



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS KOLEGIJOS
STUDIJŲ PROGRAMOS *VIEŠBUČIŲ IR RESTORANŲ*
VADYBA (653N15004)
VERTINIMO IŠVADOS

EVALUATION REPORT OF *HOTEL AND RESTAURANT*
MANAGEMENT (653N15004)
STUDY PROGRAMME
at Vilnius College

Grupės vadovas:
Team leader:

Dr. Michael Emery

Grupės nariai:
Team members:

Eneken Titov
Jeremy Christopher Hutchinson
Prof. dr. Aušrinė Armaitienė
Marius Rimkaitis
Jolita Čeičytė

Išvados parengtos anglų kalba
Report language - English

Vilnius
2014

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Viešbučių ir restoranų vadyba</i>
Valstybinis kodas	653N15004
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo profesinis bakalauras
Studijų programos įregistravimo data	2011 m. birželio 1 d.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme:	<i>Hotel and Restaurant Management</i>
State code	653N15004
Study area	Social Sciences
Study field	Business
Kind of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Business
Date of registration of the study programme	1 June, 2011

CONTENTS

CONTENTS	3
I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS	5
1. Programme aims and learning outcomes.....	5
2. Curriculum design	5
3. Staff	6
4. Facilities and learning resources	7
5. Study process and student assessment.....	8
6. Programme management	9
III. RECOMMENDATIONS	11
IV. SUMMARY	12
V. GENERAL ASSESSMENT	15

I. INTRODUCTION

Vilnius College (afterwards VK) is a state higher education school providing professional bachelor degree study programmes. It offers 48 study programmes. Currently, there are some 7,200 students and some 494 teaching staff. The study programme for this evaluation is *Hotel and Restaurant Management*, a professional bachelor programme which was accredited and started in 2011. On this study programme there are 184 full-time and 108 part-time students studying over three and four years respectively; both modes of study are for 180 credits. This *Hotel and Restaurant Management* study programme is based within the Hospitality Management, one of seven departments of the Faculty of Business Management.

The collegial governing bodies are the VK Board (the managing body including Rector Gintautas Braziunas) and the VK Academic Council (manages academic affairs). Other cross-college aspects include the quality assurance system, careers, sports, distance learning, and the Computing Centre.

The self-evaluation report (SER) provided in advance is informative, detailed, and follows the Centre for Quality Assessment in Higher Education (SKVC) *Methodology for Evaluation of Higher Education Study Programmes (December 2010)*. It was prepared by a group containing teaching staff, a student representative, and a business representative, and was led by the Head of the Hospitality Management Department, Danguole Baltrunaite. It is somewhat lengthy at 36 pages and contains considerable descriptions. More self-analysis would have been beneficial together with more examples of improvements made since 2011. Overall, the SER covers the essential groundwork required and is very professionally presented.

The Expert Team visited VK at its campus in Vilnius for the programme evaluation on Wednesday 5 March 2014. This international team was led by Dr Michael Emery (UK, Director of International Higher Education Evaluations, formerly Her Majesty Queen Elizabeth II's Inspector for Higher Education), Eneken Titov (Estonia, Expert for Estonian Higher Education Quality Agency and Quality Manager, Estonian Entrepreneurship University, Tallinn), Jeremy Hutchinson (Ireland/Switzerland, Director of Academic Affairs, Les Roche International School of Hotel Management, Switzerland), Professor dr. Ausrine Armaitiené (Lithuania, Head of Recreation and Tourism Department, Klaipeda University), Marius Rimkaitis (Lithuania, Business Entrepreneur at StudioV4, Vilnius), and Jolita Ceicyte (Lithuania, master student at Kaunas University of Technology, owner of a woollen products retail company, Kaunas). The Expert Team thanks the staff, students, and social partners for their cooperation during the site visit. All meetings were held in English and were extremely helpful and cordial.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

It was noted in this section of the report (Section 1 Programme aims and learning outcomes) that there was no analysis of strengths and opportunities for development.

Initial confusion was caused regarding the title of the study programme; on the web site it was called Hotel and Restaurant Management whereas the SER named the programme as Hospitality Management. As a result of discussion with the team responsible for producing the SER it was established that this was due to translation from Lithuanian to English.

