachers at all times is appreciated by the students. Students benefit from considerable academic and social support. Students are offered residential accommodation at low cost which is supportive of students from the more remote areas of Lithuania and others with personal circumstances requiring it.

The College and its staff engender an enthusiasm in students for their subject, their work, their region and their careers. Although there is no formal alumni association for the programme, students do enjoy and value social events where they can meet former fellow students and staff.

The assessment system is clear, appropriate, well explained and transparent. The link between course intended module learning outcomes and the form of assessment they have to undergo is well explained to the students. The mix of assessment methods is appropriate. Because the programme is in only its second year, no final theses were available for scrutiny by the experts.

The programme has yet to produce graduates, but social partners believe that graduates of the programme will be equipped with the necessary knowledge and skills for gainful employment in the sector.

6. Programme management

The College conducted an in-depth analysis of poor student retention in the first year of the programme's operation. In response it introduced a number of changes, most significantly raising the entry requirements. This resulted in a higher calibre of entrant, with greater motivation, in the second year of operation. This demonstrates an awareness of a key programme management issue and the implementation of timely and effective action to address it.

The self-assessment indicates that a bottom-up process is used to inform decision-making, which is commendable. However, meetings with staff and social partners indicates that there is a need to formalise and clarify the 'quality cycle' in order to communicate more clearly to staff and social partners their responsibilities in this process. A 'Quality Manual', including an explanatory chart and associated timescale, would serve to communicate to stakeholders their particular responsibilities.

The College, and Faculty, have canvassed the views of stakeholders. These views are taken seriously and acted upon. Although a schedule for obtaining feedback has been established, questionnaire design needs to be improved to provide more meaningful information to inform decision-making. The version shown to the experts contained far too many questions, many of which were not directly relevant. A more appropriately-focused questionnaire is required in order to elicit more meaningful information that will highlight key issues and serve to inform programme development effectively.

Although students feel that their views are listened to, there is a need to 'close the loop' by formalising feedback to them on actions taken in response to their views. Students should be provided with more formal feedback of outcomes/results from questionnaire surveys, along the lines of 'You said and we did.' Where the College is unable to take action in response to student comments, the reasons for this should also be communicated clearly to students. If students do not receive such feedback they are less likely to take the exercise seriously. Similarly, although the input of social partners is valued, communications with them could be improved. Certainly, greater and wider cooperation between teachers and social partners would serve to inform the development of the programme more effectively.

Currently, student representatives operate within years and modes of study. This can lead to the presentation of a narrow view of student issues. The process would be enhanced by facilitating communication across years and modes of study, perhaps by a 'super' student representative, able to collate views across these divides in order to provide a more holistic view and ensure that generic issues affecting all aspects of the programme.

There is a high level of engagement in staff development activities and the sharing of good practice to inform programme enhancement. Staff are enthusiastic and receptive to suggestions

for improvement; this was demonstrated clearly in meetings with the experts during the review visit.

Despite some shortcomings, quality assurance measures are effective, as evidenced by the improved calibre of the second student intake. However, these processes would benefit from a more formal approach which would harness the enthusiasm and commitment of teachers, students and social partners.

III. RECOMMENDATIONS

1.   The College needs to encourage and support increased staff competence in the English language and to consider teaching some courses in that language as part of an increased internationalisation of the programme. There needs to be wider use of research to inform teaching, and greater encouragement, and support, for students to make use of databases and other external sources. It is important that teachers lead by example.

2.   Consideration should be given to teaching full-time and part-time students together wherever possible, subject to logistical constraints. This would not only be more cost-effective but also allow cross fertilisation of ideas and experience between the student groups, to their mutual benefit.

3.   The College should ensure improved communication with social partners, particularly in briefing them on expectations in regard to student placements to ensure an appropriate match of student to placement. The College should also, more generally, ensure greater and wider cooperation between teachers and social partners.

4.   There is a need to clarify the 'quality cycle' and its communication to stakeholders. This should include clear terms of reference for key programme management committees and the production of a 'Quality Manual' for staff use. A chart, with related timescale, would be valuable here in communicating this to staff and alerting them to the nature and timing of their required input. Social partners would also benefit from clarification of their role in quality assurance and enhancement.

