



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Šv. Ignaco Lojolos kolegijos  
**STUDIJŲ PROGRAMOS "SVETINGUMO VADYBA" (valstybinis  
kodas – 653N80011)  
VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF "Hospitality Management" (state code - 653N80011)  
STUDY PROGRAMME  
at St. Ignatius Loyola College**

**Review' team:**

1. **Prof. Lyn Glanz (team leader)** *academic,*
2. **Prof. Livina Agita,** *academic,*
3. **Dr. Lorraine Watkins-Mathys,** *academic,*
4. **Mr Linas Pučinskas,** *representative of social partners'*
5. **Mr Vasaris Prunskas,** *students' representative.*

**Evaluation coordinator -  
Ms Kornelija Bukantaitė**

Išvados parengtos anglų kalba  
Report language – English

### DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

|  |  |
|--|--|
| Studijų programos pavadinimas                        | <i>Svetingumo vadyba</i>                 |
| Valstybinis kodas                                    | 653N80011                                |
| Studijų sritis                                       | Socialiniai mokslai                      |
| Studijų kryptis                                      | Turizmas ir poilsis                      |
| Studijų programos rūšis                              | Koleginės studijos                       |
| Studijų pakopa                                       | Pirmoji                                  |
| Studijų forma (trukmė metais)                        | Nuolatinė (3 m.), iššęstinė (4 m.)       |
| Studijų programos apimtis kreditais                  | 180                                      |
| Suteikiamas laipsnis ir (ar) profesinė kvalifikacija | Turizmo ir poilsio profesinis bakalauras |
| Studijų programos įregistravimo data                 | <b>2014-04-23</b>                        |

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### INFORMATION ON EVALUATED STUDY PROGRAMME

|   |   |
|---|---|
| Title of the study programme                        | <i>Hospitality Management</i>                   |
| State code  | 653N80011                                       |
| Study area  | Social Sciences                                 |
| Study field   | Tourism and Recreation                          |
| Type of the study programme                         | College studies                                 |
| Study cycle   | First   |
| Study mode (length in years)                        | Full-time (3 years); part-time (4 years)        |
| Volume of the study programme in credits            | 180   |
| Degree and (or) professional qualifications awarded | Professional Bachelor of Tourism and Recreation |
| Date of registration of the study programme         | <b>23/04/2014</b>                               |

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The Centre for Quality Assessment in Higher Education

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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   | Data on drop-out students and student ‘wastage’  |
| 2   | The signed cooperation agreements with the tourist offices for the practice and organization of joint projects and performance |
| 3   | The ethics committee minutes for the last two years  |
| 4   | The record of academic credit for work experience  |
| 5   | The current teachers job description (provided prior to visit)   |
| 6   | The quality handbook   |
| 7   | The study programme minutes for the last two years   |
| 8   | List of students’ practice placements  |
| 9   | A list of subject specialised software used by the institution   |
| 10  | List of guest lecturers and topics   |
| 11  | List of course and final paper topics  |
| 12  | List of staff development events   |

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

St. Ignatius of Loyola College (hereinafter referred to as the College), code 302485644, is a non-state higher educational establishment of the Republic of Lithuania, registered on 2 March 2010. The College is a public legal entity, functioning as a public institution. Its Memorandum of Association was signed on 25 January 2010 to conduct the studies and study related activities was granted under the Order by the Minister of Education and Science of the Republic of Lithuania No. V-918 of 26 May 2011.

Pre visit documentation states that The College is the first Jesuit institution of higher education in Lithuania. It aims at training highly qualified specialists in line with current labour market demands who, upon award of the professional bachelor's qualification degree, would be capable of successful integration into the labour market and active participation in the society following the universal and Christian values in their activity. As part of implementation of its mission, the College aims at harmonious coordination of the needs of society with the Ignatian pedagogical paradigm. Strategic management of the College is governed by legal acts of the Republic of Lithuania and College Statute resolutions adopted by the College Board, Academic Council. The College has two Departments: The Department of Health Sciences and Technologies, the Department of Social Welfare and Arts with the study programme of Hospitality Management being launched at the Department of Social Welfare in September 2014. 455 students study at the College (as at 5 September 2016), 54 of whom study under the study programme of Hospitality Management.

### ***1.4. The Review Team***

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 10/05/2017

1. **Prof. Lyn Glanz (team leader)**, *Retired Dean of Graduate Studies for Glion Institution of Higher Education and Les Roches-Gruyère University of Applied Sciences (Switzerland);*
2. **Prof. Livina Agita**, *Director of Research Institute of Social, Economic and humanities of Vidzeme University of Applied Sciences (Latvia);*
3. **Prof. Lorraine Watkins-Mathys**, *Dean of Faculty of Design, Media & Management of Buckinghamshire New University (United Kingdom);*
4. **Mr Linas Pučinskas**, *Managing director, founder, co-owner; upscale restaurant "Verkiiai" (Lithuania);*
5. **Mr Vasaris Prunskas**, *student of Vilnius University, study programme Business Finance (Lithuania).*

## II. PROGRAMME ANALYSIS

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

The study programme, launched in 2014 at the Department of Social Welfare and assigned to the Department of Social Welfare and Arts, aims to train specialists in hospitality management.

These specialists should be capable of making judgements of the infrastructure of tourist destination; analysing market demand; developing and introducing packages of sustainable tourism services and effectively dealing with hospitality issues of accommodation, catering, SPA and leisure service companies. Pre visit documentation notes that the aim is to be achieved ‘by following the Christian values, provisions of sustainable development and social responsibility, and to empower them for independent professional activity, further studies and improvement’.

The aim of the programme is given in part on the institution’s website in English i.e. ‘Goal of the program – to prepare a hospitality manager who is able to independently and effectively solve the problems of hospitality in accommodation, dining, spa, recreation companies: assess the destination’s infrastructure, analyze market needs, develop and implement sustainable tourism packages’, though the reference to Christian values quoted in the pre visit documentation is not given as part of the publicly available programme aim. The page relating to the institution ‘About us’ explicitly includes a reference to Christian values i.e ‘A lot of attention is being paid to cherishing Christian values and to developing a sense of belonging to society as well as social responsibility’.

Pre visit documentation suggests the programme is geared to help provide specialists for the tourism sector in line with the EU directives namely: Lithuania's Progress Strategy Lithuania 2030 and the development perspective of the Republic of Lithuania and Kaunas regional development plan until 2020. The previous evaluation had suggested that insufficient market research had been carried out prior to the establishment of this programme. Further work has been carried out by lecturers at the institution to consider the need for hospitality professionals in the resorts of Palanga and Neringa. They surveyed 213 hospitality business leaders from the private and public sectors in these resorts to consider local demand for qualified staff and their preferences in this regard. The results of this research has been documented in pre visit papers.