Learning outcomes are stated both in the module documentation and on the VK website follow through from the module outcomes to the programme outcome in a logical and coherent manner.. The outcomes cover the aspects of hotel and restaurant management that would be required for an entry level position in a hotel or restaurant of 4 or 5 star standard. The lecturers who were interviewed were clear in how they would know that learning outcomes would be achieved by students at both module and at programmatic levels, once students graduate and are in employment.

Although the learning outcomes are fairly comprehensive, in both the Catering Services Management module and the Accommodation Services Management module there is no emphasis on outcomes in terms of skill development and customer care, this is despite the programmatic outcomes stating “analyse and use practically”. Hazard Analysis and Critical Control Points (HACCP) is taught in over 18 hours but it was noted that there was no evidence of nutrition being taught.

Discussion with social partners elicited that there was input from one partner in particular (Food and Beverage Director of Radisson Blue Hotel) in establishing the learning outcomes. Other social partners spoken to were not able to confirm that they were consulted on the learning outcomes.

2. Curriculum design

The curriculum design meets the requirements as laid down by the Ministry of Education in the State of Lithuania. The modules of study are spread evenly over the three years of the degree for full-time study and over four years for part-time study. It was noticed that the first year of study, on the full-time programme was devoted to general education modules, such as Sustainable Development, Economics, Social Business Environment, Foreign Languages, Managing Financial Recourses and Communication. Students spoken to by the Expert Team were critical of this as they did not receive exposure to hospitality specific topics, such as Accommodation Services Management and Catering Services Management until their second year, whereas these were the important topics that they wish to learn on their programme of study and felt the first year subjects were largely irrelevant. On the part-time study programme students did not receive these modules until semester 5 or their third year of study.

It was noticed that students did not have instruction in food production and service techniques that required the student to prepare and serve food in a variety of styles to customers. The Catering Services Management and Accommodation Services Management modules do not specify in detail the amount of practical instruction that students will undergo, consequently when students undertook their first internship the social partners had to train them in the basic skills required, this was also apparent in accommodation and front office operations. As a consequence, the students did not have the opportunity to gain the maximum benefit from their internship opportunities.

The Economics module was singled out as a cause for concern by the students as it was seen to be very intense and it would be preferable if it was taught over a longer period than six weeks; this was expressed by the students.

The hospitality industry is an international industry where the clientele are international and, increasingly so, the employees are also international. Many visitors to Lithuania are from Russia, Poland and Germany, as well as increasingly from other European countries. Some students have the opportunity to have internships in Greece, Cyprus and Spain as well as Lithuania. It was noticed that the programme is taught only in Lithuanian. Social partners were of the opinion that a thorough knowledge of another language would be advantageous to students who wished to have an international career and several students the Expert Team spoke to were desirous of this opportunity. Internationalism is also an important part of the Bologna Accord and is encouraged.

Generally modules are coherent and are in line with those studied on a similar degree in other institutions. This section of the SER would have been enhanced by the inclusion of a SWOT analysis.

3. Staff

Of the 35 faculty staff working in the programme three have Doctoral degrees, while another three are studying for a PhD, the rest of the faculty are qualified to Masters level. All programme teachers have practical experience in their subject specialisms, with 22 faculty members have 10 or more years of practical experience. It is encouraging to note that several faculty members have presented papers at conferences, some of which were hospitality focussed and others which had a pedagogic focus, although the SER identified 5 faculty members who were involved in Applied Research, it was not apparent when this research took place. It was disappointing to note that this represents only 14% of the Faculty of Business Management.

Demographics of the teachers indicate that there are 20 faculty members aged between 50 + with the maximum age being 67. 15 programme teachers are aged between 25 and 50. Clearly there is a preponderance of faculty who have acquired extensive experience either pedagogical, practical experience or both in their field. Students comments found that they were more engaged with the younger faculty members as the older faculty members tended to have “old fashioned” ideas and methods and needed to bring their course up to date. Overall the students were complimentary of the younger programme teachers, their dedication and encouragement and support were all

mentioned as being positive, old faculty members were said to be “boring“, using outdated textbooks and not as engaged with them as the younger faculty members. Full-time students were complimentary of faculty members in being accessible to them to answer questions and to be able to offer guidance; however, part-time students did have difficulty in accessing faculty members outside the classroom.

