



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS VERSLO KOLEGIJOS
**STUDIJŲ PROGRAMOS *REKREACIJOS IR TURIZMO*
VERSLO VADYBA (653N80005)
VERTINIMO IŠVADOS**

EVALUATION REPORT
OF RECREATION AND TOURISM BUSINESS
MANAGEMENT (653N80005)
STUDY PROGRAMME
at LITHUANIA BUSINESS COLLEGE

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Išvados parengtos anglų kalba
Report language - English

Vilnius
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Rekreacijos ir turizmo verslo vadyba</i>
Valstybinis kodas	653N80005
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Turizmas ir poilsis
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), Išžęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Turizmo profesinis bakalauras
Studijų programos įregistravimo data	2002-06-25, Nr. 1181

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Recreation and Tourism Business Management</i>
State code	653N80005
Study area	Social Sciences
Study field	Tourism and leisure
Kind of the study programme	College Studies
Study cycle	First
Study mode (length in years)	Full-time (3), Part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional bachelor degree in Recreation and tourism, manager
Date of registration of the study programme	25-06-2002 № 1181

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I. INTRODUCTION

The Lithuanian Business College (hereinafter – LBC) delivers in total 10 professional bachelor degree programmes with 800 full and part time students in the city of Klaipeda. Out of this, there are 60 students, mostly from the Klaipeda region, plus some Erasmus students and foreign students in the Recreation and Tourism Business Management programme. The 2013 intake has 11 students studying full time and no part time students. The figures indicate a drastic decline in demand for this special programme from 2007 with 37 students to 11 students in 2013. The economic crisis has been mentioned as one of the main reason for the decline in numbers. The programme of Recreation and Tourism Business Management at the LBC comprises of preparing specialists in recreations, leisure and sports activities. Moreover, the programme puts a focus on rural and eco-tourism. The central location and the modern building are seen as strengths of the college. The college had plans to open a branch campus in Vilnius, and one in Dublin, Ireland but nothing has been realized so far.

Evaluation Team

The chairman of the team: Prof. Frank McMahon, former Director of Academic Affairs and Director of the College of Tourism and Hotel Management, Dublin Institute of Technology (Ireland); Zita Krukonyte, Head of Human Resources at Holiday Inn and Ecotel, Vilnius (representative of the social partners); Alina Katunian, Professor, Tourism Department, Vilnius College/University of Applied Sciences; Ass. Prof. Claudia Moessenlechner, Head of the Language Center at Management Center Innsbruck (MCI) (Austria); Detlev Remy, Programme Manager, Les Roches International School of Hotel Management, (Switzerland) and Darius Vizbaras, Vilnius College (student representative).

The procedure of the evaluation

The Self-Assessment Report (SAR) of the first cycle programme Recreation and Tourism Business Management was made available to the expert team in February 2014, a month before the planned visit to the college. All the members of the team examined the SAR individually and contributed to the preparation of a preliminary report which indicated strengths and weaknesses and discussion points. The team obtained further information during the site visit on 18 March, 2014 when members met senior management, programme coordinators, teachers, students, graduates and social partners and viewed the facilities available to the programme. After the visit the Review Team held a meeting to discuss the contents of the evaluation report and agreed upon

a numerical evaluation of every section of the evaluation. The expert team amended a draft report and their comments were integrated into one document by the chairman of the team.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The main aim of the Recreation and Tourism Business Management programme at LBC is to “*prepare qualified managers of recreation and tourism business*”. The programme has three specialization areas: *organisation of rural tourism, organisation of leisure and sports activities* and (new since 2013), *organisation of ecotourism*. Each specialization has the same number of credits (16 ECTS credits).

Learning outcomes for the programme are set out and are aligned with study subjects. There appear to be good links between LBC and social partners from the industry; however, the Review Team suggests specifying more in detail the needs of the public and the labour market, especially in terms of the specialization areas.. During the interviews, the Review Team learned that graduates present had found jobs in the hotel industry, which would suggest the addition of a specialisation field in *hotel administration*.

Generally the programme aims are consistent with the type and level of studies of a Professional Bachelor degree which is the qualification offered.

The name of the programme, its learning outcomes, content and the qualification offered are compatible with each other.

2. Curriculum design

The curriculum design meets the legal requirements for a Professional Bachelor degree e.g. 180 ECTS credits, study field subjects amount to 155 credits, 10 credits for the final thesis (not less than 9 required), not more than 7 subjects per semester, not less than 15 credits for general college study subjects. Professional internship and associated practical training make up not less than one third of the curriculum on practices and practical training.