The survey results identified a need for hospitality companies' managers, hotel managers and restaurant industry managers and defined parameters of professional practice. This research is to be welcomed for Lithuania as a whole, though the expert team thought more local research would have also helped build a case for the programme in Kaunas. The expert team did not find evidence of initial or continuous benchmarking of the programme with other international or local institutions to consider the need for further hospitality courses in the region.

The title of the programme “Professional Bachelor of Tourism and Recreation” reflects the study content and the outcome areas targeted. It also conforms to the mission, operational objectives and strategy of the institution. The management team explicitly states that they consider their following of the St Ignatius holistic teaching paradigm to be a unique feature for the program. This is a system that encourages the student to experience, reflect and act, taking into account

both context and evaluation. The institution spends a great deal of time and resources in this area, and teachers spoke of 'the development of the personality' as a key component of the programme. As yet research output from the college appears to concentrate on how this system aids learning rather than on its direct impact on professional practice in the hospitality and tourism industry in the area. The programme is still too young for there to be research into how this approach differentiates it from other courses in the area. The expert team asked the management team, SER team and teachers how the teaching paradigm helped differentiate the students in industry labour markets, but they could not expand on this, perhaps because as yet there are no graduate examples or established research on the programme outcomes.

The expert team were concerned with underlying goals of the programme. The issue in the main concerns the clarity and appropriateness of the aim of the programme rather than outcomes, though some clarification is needed with these. The aim includes the intention that students reach these aims 'by following Christian values and pursuing principles of sustainable development and social responsibility'. In the overall aim, the use of the phrase '...by following' is proscriptive and the expert team is in agreement that to inform a programme, a proscriptive aim needs to be demonstrable and measurable. For this reason we recommend that this part of the aim is reviewed and rewritten. In the first instance the aim prompts the question does this exclude students of other faiths or no faith from study? The management team explicitly said that there is no 'must' implied...that this is a matter of student choice. Nevertheless, until this is addressed, there is a concern that such proscription informs programme content and assessment of students. At the very least the inclusion of any values needs to be defined in a way that can be validated.

The expert team found a lack of definition of Christian values problematic, especially as three significant groups defined them differently during the visit. The Management team defined 6 significant Christian values for the programme – Community; Dignity/Respect; Tolerance; Love; Humanity; Respect for Life. The SER team suggested two-Respect for people and Respect for the environment (both of which would be professional values commonly found in Hospitality and tourism programmes) and Teachers stated there were four and then gave five- Faith; Belief in the power of god to empower the individual; Community; Respect; Honesty. Four values are noted on the English language website- Faith; Community Spirit; Respect; Honesty.

Both the confusion and some of the unmeasurable and difficult to demonstrate values given are problematic in a quality system. In fairness to the institution, we found no evidence of preferential bias based on stated values in the small amount of written course work that we had the time to examine. As the programme has no graduates as yet, the expert team were unable to look at final theses as a demonstration of how aims and outcomes were represented in capstone projects.

There is a code of academic ethics within the institution where those values considered most important to the academic area are given as fairness; honesty; respect for a person; responsible tolerance; professional, scientific and civil responsibility. There is clearly a trend in values suggested by stakeholders, but there needs to be a conscious review of these and a dissemination

of agreed institutional policy to ensure those values applicable to academic practice for this programme are not blurred with what could appear to be evangelical values that are self-selected and justified by individuals within the institution.

Because the programme aims are not yet properly formulated and this has a knock on effect on learning outcomes and the assessment of those outcomes. Of particular note is the entanglement of moral education within the quality assurance system. For instance, when we asked teachers how the values were incorporated in the classroom, we were initially told how a sermon at Mass on a Sunday on the issue of say, 'responsibility', could for instance be incorporated into lessons in several subjects. When the team asked how this would impact lesson plans, we were told it was more likely to be dealt with as extra-curricular activity. This left the expert team confused as to how exactly moral education impacts classroom practice.

It still possible for the institution environment to espouse certain values and ways of behaving but this has to be handled carefully in regard to programme aims and the classroom environment. It may well be worth the institution considering benchmarking other Jesuit institutions internationally that have handled the evangelical mission of their institution while retaining a clear quality message in their aim that emphasizes respect for all faiths. Such institutions define their values so that they are clear and less open to interpretation by individual stakeholders. Also the Ignatian educational philosophy can be incorporated into the teaching and learning strategy of the programme thought this needs to be done with care to remain inclusive. It is recommended that the institution detaches its evangelical mission from the quality system and instead defines explicit values that can be applied across faiths that it chooses teachers to represent in the classroom.

Programme aims are partly published on the internet though the English language version of the site makes no mention of aims being achieved 'by following Christian values', though the main mission of the College is described on the 'About us' section of the website <http://www.ilc.lt/en>. There is a review process for programme outcomes and there has been a recent change to move to modular delivery.

The expert team agree that the study programme outcomes comply in part with the requirements of the Dublin descriptors (defined as part of the Bologna Process) for study at Bachelors level. There is some concern as to whether the programme contains sufficient critical thinking for outcomes concerning both the autonomous gathering of data and that students have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study. These requirements are returned to in section 2.2. of this report.

Nine outcomes are identified to correspond with the learning outcomes of the study cycle. Most outcomes are clear and well defined, tending to concentrate on practical outcomes. Less well defined is the learning outcome associated with the Knowledge and its application 'To apply the gained generic knowledge in judgement of social reality, identification and solution of complex issues related to the work area'. Such outcomes should be accessible to students and prospective students. This concern may be a question of translation.



The outcome would benefit significantly from simplification and breaking down into smaller components so that each of these components can be assessed and measured. There is already a statement on the self-assessment report which shapes the starting point for a potential knowledge and its application outcome i.e. 'The graduates will possess the abilities of critical thinking, professional decision making, collecting and interpreting relevant data and conveying information, and will gain good skills in informal lifelong learning (see page 12 point 18).'

Therefore, it is a recommendation of the expert panel that this outcome be split into two or three outcomes, to be decided by discussion with stakeholders to enable staff, students and prospective employers to work with these outcomes.

It is further recommended that an outcome be added in the Special skills section that would indicate that students are able to develop and evaluate alternative solutions to hospitality and tourism challenges. This is because at present, within the outcomes, there appears to be a concentration on training students to provide services rather than developing critical skills to enable students to appraise and innovate. Both types of education are important in a Bachelors programme. Without access to final theses it is difficult to judge completely the manifestation of programme outcomes. Also the programme has yet to have alumni tested in the labour market. The first students will graduate this year.

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

This review took place 3 years after the launch of the programme and no final theses were available. The institution has reviewed the programme and has plans to change to a modular system but the modules were insufficiently developed for the review, as was the plagiarism policy. The expert team were unable to view the learning platform in operation. Moodle has been brought into classroom use by individual teachers but the experts were unable to see the system as activated by the institution. Students were available for interview but as yet no alumni exist. The expert panel toured the institution during the afternoon and there was no classroom activity to view at the time of the visit. To some extent then, the expert panel was able to see only a very limited snapshot of the curriculum in action.