Students really enjoyed their involvement when Lithuania held the Presidency of the Council of the European Union and cited this as a very positive experience. Real life experiences such as this are to be commended as great learning opportunities.

Faculty members’ loads are a maximum of 760 contact hours per year, with teachers engaged in scholarly activities for the remainder of their time. This would include applied research as well as course and lecture preparation and assessment grading.

Programme teachers also are given the possibility to teach abroad through the Erasmus program, in 2011 – 2012, where 9 faculties availed of this opportunity. In 2012 – 2013, 6 faculties took the opportunity to teach abroad, it is noted that of the six who went abroad in 2012 - 2013, 4 had also been abroad in 2011-2012. This suggests that a minority of teachers are either given the opportunity or wished to take this opportunity.

There is a process in place for faculty to review their development on a five yearly basis by having to produce a plan for their scholarly activities and development activities over the five years, after which they then produce a self-assessment at the end of the five years which is considered by the Contests and Certification Panel in the Department of Hospitality Management.

There does not seem to be a formal process in place for faculty industrial updating.

A SWOT analysis was not presented in this section.

4. Facilities and learning resources

Classrooms are of a good size with a well-equipped auditorium being viewed also. Some of the classrooms are in need of refurbishing. All classrooms are equipped with projectors and screens and one classroom viewed during the site visit was also equipped with an e-board. There is adequate room for students to move from classroom to classroom.

Students were pleased with the learning management system, Moodle, and liked to use it but were critical of some teachers who did not use Moodle to its full advantage.

As highlighted earlier there was a small food production laboratory that was used by students to learn some basic kitchen skill, however, when viewed it did not appear to be over utilised. There was no area to teach restaurant service skills, although one was in the process of being constructed. This was a small facility with five tables of four place settings per table. This facility will be used for basic skill development but will not be used for serving “live” customers

with real dishes, but empty plates to empty seats. There was no provision for instructing students in housekeeping and front office skills.

The two internships are an important part of the programme as this is where students are given the opportunity to be trained in basic skills in both front and back of house areas. Students have the opportunity to go abroad for their internships to Greece, Cyprus, Portugal and Poland, although the most popular destination was in Lithuania itself. It is to be commended that students are able to avail of this opportunity to learn and work in an international environment. Students found the internship experience beneficial and were complimentary of it, however feedback from social partners concerning the preparedness of students coming on internship was critical in that students were lacking in basic skills and they felt that it would be beneficial if more skill training was included in the programme to better prepare students for their internship.

Library resources are available with access to a reasonable number of online databases that are relevant to a programme such as this. Computer facilities are available for students in the library, but students voiced concern about the lack of the number computers available and they often have to queue to get access to computers. Information literacy is supported by the library and classes are organised to provide students with the skills to search for information online and identify reliable sources.

Books in the field of Hotel and Restaurant Management are not very numerous; there are a number of books on kitchen, service and housekeeping, but not a large range of books on hospitality management specific topics. As students are not required to purchase textbooks a lot of library shelves are taken up with numerous copies of the same book and a budget of 50Lts. per student is set. Students commented on the lack of availability of textbooks for project use as they may have been booked out by other students and there was insufficient book stock for all students.

A SWOT analysis was not presented in this section.

5. Study process and student assessment

The admission requirements comply with the regulations of the Republic of Lithuania. During year one of the programme there is a relatively high attrition rate in the programme. This has been identified as a lack of understanding of what the programme is about by the students who drop out, consequently there is lack of motivation as it does not meet expectations leading to missed lectures and then failed assessments. This is the same for both part-time and full-time study programmes. Yet, according to the social partners, the programme is regarded as one of the better programmes of its type in Vilnius and attracts student from different parts of Lithuania.

Apart from some quizzes and some special days such as “Restore“ and similar events there is little evidence of students actively engaging sufficiently in-depth applied research.

Grants are available for students to support their studies which were taken up by six students in 2013. These grants are given where student’s families are in financial difficulty due to long term

illness or other trauma. Financial aid is also available to one student on the programme who is disabled. There was no evidence of any support to students with learning differences (such as dyslexia, dyspraxia, ADD, ADHD or Asperger's Syndrome for example). Although there were no students currently enrolled suffering from these learning differences, the teaching staff interviewed by the Expert Team were unaware of any support available should such students be enrolled in the future..