5.   Questionnaire design should be reviewed to ensure that more meaningful questions are asked, including more open-ended questions. The current questionnaire contains far too many questions that are not directly relevant to improving the programme. The revised questionnaire should be designed to elicit information that is more directly relevant to programme enhancement. Furthermore, students should be provided with more formal feedback of outcomes/results from questionnaire surveys, along the lines of 'You said and we did.' Where the College is unable to take action in response to student comments, the reasons for this should also be communicated clearly to students.

6.   The College should ensure that student views across years and modes of study are collated to present a holistic 'whole picture', perhaps through a 'super' student representative.

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This will reduce the somewhat narrow and limited view presented through current arrangements and help to identify generic issues across modes of study and years.

IV. SUMMARY

The intended learning outcomes are clear, and well-communicated, and the programme meets labour market needs. Teaching staff are experienced and demonstrate significant engagement in professional development and the sharing of good practice. General and specialist facilities are of a high standard and students benefit from considerable practical experience, within and outside the college, the latter aided by good relations with social partners. Students find staff accessible and supportive. Students exhibit a high level of mobility. The College has adopted an inclusive approach to self-assessment and improvement and has addressed deficiencies in student retention in the first year of operation most effectively.

The College needs to encourage and support increased staff competence in the English language and increased use of research to inform teaching. Students must be encouraged and supported to make greater use of databases and other external sources in their studies and submitted work. Consideration should be given to teaching full-time and part-time students together wherever possible, subject to logistical constraints. This would not only be more cost-effective but also allow cross fertilisation of ideas and experience. The College should ensure improved communication with social partners, particularly in briefing them on expectations in regard to student placements, and facilitate greater cooperation between teachers and social partners. There is a need to clarify the quality cycle and its communication to stakeholders. This should include clear terms of reference for key programme management committees and the production of a Quality Manual setting out respective responsibilities of administrative staff, teachers, students and social partners. Questionnaire design should be reviewed to ensure that more meaningful questions are asked, including more open questions, and that the resulting information is more directly relevant to programme enhancement. Furthermore, students should be provided with more formal feedback of outcomes/results from questionnaire surveys. The College should ensure that student views across years and modes of study are collated to present a holistic 'whole picture', perhaps through a 'super' student representative.

V. GENERAL ASSESSMENT

The study programme Management of Sports and Entertainmenė (state code – 653N87001, 65303S197) at Klaipeda State College is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	**18**

*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 Jeffery Butel

Grupės nariai:
Team members: Prof. Paavo Matti Okko

                      Prof. Dr Richard Mischak

                      Prof. Dr Ilona Bučiūnienė

                      Salomėja Sovaitė

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APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos valstybinės kolegijos studijų programa *Sporto ir pramogų vadyba* (valstybinis kodas – 653N87001, 65303S197) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	**3**
2.	Programos sandara	**3**
3.	Personalas	**3**
4.	Materialieji ištekliai	**3**
5.	Studijų eiga ir jos vertinimas	**3**
6.	Programos vadyba	**3**
	Iš viso:	**18**

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

IV. SANTRAUKA

Numatomi studijų rezultatai yra aiškūs ir gerai suprantami, programa atitinka darbo rinkos poreikius. Pedagoginis personalas yra patyręs, noriai siekia profesinio tobulėjimo ir aktyviai dalijasi gerąja patirtimi. Bendrieji ir specialistų ištekliai atitinka aukščiausius standartus, studentai gauna pakankamai praktinės patirties, kuri įgyjama tiek kolegijoje, tiek už jos ribų; tam padeda geri santykiai su socialiniais partneriais. Studentų nuomone, personalas yra pasiekiamas ir paremiantis. Studentai pasižymi dideliu judrumu. Kolegijai atlikus visapusę savianalizę ir patobulinus veiklą, pavyko veiksmingai pažaboti studentų nubyrėjimą per pirmuosius veiklos metus.