The Curriculum design meets the legal requirements (Lithuanian and EU) in general. The structure of the study programme is compliant with the legislation acts (the scope of general subjects and study field subjects is correct and the programme includes practice and final thesis). The spread of subjects and practice requirement is appropriate with some reservations. In the main, subject specific content is covered later in the programme. This means that introduction to study subjects and more general subjects are not specifically geared to the hospitality industry. This means there seems to be no reference to e.g. Revenue Management in Finance subjects, and specific issues related to the hospitality industry e.g. seasonality do not appear to be directly addressed in the HR course.

The course outcomes described across all topics are variable in quality. Some are extremely well constructed while other outcomes are based on description or knowledge which is not conducive to critical thought. The general impression of the expert team is that while subjects taught cover

a wide spectrum of hotel, tourism and restaurant practices the emphasis is on putting together practical packages and building concrete skills. Feedback from the social partner who has seen the students' skills in action suggest the institution has had some success in this. The expert team thought where the programme was missing input was on contemporary debates and argumentation.

The programme has several guiding principles: Directedness, Practical Unity and Consistency in Teaching and Learning, competence transferability and appropriateness. The study process seems logical in that studies begin from general subjects in the first semesters and in specific subjects, leading to specializations in later semesters. This means that the specialist subjects that students are exposed to in the first semesters is limited.

Practical unity is not immediately evident from documentation alone though the industry practice is organised pursuant to the Description of the Procedure for Organization of Professional Practice of the College. However, the institution has links with institutions providing vocational training and many of the students come to the institution having undertaken up to a year of practical tuition already. There is a procedure in place for the recognition of vocational training credits and the expert team saw the record of these students, showing up to 52 credits allowed for a student for previous study. A maximum of 60 credits can be transferred.

The school has a system of academic credit for work experience which is widely used so that 35 out of 54 students have been granted credit to date. The expert team met a representative of the feeder vocational institute in the meeting with social partners and it is clear there is a good and reciprocal discussion between in the institutions. The institution provides a route to academic study from a vocational base. It is difficult to judge to what extent the course equips students to enter practice situations theoretically equipped to deal with what they find when so many already have vocational training from other places.

So far some 35 students have asked to have previously acquired credits accounted for in their studies. This is widely appreciated by the student group. It appears that few first year student do not have additional academic credit for previous vocational study, and it was reported that lack of previous experience does not necessarily disadvantage students on the programme. Practice and vocational learning is central to this professional degree and 23 % of study hours has been allocated to practical training. This is important for this industry, though if there is insufficient early input on specialist subject theory, it places students in practice situations ill prepared to evaluate and appraise their observation and application of theory to practice. There is an issue with this in that when students study subjects such as HR or marketing they are less able to evaluate the content in regard to specifics in their own industry. On the other hand, the expert team asked social partners who had been involved in curriculum design for their input and they said they valued students' accumulated practical skills in internship. This is an area that needs to be judged 'in the round' after the institution has graduates and alumni.

There does not appear to be repetition of subjects in the programme. Learning Outcomes of the programme are related to subjects taught in a table provided in pre-visit documentation.

However, the learning outcomes on the syllabi before the reorganisation into modules were not always related to the learning outcomes of the programme though this improved when looking at the specialist subjects only. Generally speaking, one programme-level learning outcome should be achieved through several subjects. However sometimes the number of subjects supporting the achievement of one learning outcome is too big (e.g. Special skills Learning Outcome 4 ‘To develop packages of tourism services’ is supported by 20 subjects and Learning Outcome 5 ‘to arrange and provide hospitality services’ is supported by 23 subjects). While it is given that some of the more general subjects will contribute to each LO a more targeted approach could prove beneficial, especially in regard to teachers focussing on specific programme learning outcomes in their syllabi. The programme is being reviewed and reshaped into 12 modules and the overall plan for these appears appropriate. This change has in part been prompted by the excess of examinations and need to consolidate subjects into a coherent package. Another reason cited was student workload especially if students were in work. However, the modules have not yet been completely developed and were not available at the time of the review, and the plan for their introduction has yet to be finalised. The expert team therefore has to consider the curriculum as it exists at present.

The move to a modular system allows the institution to upgrade its programme from one that is geared to practical personal skills and hospitality and tourism package production to one that could include far greater inclusion of contemporary disputes and debates in the industry. The subject specialist courses on offer have a reasonable contemporary practice basis but some of the literature is very old and there is little evidence of the most up to date thinking being offered to students. For example, the Basics of Resorts course covers Kurortology but this is not updated with modern spa and wellness literature. The literature cited on the course runs from 1999-2007. This is not the only subject where this is an issue. The content of subjects is consistent with study programme. However the lack of up-to-date references and the latest research methodology inhibits the achievement of the intended learning outcomes. Course descriptions reflect the old sources used as study material, which gives reason to question how and when the course content is updated. The expert panel were concerned that this issue with the age of literature had also not been picked up internally in the current review. There is no excuse for any syllabus where the most recent literature recommended is for instance 2008, especially in a course launched in 2014. Course content and the study methods should express latest achievements of the study field and enable student to achieve as modern knowledge and competencies as possible. It is recommended that literature and teaching methods is reviewed on all syllabi and updated where necessary.

The management team, teachers and students advocate the Ignatian pedagogical system, all emphasising especially the value of reflection in the teaching system. When asked to describe a student initiative that was incorporated into the curriculum, the use of reflective accounts was the main quoted example by stakeholders. It would appear this is valued by students and teachers alike. A great deal of time in the early course, in the introduction to studies course, seems to be given over to a form of moral education which is hard to measure fairly and is value bound. This

is especially so in the Introduction to Studies course. The inclusion of this moral education is somewhat debateable. The management team clearly thinks this is important to the development of professionals in a person centred business.

The expert team thought this potential development of student self-awareness was gained at the expense of a positivist exploration of the subject field. In asking students for examples of changes in their thinking on the subject as a result of studying the course, all examples centred around how students viewed peoples' individual needs and there were no examples that related directly to the subject field.

It is important to note that when asked about possible future developments, none of the stakeholders offered any example of how the actual subject content of the programme could be improved. The management team did explain how student success in a barbeque competition led to the establishment of a culinary arts programme. This is a further extension of the practical base of programmes on offer and impacts tangentially on the hospitality and tourism programme.

As to date it appears that there has been no continual monitoring of international offerings in this field, and it is recommended that this is done, also to inform special areas that the college could offer to differentiate themselves from other courses in the country. It is further recommended that the institution seeks to increase the internationality of the programme through guest lecturers from the specific study topic field, greater use of international conferencing etc. The expert team found this to be a serious omission and would recommend the institution builds contact with experts who can bring dilemmas and challenges in the industry to add to the programme content in round-table discussions. The number of external subject specialists on the programme is extremely limited and once again, these must be developed to bring contemporary issues and controversies into the curriculum.