The samples of student work that was viewed showed a variety of tasks that students had to complete for different assessments. The work was of a reasonable standard and the grades awarded were in some cases consistent with the work being graded, in other cases there was evidence of grade inflation, where one student's work had little comments on it, but another student's work received a higher grade, yet had much more comments by the faculty member marking the assessment. Other pieces of work also showed quite high grades relative to the content. Plagiarism or cheating did not appear to be an issue, but there was little use of electronic software to help identify possible cases of plagiarism (such as "Turnitin"). Assessment criteria were not apparent on each of the assessments viewed, although a generic assessment criterion was present in the SER annexes. Consequently it is difficult to judge why students were awarded marks. As no students had graduated there were no samples of theses to be viewed. For students who were part-time there was the possibility of some courses being studied on- line.

There are so many ways that teaching staff can interact with students through the use of technology. Students in the 21st century expect information to be "pushed" to them rather than they having to "pull" the information from sources, using live feeds or twitter to mention just two are ways of doing this. It is noted that some faculty do use social media with their students

Social partners were complimentary of the programme and cited well motivated students who came for internships, but who had little practical skills to bring with them, this is a short coming of the programme and social partners would like to see more skilled students coming for internships. Students were in great demand by the hotel industry for internships with the possibility of students going to Greece, Cyprus or Spain for internship positions as well as Lithuania. It was not clear how the students were supported by VK when on internship, especially those who were outside Lithuania. It was noted that students on internship were not paid.

It is not possible to comment on whether the majority graduates meet the programme provider's expectations as no student had graduated, however the teachers interviewed were confident that the plans in place to evaluate this area would be sufficient to measure this.

No SWOT analysis was presented with this section.

6. Programme management

The Hotel and Restaurant Management study programme has a Quality Management System prepared following the requirements of ISO 9001. There is a committee of seven members,

including two members from the social partners and a student representative. The Programme Committee meets once per semester.

Faculty and Department are responsible for ensuring that their courses are up to date and that the students are achieving the learning outcomes. There was no evidence of class observation by peers or Programme Committee members.

Questionnaires are administered to both full and part-time students at the end of each module and are analysed and where appropriate action is taken. The questionnaire that is used consists of 16 questions. The surveys have been used to identify strengths and opportunities for development in the programme. The Department has reacted positively to the feedback by making changes to the delivery of their module. Students also reported that the Department was responsive to their concerns. Students have highlighted that they prefer the modular system but, confusingly, found that the modular system was demotivating to a large extent due to some tired teachers and student groups of about 80.

All stakeholders are involved in the quality assurance (QA) process to some extent and from this are drawn up an action plan for improvement. However, more formal and wider input is recommended by the Expert Team from the hospitality world together with the establishment of a specific business committee having an agenda, minutes, and action plans. Employers interviewed by the Expert Team indicated that they are keen to support and advise about this programme.

III. RECOMMENDATIONS

1. The practical components of the course should be strengthened in the learning outcomes and greater emphasis placed on gaining these skills and this consequently sets them up for a good first step into the world of work and also allows graduates to build a strong CV during their internships which helps them find a good position in the job market and also assists with a rapid promotion.
2. The curriculum delivery in terms of the order in which modules are delivered should be reviewed, core hospitality related subjects are not taught until the second year, this is an inconsistency as students who are enrolled on the programme become disillusioned, and this could have an impact on the number of students dropping out after the first year.
3. Programme teachers who have industry experience and teaching experience are often seen by students as not being up to date in their thinking and teaching. Consequently, it is important that teachers of this programme undergo industrial updating on a regular basis, both in terms of pedagogic skills and knowledge of the industry. Some teachers are not comfortable using information technology, this is evidenced by them not using Moodle except to a very limited extent.
4. Applied research is a fundamental part of academic life at VK or in similar institutions. There is some evidence of a few programme teachers engaging in this, however, as a recommendation more teachers should actively be participating in this important activity, the benefits are several in terms of updating knowledge, heightening the profile of the Department and consequently VK itself.
5. A proper Production Kitchen, Dining Room and Accommodation Services and Front Office desk should be provided to allow the proper delivery of basic practical skills to the students. This is fundamental to the development of a good hotel and restaurant management programme.
6. The Faculty library resource requires more books on hotel and restaurant subjects, also some generic business texts would be appropriate to help students to read around the subject areas. There is a broad range of published texts on the domain available; however, many are in English which may present a problem to Lithuanian students. Students identified a lack of computers for them to use, this should be investigated and addressed.
7. Student research needs to be more in depth overall. Plagiarism and cheating needs to be monitored carefully to ensure that it is not a major problem in the assessment of student work. Essential software should be employed for checking plagiarism.
8. Feedback to students and consistency of marking need to be addressed, as identified earlier there were inconsistencies in the way grades were awarded with evidence of