Study subjects appear to be spread evenly and are not repetitive.

Generally, the content of the subjects is consistent with the type and level of the studies, however, some changes and adjustments (i.e. focus on internationalisation, cultural diversity and languages) are recommended to strengthen the programme. Moreover, credit allocation to different subjects raises questions (1 credit - 26 hours), i.e. *Document management* has 4 credits, whilst *Planning of rural tourism* only has 3 credits. The Review Team therefore recommends that the college reviews the allocation of credits to subjects.

To strengthen the college's internationalisation strategies and to meet the needs of the tourism market, the college should think about increasing the number of credits for language courses and to offer more languages for students to choose from. In view of the market situation, students, graduates and social partners mentioned the need for Russian and German as a second and third language and the need to strengthen the students' communication abilities in English. For students it would be desirable to reach at least level B1 (according to the Common European Framework of Languages) in two foreign languages. This would also have an effect on the number of hours allocated to language courses.

Overall, the content of subjects and modules is appropriate for the achievement of the intended learning outcomes and the specialisations in LBC's *Recreation* and *Tourism Business Management programme* and allows the students a choice for their career paths. Students, alumni and social partners expressed themselves happy with the appropriateness of the specialisation areas.

Furthermore, many subjects are taught in the first years of the study together with students from other programmes at LBC, this raises the question whether the subjects such as *Marketing* can be taught specifically enough i.e. with a clear focus on *tourism* marketing for example. The Review Team appreciates that LBC attempts to address this issue by the provision of seminars and self-work assignments which are directly related to Tourism.

The scope of the programme (3 years full-time study or 4 years part-time) is sufficient to allow the achievement of the learning outcomes at Professional Bachelor level. During the Review Team visit, social partners and graduates mentioned the need for even more practical training. Some consideration might be given to the possibility of extending the time in practical training by students undertaking some industrial experience during summer vacation time.

While a lot of attention in the learning outcomes is paid to the skills needed in the running of businesses, there is not enough focus on these skills in the curriculum of the relevant subjects such as Marketing and Finance.

The SAR mentions continuous improvements in curriculum design. This is positively noted by the Review Team. However, it is recommended to also look at new trends and developments within the tourism industry and include subjects such as Tourism Developments and Trends, E-Commerce, New Business Practices, etc. At the same time this could be an opportunity to include social partners as guest lecturers to further strengthen the ties with the industry.

3. Staff

The study programme is provided by staff members who meet the legal requirements in terms of qualifications, experience and professional development. The internationalisation of staff, however, is limited as just three teachers went abroad in the recent past. The Review Team strongly recommends that the college increases teacher mobility and brings in guest lecturers from abroad.

All staff members teaching the programme have at least a Master's degree. In addition, LBC invests in the training of teachers in pedagogy. However, the last training took place in 2006. Here, the college has to take further and clear steps to maintain the currency of knowledge. Additionally, the college should endeavour to ensure that staff members have up-to-date information on current industry practices. This could be done by the organisation of short work-practice periods in the industry when they are not teaching or a series of visits to tourism/hospitality organisations. This would help to ensure an even more business oriented approach when teaching the students.

There are 24 teachers providing this programme. This number is adequate to ensure learning outcomes. However, only ten teachers have a background in the field of tourism and only five teachers are employed full time. It is unclear if teachers are specifically employed to teach in the tourism programme or if they teach across different programmes.

The turnover of staff is not likely to pose a problem in view of the age profile of the current staff; most of the 24 staff members teaching the programme are under 45 years of age and only two are over 60 years of age. However, there may be a threat to the stability of the teaching team caused

by the large number of teachers who have part-time contracts so the college should try to ensure a higher proportion of full-time staff on permanent contracts.

The SAR report (paragraph 52) describes a quite strong commitment in LBC towards improving staff competencies in teaching and granting support for research. This training in pedagogy and assessment should help to meet the objectives of the European Standards and Guidelines which requires staff to be both qualified and competent to teach. In addition, teachers are encouraged to visit conferences and conduct research in the field of the study. The workload of lecturers includes 30% of their time to be allocated to research activities and preparation of teaching resources. However, there is room for further improvement as only two of the 24 teachers are currently involved in research activities. The Review Team strongly recommends the college to be more research active. This is especially important in view of the fact that students have to prove academic performance in their bachelor thesis work which implies good academic support through research-active teachers.

Whilst all research work has merit, it would be particularly useful if staff members were involved in research projects which are related to the fields of Tourism, Sports or Hospitality.