Some modern teaching methods are adopted (case studies, practical tasks, group-work, ideas map) but, overall, there needs to be many more innovative methods used by all teaching staff to help continually modernise the programme and studies. According to the course descriptions, the variety of study methods is quite repetitive and one-sided with an over reliance on lectures and a lack of variety in assessment methods. For example, evaluative conversation as an assessment method is named in many course descriptions. The pre-visit documentation notes that attempts are being made to update courses by for example by modern booking systems being introduced into courses but the introduction of these has been problematic. It is recommended that administrators and teachers are involved in and trained to work with programme Learning outcomes when constructing syllabi.

Low student numbers can have an impact on individual student study plans. When the expert team asked students how they chose electives they were very imprecise and the expert team was told they had chosen up to 5 electives 'from many' and to some extent the expert team were left

with an impression of a fluctuating curriculum. This may be to allow input to suit individual students but this needs to be tightened up going forward.

From a review of both courses on offer and academic work produced, the expert team thought there was a need to raise the academic rigor of the programme to stretch the students. At programme level, we would encourage greater critical analysis in the study courses and assessments. Sometimes the counter balance of alternatives seems to be neglected and to some extent from examples the team heard, for instance, on how seasonal changes affect the hospitality industry, somewhat unsophisticated. We would strongly encourage that a greater degree of argument is introduced, for instance debates where some students argue against a taken for granted view. This is to stimulate discussion, but also because advocacy of a stance can be stronger when proponents have had the ability to consider an issue from both sides. Critical analysis and argumentation are important tools that distinguish bachelor level students from those taking a professional training course. Some personal development hours in especially the introduction to studies course should be replaced by content that could underpin the main subject area and that could give students skills to debate contemporary industry practice and academic process.

It looks as though the new modular system is heading in this direction, allowing for greater depth of study. We would encourage the institution to consider if moral education input should be moved out into extra-curricular activity to allow greater subject field depth and variety of input.

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

There is an adequate number of teaching staff and the staffing of the programme appears to meet legal requirements. It is too early in the programme to measure staff turnover though it is noted many staff are employed on a temporary contract basis so that there is a tendency for student dissatisfaction with staff to be resolved by failure to renew a contract of this type. All current teachers have a Masters degree with 32% having a doctorate. The general requirements for professional bachelor level study programmes envisage the teacher to have pedagogical and practical work experience in the study field. Most of lecturers of the study programme have to have more than a 3-year experience of practical work though not always in the field of lectured subject. According to the given CVs in some cases the name and the content of the subject do not conform with the teacher's experience in the field and/or former education.

Although the teachers mostly have the required experience, in common with many educational programmes in the industry, their scientific experience for the specialist subjects is more limited. In 2014-2017, teachers of the programme improved their pedagogical qualifications, participated in scientific, practical national and international conferences, seminars, training, and traineeships in Lithuania and abroad. Annual pedagogical and development groups exist with e.g. Klaipeda University. Individual development plans exist for teachers though in the teachers meeting only one teacher said they were studying for a doctorate currently, and one said they intended to start doctoral studies. Overall teachers appeared engaged, competent and student focussed.

The institution creates conditions for the professional development of the teaching staff of the programme. The scope of the self-development activities is mainly suitable, but the focus is in pedagogical and didactical knowledge and skills. Development in this institution centres around the Ignatian pedagogical system rather than the systematic updating of industry knowledge and research. The development of study field specific competencies and scientific endeavour should be emphasized. Many of the teachers teach at this institution on a contract basis and the impression of the expert team was that to some extent development activities were carried out in the teachers' main study institution. This can be difficult where those with a doctorate on the programme tend not to be those from the specialist field of study as it is hard to develop a specialist group of researchers for the field without the guidance of expert researchers. There are international guest teachers in the institution but these tend not to be subject specific and the expert team would suggest there needs to be a constant exchange of new ideas and input from visitors to help refresh and stimulate curriculum input.

The lack of the study field specific research occurs again analysing the teachers' publications – the publications are mostly in the field of pedagogy, not in programme or subject field. The previous evaluation said that 'Researches performed by the personnel are not directly related to the Hospitality Management study program.' There has been progress in this area, but this still has some way to go. It is recommended that the College should support and incentivize faculty research more.

Christian Moral values education is also outlined in the development of teachers' section but the expert team would like to emphasize that this is a personal choice for teachers and should not form part of the quality assurance programme. For instance, the suggestion that the pedagogical plan focuses on 'preparedness of the teaching staff to present values in the study process' may be considered to be problematic in terms of evangelical activity in the classroom. There is an issue here in terms of teacher selection and recruitment particularly in relation to teachers of other faiths or no faith.

The teachers themselves clearly value working in the institution where shared values and a specific method of working clearly has common currency. Most teachers to whom the expert team spoke advocated the development of the personality as central to their teaching. The expert team can see the institution is strong on pastoral care and student support. The impression of the institution as a community was expressed by teachers and students alike. This has advantages and disadvantages. The advantage is students feel supported and cared for. They are pleased with the attention and interest that staff show in their education. Staff have a common approach and noted the importance of community. Unfortunately, the term 'community' may have dangers with regard to a proscribed way of thinking, and we think the institution needs to look at how healthy it is to have such agreement throughout the institution.

English language levels among some teachers is limited and there is some concern as to how far the new databases can be utilized as a resource to update and extend contemporary industry knowledge.

Teachers are encouraged to see the student in a holistic manner and the teachers that the team spoke to cherished the chance to work with students on any and all of their concerns, academic or otherwise. This holistic approach has crystallized into the 'quality laboratory', a vehicle for student feedback for their experiences on the programme. Teachers saw this as a chance to develop the programme according to student needs and the chance to think through programme developments. The expert team saw that the students they met appreciated this approach and all suggested they matured professionally through the attention of their teachers. The expert team could see the value in the quality laboratory approach but would like to see checks and balances through the appointment of a nominated person, who stood outside the system and could act as a counsellor for a student who needed a more independent ear.