overmarking and grade inflation. There was a lack of written feedback to students on the quality of work that they had produced and also no clear indication as to why the grade had been awarded. A common feedback form should be adopted with sufficient space for giving written feedback to students.

9. Although only recently introduced, the modular system is seen as having advantages to both faculty and students, however it is recommended that as part of programme management the teaching of Economics is reviewed to ensure that students are achieving the learning objectives, as students interviewed were very critical of this aspect of the modular system. A specific business committee set up might offer current advice on such curricular matters and also produce a relevant SWOT analysis for this programme.

IV. SUMMARY

The programme is well liked by the programme's social partners. They are complimentary of the students motivation and interest in the hotel and restaurant business. However, they are critical of the lack of skills that the student possess on arrival for internship, on balance though, in return for skill training the students receive no salary while on internship. Most social partners would like to have at least two six month internships where students can really learn how the hotel or restaurant business operates and the student can benefit from a richer experience.

Social partners say that although students lack customer care skills, they are very ambitious in terms of their future career prospects and overall are the best students in Lithuania in terms of their motivation and "can do" attitude. Clearly this endorsement from social partners is a very positive recommendation of the programme and how it prepares its students.

Students chose to come to this program as it is recognised as the best of its type in Lithuania. They are complimentary of the faculty in that they are accessible during school hours and consequently are seen as being supportive.

The main area for the improvement of the programme is firstly the internationality of the programme, the hotel and restaurant businesses are truly international, in terms of the product and the clientele. This programme does not recognise this as evidenced by only teaching the programme through Lithuanian, and by a curriculum that is based very much on local needs rather than the international hotel and restaurant business needs. This also makes it more difficult for students to pursue a career elsewhere in Europe or the rest of the world.

The second area of improvement of the programme is based on the lack of skill development of students, both in the curriculum to support this as well as in the facilities to provide the operational condition for these skill developments. Hotels and restaurants require graduates who have skills and knowledge based around the operation of the business both in front of house and back of house, without this the programme is not giving the students the best start to their career.

Other areas that could be improved are as follows:

Student drop-out rates in the first year of study are quite high, 22.2%. The reasons given were a lack of motivation of students, absence from lectures and over estimation of their own potential, These are issues that could be addressed when students enrol, and also by ensuring that lecturers are using various teaching styles and methods to ensure that students' interest is maintained, Additionally, the general education nature of the first year courses is not seen as being attractive by current students who wish to pursue their career in the business of hotel and restaurant management.

The lack of applied research by the teaching team indicates that they are not very much engaged in hotel and restaurant issues either locally, nationally or internationally. Applied research is an essential part of a degree program that is designed to comply with the Bologna Accord. Students are being disadvantaged as they are not getting the full benefit from learning from a teaching

team who are not current in their subject expertise as evidenced by the lack of research that is carried out.

It was disappointing to note that a SWOT analysis was not included at the end of each section of the Self Evaluation, this would enhance the Self-Evaluation and give the Expert Team a better impression of the VK Hotel and Restaurant Management programme teaching team's ability to critically analyse their programme and so recognise these shortcomings.

V. GENERAL ASSESSMENT

The study programme *Hotel and Restaurant Management* (state code – 653N15004) at Vilnius College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	2
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	16

*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. Michael Emery

Grupės nariai:
Team members:

Eneken Titov
Jeremy Christopher Hutchinson
Prof. dr. Aušrinė Armaitienė
Marius Rimkaitis
Jolita Čeičytė

**VILNIAUS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
VIEŠBUČIŲ IR RESTORANŲ VADYBA (VALSTYBINIS KODAS – 653N15004) 2014-05-
21 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-250-3 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus kolegijos studijų programa *Viešbučių ir restoranų vadyba* (valstybinis kodas – 653N15004) 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	2
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	3
	Iš viso:	16

* 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

Ši programa patinka socialiniams partneriams. Juos džiugina studentų motyvacija ir susidomėjimas viešbučių ir restoranų verslu, tačiau jie kritiškai vertina studentų, atvykusių atlikti praktiką, įgūdžius. Taigi jie lavina studentų įgūdžius, bet per praktiką nemoka jiems atlyginimo. Daugelis socialinių partnerių norėtų, kad praktika truktų ne trumpiau kaip šešis mėnesius, per kuriuos studentai tikrai galėtų suprasti, kaip organizuojamas viešbučių ir restoranų verslas, įgytų daugiau patirties.