4. Facilities and learning resources

The college premises have an area for approx. 900 students. Any special facilities for students taking the Recreation and tourism specialization are not given such as Food & Beverage training facilities, touristic booking platforms. However, the college provides a business simulation software package which can be used by the students studying tourism specialisation.

The college students participate in many events in the city of Klaipeda such as festivals and other cultural events which give them direct experience of Recreation/Tourism activities.

Students have access to a gym for their sports activities.

The college has installed an e-learning platform (Moodle) which is used by teachers and students of the Recreation and Tourism Business Management study programme. LBC uses Moodle to enhance support to students and the students expressed themselves as very happy with this support.

The college is using Moodle to gradually introduce on-line modules. So far, they have not been introduced on the Recreation and Tourism Business Management programme but it is important that the college applies its quality assurance procedures for all such modules..

The social partners who met the Review Team were generally happy with the arrangements for practice and internships but would like to see an increase in the practical skills of students. The social partners would appreciate a greater flexibility on the part of the college in the timing of periods of practice sessions and it is recommended that the college explores such possibilities with the social partners.

The library is situated in a convenient location for access by students and additional study space is provided. The library is clean, bright, well-maintained and quite well organised by subject. It has various computer desks and a supply of books including a few English-language books on the main topics. Whilst there are books on all the main topics of the programme, the overall number is still limited. The Review Team recommends that the college increases the number of tourism textbooks in English including books on the specialisation areas.

There are some databases available, including Emerald and EBSCO but there are other databases that would be very useful to support staff and student research. These include Hospitality and Tourism Complete, Leisure Tourism Complete and Swetswise. LBC has negotiated cooperation arrangements with Klaipeda University to allow students enhanced access to electronic databases. The fact that students of the college are able to use the library facilities of a local university as well as colleges and public libraries is very important and should be carefully guarded.

There is a student-council room to facilitate student social activities. The facilities of the college are student-friendly. On a more general point, there could be some decoration (posters) on walls to create a Recreation/Tourism environment.

5. Study process and student assessment

The admission requirements are based on Ministry of Education and Science requirements. The admissions criteria are clearly outlined. Generally, the study process is quite well organised and within the norms for such a study programme.

Students are encouraged to participate in research. The subject Principles of research work is taught in the first semester and the college organises annual student scientific research conferences and students may publish their research papers in the college's journal Vadyba Management.

The college offers students the opportunity to participate in student mobility programmes, i.e. Erasmus exchange programme. In the past three years, 20 students have availed of the opportunity to study abroad with Cyprus being the most popular destination. Apart from the Erasmus exchange programme, the college has offered other international mobility possibilities including Experimental training in entrepreneurship (Turkey), Lithuanian-Polish Youth Exchange (Poland) and Eco-tourism (Ireland) and a total of 21 students participated. Where foreign students come to LBC, they may take classes in English; while the provision of classes in English is helpful for the foreign students it has the disadvantage that it sets them apart from the Lithuanian students.

The college provides a range of support including flexibility of study paths for students and e-learning support via Moodle. However, despite this support there is an unacceptably high drop-out rate of students on the programme (for each of the enrolment groups of full-time students for the years 2007, 2008 and 2009 the percentage who graduated three years later was less than 50%). The college has assured the Review Team that the drop-out rate for more recent groups is lower and certainly this issue requires attention by the college.

There is also some support for sports and social events activities.

The college's assessment procedures are clearly communicated at the outset of each course, including the intended learning outcomes, the assessment framework and which assessments may have to be repeated. Students expressed themselves satisfied with the clarity of the information provided.

LBC puts a lot of stress on feedback to students with teachers giving oral feedback to full-time students in the consultancy hours and by electronic written means to part-time students.

LBC monitors on an annual basis the progress of graduates. It is claimed that the majority of graduates are employed (the rate varied from 50% to almost 80%) with most being employed in a relevant profession. This is despite the fact that the number of graduates gaining employment

in the Recreation/Tourism industry in Lithuania in recent years has been low. According to social partners, this is because of the economic crisis which affected most of Europe including Lithuania. Some graduates proceed to Master's degree study in a Recreation/Tourism related topic.

The graduates and other stakeholders have identified the hotel and tourism industry as the biggest source of employment. In light of this fact, the college should consider having a designated specialisation in the programme for "Hotel Administration".

6. Programme management

Responsibilities for programme design, implementation and monitoring are set out. Regular programme meetings are taking place.