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

The previous evaluation set out a plan for improved resources for the institution and some improvements have been made, though all are far from complete. The expert team understand that College buildings were renovated and repaired. Certainly although the facilities are limited they make a pleasant environment in the centre of the city. Classrooms are clean, light and bright and equipped for purpose. A reading room for teachers and students was brought into function in 2015 and other rooms were also renovated that year. Facilities for teachers though are poor. Given many teachers come in on a visiting basis, there is little space to store teaching materials and no real space to work on serious projects within the institution. There appears to be very limited social space for students and some rooms for students double up as occasional teaching facilities

Technological studies equipment has been acquired and the library stock reinforced by appropriate databases and hardware. Since 2014 subscription to foreign databases are made through LMBA: EBSCO publishing (eIFL.net 10 database package), Emerald Management, eJournalsCollection, Taylor&Francis. The databases are important as they supplement a woefully inadequate set of books on the library stacks. The library says the budget for the programme is some 1000Euro per year. There is no professional system for tracking books and books are signed out to individuals as the need arises. At present there are just 6 shelving blocks (equivalent to 2 single bookcase shelves) given over to the books for the programme. This should be improved or at the very least there must be far more use of the library databases as evidenced in the teachers' recommended literature and the students assessed work. The library does not keep statistics of library usage; the librarian says that about 3-4 students per day come to the library to use the databases. The study space given over to students is also used for classes at times. As the databases are not available remotely, there should be adequate study space available throughout the day to allow students to study without interruption.

There have been problems with bringing in for instance booking systems software and this remains an issue. The institution has no teaching kitchens or practical outlets for experience based practical training on site and where this is called for in the curriculum the expert team

understand some 80 hours of practice is carried on outside of the institution at practice placements. These facilities were not visited. The expert team were told that there are plans to build a small practice kitchen and restaurant on site from next year and this would significantly improve facilities at the institution.

In 2014 the University and its partners established a public institution: The Trade Innovation Institute. Pre visit documentation said this has provided new opportunities for information development and academic activities. It is said that the Trade Innovation Institute has contributed to equipping the University with a variety of technological aids and procedures. Teachers to whom the expert team spoke, acknowledged there had been improvements to the institution infrastructure but were sporadic in their take up of Moodle as a learning platform. It was described as 'not really up and running' to the team. The institution has brought in an information study system UNIMET which helps to administer the student cycle and the expert team were able to see at short notice documents relating to established agreements, student credits etc.

At present practice is carried offsite and the expert team were unable to view facilities used. The reported competence of students on placement by industry partners, and the fact that so many already have vocational qualifications is an indication that practice is adequate but going forward there should be onsite facilities for practice classes. The institution is young and the expert team saw evidence of attempts to build facilities. There is still some way to go in this, and in particular the use of practice facilities and databases should now be a priority.

### ***2.5. Study process and students' performance assessment***

The admission to the College is centralized and is carried out pursuant to the information system of the Lithuanian Higher Institutions Association for Organizing Joint Admission (LAMA BPO), by general provisions of the Lithuanian Higher Institutions Association and Student Admission Rules and institutional admission by the college. The entry requirements of the college are consistent with the National regulations. Compared with the other colleges, the average score is rather low (e.g. 2.38 from a possible 10 points in 2014) in the first year but it is heartening to see that average score is rising, though intake numbers fluctuate (54 students on the course: 24 in year 3, 11 in year 2, 19 in year 1) The expert team checked on the applicants who were given academic credit to enter the institution and found consistency and transparency in the application of guidelines to the institution.

On the other hand, drop out numbers are rising: 0 students in 2014: 7% in 2015, and 16% in 2016. The institution had looked into the figures and told us 4 students had been unable to progress because of academic issues, 5 had personal issues, 1 changed to another course and one moved to another country. This is a matter of concern. When we asked students why their classmates left the course, they could only comment on one and said that the student could not hold with the institutions values and had left. The students felt there was sufficient information on the institutions values on the website and so felt the student should have understood the values of the institution they had entered. Academic support for the students is given via a



system of consultancies given by lecturers exists, and career advice as well as psychological support through the Quality Laboratory.

As previously mentioned, the organization of the study programme is logical (though possibly the emphasis on the general to the specific could affect student motivation) and follows the College's guidelines. There is an appropriate set of meetings to consider, guide and receive feedback on the programme which meet regularly. The expert team found this quality system to be geared to students personal development and practical input. While the programme committee has a responsibility for academic content, the move to a modular structure seems to be born out of functional need and response to practical difficulties and time issues rather than a strong review of the curriculum to bring together stakeholders input on pertinent, state of the art content. There should be far more attention paid to keeping the curriculum up to date and relevant, including a diversity of opinions and views on contemporary challenges, with the staff acting in concert to bring the programme together as a whole. All stakeholders agreed that there is a need for entrepreneurial behaviour in hospitality and tourism in Lithuania, and so the stimulation of new ideas and responses is part of the educational task on the programme. The social partners told the expert team they thought it was too early in the life of the programme to look for innovative attitudes in students.

The expert team were told by the SER team that some students were looking to set up their own businesses and they were considering how this could be incorporated into an internship situation. When questioned about how this could be assessed, the expert team were told guidelines had yet to be drawn up on this. There are other opportunities for students to experience practice situations and a number revolve around student projects such as youth camps, championships and organising a religious festival.

It is an aim of the programme that Students will be empowered to engage in independent professional activity, further studies and improvement. This is perhaps at its most evident during internships. While the expert team met several social partners who had advised and were continuing to advise the programme, two were from related institutions rather than the industry field. Only one of the social partners met by the expert team had seen students working in practice. The partner's impression was that students were well prepared and professional so that she would use the institutions students for further events, citing their professional behaviour, leadership skills and practical skills in the field as an endorsement of the practical training in the programme.

The years are divided into semesters and semesters contain class contact work, practices, consultations and examinations. Students felt they were being fairly assessed. The expert team had limited ability to assess grading as at this stage no final theses were available. Exams are held during the examination sessions; students have the opportunity to repeat courses and retake examinations. Studies of each Programme subject end with an examination and/or presentation and at least one month is set aside each semester for examinations. Teachers indicated at least 45% of the course mark is tested by examination and that results of examinations had to be

submitted within 3 days. The panel asked if this was sufficient to check for plagiarism. It appears that so far no cases of academic dishonesty had been found, but similarity software has only recently been purchased. Teachers appeared unclear as to the process and consequences for the discovery of plagiarism and there was a strong suggestion this was unlikely to be found in the behaviour of students of the institution, with honesty being emphasized as a core value. There is a complaints procedure in place for students who are unhappy with grades awarded and students confirmed that they could approach teachers if unhappy with their results for explanations so this procedure is rarely invoked. Numbers involved on this programme as yet are small, but both the complaints procedure and plagiarism policies will need to be tightened to ensure these procedures are clear, public and transparent.

When we visited campus we saw no students apart from those invited to the session. We were told this was because classes were held in the morning. This meant that the expert team received no sample impression of the ongoing teaching environment. Students told the expert team class sizes varied from 70 for a large lecture input to about 10 with an average of about 15 students per class.