Socialiniai partneriai sako, kad, nors studentai ir neturi darbo su klientais įgūdžių, jų lūkesčiai dėl būsimos karjeros labai dideli; apskritai jie yra geriausi studentai Lietuvoje motyvacijos atžvilgiu ir dėl to, kad mano, jog viską gali. Šis socialinių partnerių patvirtinimas yra labai gera programos reklama, įrodymas, kad šios programos studentai gerai parengiami.

Studentai renkasi šią programą, nes ji yra pripažinta geriausia Lietuvoje šios rūšies programa. Jie gyrė fakulteto dėstytojus už tai, kad šie prieinami darbo valandomis ir padeda.

Pagrindinė programos sritis, kurią visų pirma reikia tobulinti, yra jos tarptautiškumas. Viešbučių ir restoranų verslas iš tikrųjų yra tarptautinis dėl savo kuriamo produkto ir klientūros. Šios programos rengėjai to nepripažįsta, nes ji dėstoma tik lietuvių kalba, o studijų turinys daugiausia pagrįstas vietiniais, o ne tarptautiniais viešbučių ir restoranų verslo poreikiais. Dėl to studentams sunkiau siekti karjeros Europoje ir likusiame pasaulyje.

Antroji tobulintina programos sritis yra priemonės, padedančios lavinti studentų įgūdžius, kurie šiuo metu lavinami nepakankamai. Tai studijų turinys ir materialinė bazė, kuri užtikrintų darbo sąlygas, reikalingas minėtiems įgūdžiams lavinti. Viešbučiams ir restoranams reikalingi absolventai, turintys gebėjimų ir žinių, reikalingų darbui organizuoti restorano ir (ar) viešbučio tiesioginio klientų aptarnavimo dalyje (*front of house*) ir netiesioginio klientų aptarnavimo dalyje (*back of house*).

Kitos sritys, kurias būtų galima tobulinti:

Studentų nubyrejimo pirmaisiais studijų metais lygis gana aukštas – 22,2 proc. Nurodytos priežastys – studentams trūksta motyvacijos, jie nelanko paskaitų ir pervertina savo galimybes. Šiuos klausimus būtų galima spręsti, kai studentai dar tik priimami, taip pat reikėtų užtikrinti, kad dėstytojai taikys įvairius mokymo modelius ir metodus, kad išlaikytų studentų susidomėjimą. Be to, bendras pirmųjų studijų metų mokslo pobūdis nėra patrauklus dabartiniams karjeros viešbučių ir restoranų versle siekiantiems studentams.

Tai, kad dėstytojų kolektyvas atlieka mažai taikomųjų mokslinių tyrimų, rodo, jog jie nelabai dalyvauja viešbučių ir restoranų versle vietos, nacionaliniu ar tarptautiniu lygmeniu. Taikomieji moksliniai tyrimai yra svarbiausia laipsnį suteikiančios programos, kuri turi atitikti Bolonijos susitarimą, dalis. Negerai, kad studentai negali gauti didžiausios naudos iš studijų, nes dėstytojai stokoja naujausių dalykinių žinių, kadangi atlieka mažai mokslinių tyrimų.

Nuvylė tai, kad kiekvieno savianalizės suvestinės skyriaus gale nebuvo pateikta SSGG analizė. Tai sustiprintų savianalizės suvestinę, ekspertų grupė galėtų susidaryti aiškesnį vaizdą apie Vilniaus kolegijoje dėstomos *Viešbučių ir restoranų* studijų programos dėstytojų grupės gebėjimą kritiškai analizuoti savo programą, tad ir pripažinti šiuos trūkumus.