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Kolegijai būtina skatinti ir palaikyti išaugusį personalo anglų kalbos mokėjimo lygį, labiau papildyti dėstymo procesą moksliniais tyrimais. Tiek studijuodami, tiek rašydami darbus, studentai privalo būti skatinami ir raginami kuo daugiau naudotis duomenų bazėmis ir kitais išoriniais šaltiniais. Svarstytina galimybė logistikos sumetimais, kai tik tai įmanoma, nuolatinių ir ištęstinių studijų studentus mokyti kartu. Taip būtų ne tik rentabiliau, bet ir leistų studentų grupėms tarpusavyje keistis idėjomis bei patirtimi. Kolegija turėtų palaikyti glaudesnį ryšį su socialiniais partneriais, ypač informuodama juos apie lūkesčius dėl studentų praktikos, ir laiduoti glaudesnį dėstytojų bei socialinių partnerių bendradarbiavimą. Būtina aiškiai apibrėžti kokybės užtikrinimo ir gerinimo ciklą ir jį tinkamai pristatyti socialiniams dalininkams. Pagrindinių programų vadybos komitetams turėtų būti keliamos aiškios darbinės užduotys, o administracijos darbuotojams, dėstytojams, studentams ir socialiniams partneriams parengtas kokybės vadovas, kuriame būtų aprašyta kiekvienos šių grupių atsakomybė. Reikėtų peržiūrėti klausimyno planą ir pasistengti užduoti tikslesnius, įskaitant atviruosius, klausimus, kad gaunama informacija kuo labiau tiesiogiai sietųsi su programos gerinimu. Be to, apibendrinus klausimynus, studentams reikėtų pateikti formalizuotus atsiliepimus apie jų rezultatus. Kolegija turėtų užtikrinti, kad iš įvairių pakopų ir studijų formų studentų vertinimų būtų galima susidaryti holistinį „pilną vaizdą", kurį galbūt perteiktų „aukščiausiasis" studentų atstovas.

III. REKOMENDACIJOS

1. Kolegijai būtina skatinti ir išlaikyti išaugusį personalo anglų kalbos mokėjimo lygį, ir, augant programos tarptautiškumui, apsvarstyti galimybę šia kalba dėstyti kai kuriuos kursus. Dėstymą reikia labiau papildyti moksliniais tyrimais, o studentus skatinti ir raginti daugiau naudotis duomenų bazėmis ir kitais išoriniais šaltiniais. Svarbu, kad dėstytojai rodytų pavyzdį.

4. Logistikos sumetimais svarstytina galimybė tais atvejais, kai įmanoma, nuolatinių ir ištęstinių studijų studentus mokyti kartu. Taip būtų ne tik rentabiliau, bet ir leistų studentų grupėms keistis idėjomis bei patirtimi, kas būtų abipusiai naudinga.

5.   Kolegija turėtų palaikyti glaudesnį ryšį su socialiniais partneriais, ypač informuoti juos apie lūkesčius dėl studentų praktikos ir užtikrinti tinkamą vietos parinkimą. Apskritai kolegijai reikėtų užtikrinti glaudesnį ir platesnį dėstytojų bei socialinių partnerių bendradarbiavimą.

4.   Būtina aiškiai apibrėžti kokybės užtikrinimo ir gerinimo ciklą ir jį tinkamai pristatyti socialiniams dalininkams. Pagrindinių programų vadybos komitetams turėtų būti keliamos

aiškios darbinės užduotys, o personalo naudojimui parengtas kokybės vadovas. Aiškinant šią informaciją darbuotojams ir supažindinant su tuo, kokio pobūdžio indėlio ir kuriuo metu iš jų bus reikalaujama, praverstų diagrama su atitinkama laiko skale. Socialiniams partneriams taip pat būtų naudinga paaiškinti, koks vaidmuo jiems tenka užtikrinant ir gerinant kokybę.

5. Reikėtų peržiūrėti klausimyno planą ir pasistengti užduoti tikslingesnius, įskaitant atviruosius, klausimus. Dabartiniame klausimyne gerokai per daug klausimų, tiesiogiai nesusijusių su programos gerinimu. Peržiūrėtasis klausimynas turėtų būti suformuluotas taip, kad kuo labiau akcentuotų su programos gerinimu tiesiogiai susijusią informaciją. Be to, apibendrinus klausimynus, studentams reikėtų formalizuotai pateikti grįžtamąjį ryšį apie rezultatus po klausimynų analizės, ką „jūs pasakėte, o mes padarėme". Tais atvejais, kai Kolegija negali reaguoti į studentų pastabas, priežastys irgi turi būti aiškiai nurodytos.

6. Kolegija turėtų sudaryti sąlygas iš įvairių studijų pakopų ir formų studentų vertinimų susidaryti holistinį „pilną vaizdą", kurį galbūt perteiktų „aukščiausiasis" studentų atstovas. Tai padėtų sumažinti atvejų, kai iš einamųjų aktualijų susidaromas siauras ir ribotas vaizdas, ir padėtų išsiaiškinti visoms studijų formoms ir pakopoms bendras problemas.

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Studijų kokybės vertinimo centras