Initial impression of student research topics shows a limited range of thesis titles and an imperfect language ability in English. The programme students have the opportunity to participate in scientific research, and conference activities. Despite of that, the students' participation in research activities is limited. The college runs its own international conference and students participate in this but there is little evidence of student scholarly activity and publication. Internationality in the program appears to be focussed on the Introduction to Studies at the beginning of the academic year. During this subjects, the students are introduced to the profession, requirements of actual workplaces, study programme, organisation of the process, prepare their career plans, start forming the folders of achievements. Special workshops are held for the students at the College to teach them the learning techniques, introduce activity of various companies, occupational culture and organisation of work, market demands and patterns of the market change. Researchers from Lithuania, Spain, Latvia, France, Belarus, Belgium, Italy, Germany, the Netherlands, the Czech Republic, Kazakhstan were invited to lead the workshops. The pre visit documentation cites that in 12–14 September 2016, during the study module "Introduction into Studies of Professional Activity", students and teachers listed to the lectures by lecturer from the University of Deusto (Spain) prof. J. C. Fernandez-Cavada, a specialist in theology and the education in human values, on the topic of "Jesuit Education and Ignatian Pedagogy". This is offered as an example of internationality for a programme that should be outward looking and seeking international guest lecturers who are **subject specific** and as such falls short of the mark. Hospitality Management programmes should always have an international aspect and for the only international example to quoted falling in a subject that is not part of the specialist subject matter is a major failing and to some extent indicates that the priorities of this programme are not based in the formal subject matter. It is recommended that

the institution seeks to increase the internationality of the programme through guest lecturers from the specific study topic field, greater use of international conferencing etc.

Students are provided with an opportunity to study abroad by participating in the international students exchange programme ERASMUS. But take up is limited with just one student having travelled to Spain under the scheme. There is an existing agreement in place with Thomas More University under the scheme. It is recommended that the College should provide more support to enhance students to participate in mobility programmes.

## ***2.6. Programme management***

The college has a quality management system in place. Responsibility for decision making, implementation and supervision of the Hospitality Management programme is governed on the College level according to statutes, internal regulations and existing strategic plans of the institution and department. Significant policy documents e.g. College Quality Handbook (2015, 2016), Quality Policy 2015, 2016 help disseminate knowledge of institutional procedure across the institution though the expert team found some gaps in training in the use and application of some policies and procedures. Documents pertaining to administration of the programme, teachers' activity plans, documents related to professional development, results of surveys conducted at the Department as well as student surveys on the quality of studies are kept at the department. An external website publishes information on the programme more widely.

The expert team were concerned that some of the recommendations from a previous evaluation were not adequately implemented. An External evaluation of the intended study programme of Hospitality Management

was carried out on 6 November 2013 and a number of recommendations made at the time. This included ' It is recommended for the organizers of Hospitality management study program to continue go deeper into the study program objectives and results of the formation and formulation of nuances in the future.' The institution has made some efforts to review its programme objectives, but significant issues remain with the overall programme aims and outcomes. These have been explored in full in section 2.1.

The expert team found a system of feedback from students through the Quality Laboratory and social partners who join planning meetings for the programme. Less convincing was the role of teachers in the establishment of a strong specialist team pushing forward an up to the minute robust hospitality and tourism programme. It appears that teachers with the strongest presence in the institution teach on more general subjects and help to reinforce the pedagogical philosophy. The subject specialists sometimes teach off campus as the required practice resources are not available on site. Although individually able, there was no apparent group of teachers arguing for guest teachers and industry specialists to enrich the programme and debating the subject content for hospitality and tourism input. This emphasis on a specific element of educational philosophy rather than content and establishing the necessary level of argumentation to be expected in a Bachelors level qualification is a shortfall in programme management. The increasing drop-out

rate adds pressure to the programme and yet the programme management does not appear to have picked up and acted on exit reasons identified by existing students and related to educational philosophy.

Pre visit documentation suggested that the Head of Department, Chair and members of the Committee for the study programme, Head of Research and Science, Director of College, Academic Council, Quality Laboratory are involved in the processes of implementation, updating and quality assurance of the study programme. The External evaluation of the intended study programme of Hospitality Management carried out on 6 November 2013 recommended that individual committees for each study program were provided in the future. An individual programme committee now exists and each meeting is recorded. An Ethics committee considers issues of academic dishonesty etc. The main vehicle for change is the study programme committee. The committee includes all stakeholders and meets regularly. At the time of the visit, teachers, students and social partners were not able to explain their input in the decision to move to a modular programme or what exactly they had contributed to the change, and while the expert team consider this move to modules to be a good development, there seemed to be no clear direction among the teaching team and students as to why this decision was taking place. This lack of overall understanding of where the suggestion for a modular system originated, what its form and eventual content would be and a lack of real evidence of consultation with significant parties suggests a disconnect with the quality system expressed on paper. The quality system does not appear to be grounded in input from stakeholders to the degree that the expert team would expect, particularly in relation to programme content.

The expert team formed an opinion that most of the quality activity in the institution revolves around the pedagogical learning system rather than programme content. The move to modules was mostly couched in the advantages of consolidating examinations, rather than a chance to review and update course content. Data are collected on a regular basis though is normal with a small programme, information gained tends to be on a face to face discussion basis rather than a reference to quantitative data. While the Quality Laboratory seems an interesting way to gain straight feedback from students, this seems to fall down with the cursory reasons gathered for the high and increasing drop-out rate. There is a system to deal with academic dishonesty but the pre visit documentation suggests there has been no need to invoke this as pre report documentation suggests there have been no referrals to the Ethics committee since the start of the programme.

The programme appears to be quite strong in the development of professional skills and practical training, competencies that are required throughout Lithuania. There are still some areas that concern the expert team. Effort is being put into infrastructure but there is a long way to go in respect of for example, library resources and their use by students, practice areas onsite and facilities for lecturers. The offsite practical training facilities in Palanga may be effective so far with smaller numbers but onsite facilities need to be developed going forward. Moodle use is still in its infancy. Licences for booking and other software is not properly regulated. This is a young programme but some issues such as the materials available on the library stacks have

already been commented on the initial programme evaluation, and the response to this has been limited. Most of all the expert team were concerned that the quality system in place has not picked up on the means to disentangle the evangelical mission of the institution from the academic mission and that it did not provide sufficient checks and balances to ensure up to date, contemporary literature and teaching on all courses.

So far there is insufficient input through the quality system on subject specific areas and required infrastructure. The expert team acknowledge this is a young programme, being assessed before the first final theses inform overall feedback and development.