III. REKOMENDACIJOS

1. Numatant studijų rezultatus reikėtų daugiau dėmesio skirti praktiniams kurso aspektams ir praktinių įgūdžių įgijimui; tai užtikrins studentams galimybę žengti pirmą tvirtą žingsnį į darbo pasaulį; praktiką jie galės įrašyti į savo CV, o tai padės užsitikrinti gerą darbo vietą rinkoje ir greitai kilti karjeros laiptais.
2. Reikėtų peržiūrėti studijų turinio dėstymą, tiksliau sakant, studijų modulių dėstymo tvarką; pagrindiniai su svetingumu susiję dalykai iki antrųjų studijų metų nedėstomi; tai negerai, nes studentai įstoję nusivilia, o tai gali turėti įtakos studentų nubyrejimo po pirmųjų studijų metų lygiui.
3. Programos dėstytojai, turintys darbo įmonėse ir dėstymo patirties, studentų nuomone, yra „seno mąstymo“ ir dėsto pagal senus metodus. Todėl svarbu, kad šios programos dėstytojai nuolat atnaujintų savo pedagoginius įgūdžius ir žinias apie aptariamą sektorių. Kai kurie dėstytojai nelabai moka naudotis informacinėmis technologijomis, pavyzdžiui, jie labai mažai naudojami *Moodle* sistema.
4. Taikomieji moksliniai tyrimai yra pagrindinė Vilniaus kolegijos ar panašių institucijų akademinio gyvenimo dalis. Yra žinoma, kad keli šios programos dėstytojai šiuose tyrimuose dalyvauja, tačiau rekomenduojama, kad į šią svarbią veiklą įsitrauktų daugiau dėstytojų; tai duos keleriopą naudą: bus atnaujintos žinios, Katedros ir atitinkamai pačios Kolegijos profilis taps platesnis.

5. Siekiant tinkamai įdiegti studentams pagrindinius praktinius įgūdžius, reikėtų įrengti virtuvę maistui gaminti, valgyklą, gyvenamuosius kambarius ir registratūros stalą. Tai svarbiausia norint sukurti gerą viešbučių ir restoranų vadybos programą.
6. Fakulteto bibliotekos išteklius būtina papildyti knygomis viešbučių ir restoranų tema, taip pat ir bendrąja verslo literatūra, kuri padėtų studentams susipažinti su šia dalykine sritimi. Yra paskelbta daug leidinių apie šią sritį, tačiau daugelis jų yra anglų kalba, ir tai gali kelti sunkumų Lietuvos studentams. Studentai nurodė, kad trūksta kompiuterių, kuriais jie galėtų naudotis; reikėtų iširti ir išspręsti šią problemą.
7. Studentų moksliniai tyrimai turėtų būti išsamesni. Reikia kontroliuoti, kad nebūtų plagiavimo ir apgaulinėjimo atvejų, taip pat užtikrinti, kad tai nebūtų svarbiausia problema vertinant studentų darbus. Norint nustatyti, ar darbas nuplagijuotas, reikėtų naudoti būtiną programinę įrangą.
8. Reikia spręsti problemą dėl studentams suteikiamo grįžtamojo ryšio ir pateiktų vertinimų logiškumo. Jau anksčiau buvo nurodyti nesklandumai, susiję su vertinimu: pateikta pažymių padidinimo arba sumažinimo pavyzdžių. Studentai per mažai raštu informuojami apie jų pateikto darbo kokybę, be to, nenurodoma, kodėl įvertinta tam tikru pažymiu. Reikėtų nustatyti bendrą grįžtamojo ryšio formą (anketą) paliekant joje pakankamai vietos studentams skirtai grįžtamajai informacijai įrašyti.
9. Manoma, kad modulių sistema, nors įvesta neseniai, yra naudinga ir fakultetui, ir studentams. Vis dėlto rekomenduojama tobulinti programos vadybą ir pakoreguoti ekonomikos dalyko mokymą, siekiant užtikrinti, kad studentai pasiektų studijų tikslus, nes tie studentai, su kuriais buvo kalbėta, labai kritiškai vertino šį modulių sistemos aspektą. Įsteigtas specialus verslo komitetas galėtų konsultuoti šiais studijų turinio klausimais, taip pat parengti reikalingą šios programos SSGG analizę.

<...>

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

¹ Žin., 2002, Nr.37-1341.