### **III. RECOMMENDATIONS**

- The institution has adopted a study system that emphasises practical training and personal moral development over argumentation and debate on contemporary industry policy and practices. The expert team think the quality system should be revised to ensure these controversies are properly represented in the education offered. Some of the development of personality hours should be replaced by content that could underpin the main subject area and that could give students skills to debate contemporary industry practice and academic process.
- The aim of the programme includes the proscriptive phrase ‘by following Christian values’ At the very least ‘Christian values’ must be defined to ensure clear understanding of measurable values by all stakeholders. Also the quality laboratory could be supplemented by an independent advisor to students who stands apart from the academic system.
- The Learning outcome associated with knowledge and its application is confusing. It is recommended that this outcome based on Knowledge be split into two or three outcomes, to be decided by discussion with stakeholders to enable staff, students and prospective employers to work with these outcomes.
- It is recommended that administrators and teachers are involved in and trained to work with programme Learning outcomes when constructing syllabi and further it is recommended that literature and teaching methods is reviewed on all syllabi and updated where necessary.
- As to date it appears that there has been no continual monitoring of international offerings in this field, and it is recommended that this is done, also to inform special areas that the college could offer to differentiate themselves from other courses in the country. It is further recommended that the institution seeks to increase the internationality of the programme through guest lecturers from the specific study topic field, greater use of international conferencing etc.
- It is recommended that infrastructure continues to be improved, particularly the book stacks in the library and use of databases throughout the institution, and particularly that physical facilities for teachers is improved.
- There should be greater training of staff on the institutions policy and procedures concerning the use of the designated learning platform, Moodle, and the academic

dishonesty policy.

- It is recommended that the College should support and incentivize faculty and student research more, and it is recommended that the College should provide more support to enhance students to participate in mobility programmes.
- Facilities need to be continuously improved. In particular there should be dedicated student space for students to work on databases within the institution without interruption should the space be required for other purposes. Appropriate areas should be established for practice subjects so that consistency of experience can be introduced to these subjects.

#### **IV. SUMMARY**

The expert team gained the impression of a programme that was changing. Although relatively little time has passed since the programme evaluation, the institution is responding to recommendations but has not yet managed to disseminate changes to all stakeholders. The management team were concerned that the review visit was bought forward before they had time to implement the programme fully and the review team similarly felt it was difficult to gather the necessary evidence to properly evaluate the programme, especially with no final theses or graduates available.

What was seen of the institution provided a mixed impression. There is clearly an intent and desire to produce good practitioners who are mature respectful professionals. The means to do so are still being built, through the growing physical and technological resources of the institution and the culture of the institution as a community. Despite the lack of practical facilities on site, the impression was that students were managing this aspect of their studies and contributing to the Lithuanian hospitality and tourism industry profile. The expert team were concerned that there was insufficient critical analysis and argumentation in theory classes to bring a full range of theoretical concepts to the attention of students, and that the theory classes should be supplemented by a widening of specialist subjects taught. The programme concentrates on the development of explicit self-awareness and reflection and sometimes this appears to be at the cost of knowledge and analysis of contemporary industry issues and dilemmas. As yet, the expert team found too little evidence of the development of critical thinking toward industry challenges and debates within the programme. This critical analysis is necessary to ensure the level of the taught programme meets Bachelors level requirements, to move it up from a substantial skills training programme. For this to happen in the taught schedule, some subjects involving moral education may need to be moved to extra-curricular activity. The new modular system may well be a move in the right direction but this is still in development and could not be assessed by the expert team.

At the moment, a quality system exists though it is too based on a lack of questioning of the status quo, particularly relating to the balance of subject specific input versus personal development. The expert panel could see there is good communication and relationships between students and staff and some social partners but the infrastructure needs significant improvement.

The management team invites, respects and works on stakeholder feedback though this seems less related to industry challenges and debates than how to improve the functioning of student development. There are some interesting aspects such as the quality laboratory, though we would like to see some more checks and balances in the system. Some curricular changes have already been brought in through the current system. These ingredients need to be brought together into a thorough, resilient and responsive quality system. The expert panel witnessed a willingness on the part of stakeholders in the institution to commit to quality issues. The fact that this has not resulted in the level of quality that the expert panel think could be achieved is due to unfamiliarity rather than resistance and could be improved by expert advice on quality systems to look at how the best education might be offered within a certain institutional culture. To some extent the expert panel are reporting on an interim situation and expect a clearer picture of the programme to emerge when graduates and final projects are available.

## V. GENERAL ASSESSMENT

The study programme *Hospitality Management* (state code – 653N80011) at St Ignatius Loyola College 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               | 2                                |
| 2.  | Curriculum design                                  | 2                                |
| 3.  | Teaching staff                                     | 3                                |
| 4.  | Facilities and learning resources                  | 2                                |
| 5.  | Study process and students' performance assessment | 2                                |
| 6.  | Programme management                               | 2                                |
|     | <b>Total:</b>                                      | <b>13</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:<br>Team leader: | Prof. Lyn Glanz             |
| Grupės nariai:<br>Team members: | Prof. Agita Livina          |
|                                 | Dr. Lorraine Watkins-Mathys |
|                                 | Linus Pučinskas             |
|                                 | Vasaris Prunskas            |



**ŠV. IGNACO LOJOLOS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ  
PROGRAMOS SVETINGUMO VADYBA (VALSTYBINIS KODAS – 653N80011,  
6531LX015) 2017-08-14 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-171 IŠRAŠAS**

<...>

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Šv. Ignaco Lojolos kolegijos studijų programa *Svetingumo vadyba* (valstybinis kodas 653N80011, 6531LX015) vertinama **teigiamai**.

| <b>Eil.<br/>Nr.</b> | <b>Vertinimo sritis</b>                          | <b>Srities<br/>įvertinimas,<br/>balais*</b> |
|---------------------|--|---|
| 1.                  | Programos tikslai ir numatomi studijų rezultatai | 2   |
| 2.                  | Programos sandara                                | 2   |
| 3.                  | Personalas                                       | 3   |
| 4.                  | Materialieji ištekliai                           | 2   |
| 5.                  | Studijų eiga ir jos vertinimas                   | 2   |
| 6.                  | Programos vadyba                                 | 2   |
|                     | <b>Iš viso:</b>                                  | <b>13</b>                                   |

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

**IV. SANTRAUKA**

Ekspertų grupė susidarė įspūdį, kad studijų programoje vyksta pokyčiai. Nors nuo programos vertinimo praėjo palyginti nedaug laiko, institucija atsižvelgia į rekomendacijas, tačiau dar neinformavo visų socialinių dalininkų apie pokyčius. Vadovybė buvo susirūpinusi, kad vertinimo vizitas vyko anksčiau nei kad studijų programa buvo visiškai įgyvendinta, o ekspertų

grupė irgi buvo tos nuomonės, kad sudėtinga surinkti reikiamus įrodymus, siekiant tinkamai įvertinti studijų programą, ypač kai nėra baigiamųjų darbų ir neišleista nei viena absolventų laida.

Vizito į instituciją metu ekspertai susidarė nevienodą įspūdį. Akivaizdus ketinimas ir noras parengti gerus praktikus, kurie būtų brandūs ir pagarbūs specialistai. Priemonės šiam tikslui pasiekti vis dar kuriamos, vystant fizinius ir technologinius institucijos išteklius bei institucijos kaip bendruomenės kultūrą. Nepaisant trūkstamos praktikos infrastruktūros kolegijos patalpose, ekspertai susidarė įspūdį, kad studentai susidorojo su šiuo studijų aspektu ir prisidėjo prie Lietuvos svetingumo ir turizmo sektoriaus. Ekspertų grupei nerimą kėlė tai, kad teorinėse paskaitose nepakankamai naudojamos kritinės analizės ir argumentacijos metodais, padedančiais supažindinti studentus su visu teorinių sąvokų spektru. Taip pat, jų manymu, teorines paskaitas reikėtų papildyti platesniais specializacijos dalykais. Studijų programa sutelkta į aiškios savimonės ir refleksijos vystymą, tačiau kartais tai daroma žinių ir šiuolaikinių sektoriaus problemų ir dilemų analizės sąskaita. Kol kas ekspertų grupė nustatė pernelyg mažai kritinio mąstymo ugdymo nagrinėjant sektoriaus iššūkius ir debatų įrodymų studijų programoje. Ši kritinė analizė reikalinga, siekiant užtikrinti, kad studijų programos lygis atitiktų bakalauro studijų pakopos reikalavimus, ir siekiant pakelti studijų programą virš esminių įgūdžių mokymo programos lygio. Tam pasiekti, reikėtų kai kuriuos dabartinio tvarkaraščio dorovinio ugdymo dalykus perkelti į užklasinę veiklą. Nauja moduliais grindžiama sistema galėtų būti teigiamas poslinkis, tačiau ji vis dar rengiama, todėl ekspertai negalėjo jos įvertinti.

Šiuo metu yra veikianti kokybės sistema, tačiau tikrai trūksta esamos padėties analizės, ypač kiek tai susiję su dalykinių gebėjimų ir asmeninio tobulėjimo pusiausvyra. Ekspertų grupė pamatė, kad studentų, dėstytojų ir kai kurių socialinių partnerių tarpusavio bendravimas ir santykiai puikūs, tačiau infrastruktūrą reikia gerinti iš esmės. Vadovybė kviečia socialinius dalininkus teikti grįžtamąjį ryšį, jį gerbia ir jį atsižvelgia, tačiau tai labiau susiję su studentų tobulėjimo klausimu, o ne su sektoriaus iššūkiu ir diskusijomis. Pastebėta keletas įdomių aspektų, pvz., kokybės laboratorija, tačiau pageidautina, kad sistemoje būtų daugiau tikrinimo ir kontrolės. Kai kurie programos sandaros pokyčiai jau įgyvendinti dabartinėje sistemoje. Šiuos elementus reikia sujungti į visapusišką, lanksčią ir reaguojančią kokybės sistemą. Ekspertų grupė pastebėjo institucijos socialinių dalininkų norą spręsti kokybės klausimus. Tai, kad kol kas nepasiektas toks kokybės lygis, koks, pasak ekspertų grupės, galėjo būti pasiektas, labiau susiję su nežinojimu nei priešišku. Šį aspektą galima tobulinti pasitelkus kokybės sistemų ekspertus, kurie padėtų pasiūlyti geriausią mokymą konkrečioje institucijos kultūroje.

Tam tikra apimtimi ekspertų grupės išvados susijusios su laikina situacija; ekspertai tikisi aiškesnio studijų programos vaizdo, kai ją baigs pirmoji absolventų laida ir bus galima vertinti baigiamuosius darbus.

<...>

### III. REKOMENDACIJOS

1. Kolegijoje įdiegta studijų sistema labiau akcentuoja praktinį mokymą ir asmeninį dorovinį vystymąsi nei argumentaciją ir debatus šiuolaikinės sektoriaus politikos ir praktikos temomis. Ekspertų grupė mano, kad kokybės sistemą reikėtų peržiūrėti, siekiant užtikrinti, kad šios diskusijos būtų tinkamai integruotos į studijas. Kai kurias asmenybės tobulinimosi valandas reikėtų pakeisti turiniu, kuris sustiprintų pagrindinį dalyką ir suteiktų studentams įgūdžių diskutuoti šiuolaikinės sektoriaus praktikos ir akademinio proceso temomis.
2. Studijų programos tikslo formuluotėje yra frazė „vadovaudamasis krikščioniškomis vertybėmis“. Siekiant užtikrinti, kad visi socialiniai dalininkai aiškiai suprastų išmatuojamas vertybes, reikėtų bent jau apibrėžti „krikščioniškasias vertybes“. Taip pat į kokybės laboratoriją galima pasikviesti nepriklausomą studentų konsultantą, kuris būtų nesusijęs su akademinė sistema.
3. Studijų rezultatas, susietas su žiniomis ir jų taikymu, yra painiai suformuluotas. Rekomenduojama šį žiniomis grindžiamą studijų rezultatą suskaidyti į dvi ar tris dalis, pasitarus su socialiniais dalininkais ir personalui, studentams bei būsimiems darbdaviams padirbėjus su formuluote.
4. Rekomenduojama įtraukti administracijos darbuotojus bei dėstytojus ir apmokyti juos dirbti su programos studijų rezultatais rengiant dalykų turinį; taip pat rekomenduojama peržiūrėti visų dalykų literatūrą bei dėstymo metodus ir juos atnaujinti, jei reikia.
5. Panašu, kad iki šiol nebuvo atliekama nuolatinė tarptautinių šios srities pasiūlymų stebėseną, tad rekomenduojama tą daryti, taip pat reikėtų nurodyti specialias sritis, kuriomis kolegija galėtų išskirti šią studijų programą iš kitų šalyje siūlomų studijų programų. Taip pat kolegijai rekomenduojama didinti studijų programos tarptautiškumą, pasitelkiant specifinių sričių kviestinius dėstytojus, labiau dalyvaujant tarptautinėse konferencijose ir pan.
6. Rekomenduojama toliau gerinti infrastruktūrą, ypač bibliotekos knygų saugyklą, ir naudojimąsi duomenų bazėmis visoje institucijoje, taip pat dėstytojams skirtas patalpas.
7. Reikėtų labiau supažindinti darbuotojus su institucijos politika ir procedūromis dėl

nustatytos mokymosi platformos „Moodle“ naudojimo, taip pat su akademinio nesąžiningumo politika.

8. Rekomenduojama kolegijai palaikyti ir skatinti dėstytojų ir studentų atliekamus tyrimus, taip pat labiau remti studentų dalyvavimą judumo programose.
9. Reikia nuolat gerinti materialiąją bazę. Ypač reikėtų numatyti vietas, kuriose studentai kolegijoje galėtų netrukdomi naudotis duomenų bazėmis, jei kartais tos erdvės prireiktų kitiems tikslams. Taip pat reikėtų nustatyti atitinkamas vietas praktikos dalykams, siekiant nuoseklumo.

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

Vertėjos rekvizitai (vardas, pavardė,  
parašas)