There is some evidence that data is collected and analysed. These indicators include entrants' competition scores, student mobility, drop-out rates, student opinions, etc. However, this list should be extended to get richer data about employment after graduation and perceived strengths and weaknesses of graduates. The data should be collected in a formal way and the source of such data should be the graduates themselves and their first employers. The data would be very useful when trying to improve the programme.

The social partners are quite well linked with the school, however, they and other stakeholders should be invited for more involvement to encourage a broader discussion about improvements and programme development. In addition, employers provide feedback on students whom they employ on internships. Therefore, the Review Team recommends that there should be a more systematic and more regular involvement of the social partners in advising the college on the definition of programme aims and learning outcomes, on curriculum developments, on arrangements for practical experience for students and on research projects which staff and students of the college may undertake.

The Review Team also recommends that an Alumni Club should be established to ensure that students get the chance to liaise with graduates of the programme; at the same time the college could profit from graduates' professional experiences.

There is an internal quality assurance programme in place and it is being implemented effectively. As part of this system, the college has identified procedures for admission, for internships, etc. The Review Team recommends that the college formalise these procedures even more, document them clearly and use this data for further improvement..

In addition to the internal focus, the college needs to gather information on best practice in international tourism schools and to seek to implement those practices in the college.

III. RECOMMENDATIONS

1. The significant decline in student number suggests that the programme is not fully accepted by potential students. Thus, establishing closer ties between the college and social partners might help to increase awareness and enrolment.
2. The college should involve the social partners much more as they are not aware of the college's learning outcomes, and they could help with further programme development.
3. The college should put greater emphasis on foreign languages (i.e. more hours, more variety), and more focus on the specialisations to sharpen the profile.
4. The college should strengthen its provision of IT systems used in the industry such as Amadeus, Fidelio and Opera.
5. Students and social partners requested more practical experience which could be built into the programme starting as of first year and the length of internships could be longer, time-wise using the summer time.
6. The college should seek to develop the international mobility of its students, both for study purposes and for industry placements.
7. Although staff seemed highly motivated and dedicated, just a few of them have visited conferences or are research active. The Review Team strongly recommends that more research is undertaken to maintain currency of knowledge. Moreover, staff should develop more industrial experience in the field of study and a more formalised interaction with industry is recommended on an ongoing basis.
8. The college should invite more Tourism and Hospitality business professionals to make some presentations or teach students of this particular field.
9. The college should establish an Alumni Club and use that organisation to gather regular information from graduates which could be used to improve the programme.

IV. SUMMARY

In the following, a summary of comments regarding the **Recreation and Tourism Business Management (RTBM) programme at Lithuania Business College (LBC)** is given. The process of evaluation follows the SKVC system for the evaluation of degree programmes and is based on the Self-Assessment Report provided by the college and the assessment agreed upon by the Review Team during its visit on the premises and following discussions.

The programme was registered in 2002 and is offered in both full-time and part-time modes and is the only programme in the field of recreation and tourism offered at the college. The RTBM programme prepares graduates for careers in three specialisations, namely *organisation of rural tourism*, *organisation of leisure and sport activity* and (new since 2013), *organisation of ecotourism*. Whilst the learning outcomes of the programme are well developed and are appropriate, they need to be revised in two respects: they have not attracted students in sufficient numbers (only 11 new first years registered last year) and the learning outcomes need to be revised together with and communicated to the social partners. So this is an area that requires urgent action by the college management. Accordingly, it is recommended that the college discusses the programme learning outcomes with all the stakeholders, but especially the social partners.

The combination of theory and practice is an important and strong component of the RTBM programme. Indeed, both students and social partners felt that practical training should even be extended, if possible. The Review Team feels that this could offer added value for the students and can have a positive effect on students' future careers and development as professionals. The college should investigate the possibilities of adding more industry practice in the early years of the programme and by utilising summer vacation periods for paid summer work by students.

The Review Team is satisfied that the programme meets the regulatory requirements. The Review Team also recommends that the timing of the industrial placement should consider tourism seasons and allocate longer periods of practice.

There is a strongly-felt desire for a greater competence in foreign languages, in particular English, Russian and German as these are the languages most needed by staff who interact with tourists to Lithuania. The college should address this.

The staff members of the college are enthusiastic and meet the legal requirements for their appointment as teachers. They are also respected by their students and by graduates who expressed themselves happy with the good student/staff relations in the college. The Review Team strongly recommends that staff involvement in research relevant to the themes of the programme is developed. It is also recommended that staff members attend more conferences and that they interact more with the industry professionals in Lithuania. One way in which interaction with the industry could be enhanced is that staff members could undertake brief placements in industry in conjunction with the social partners. The college should invite more industry professionals to come to the college as guest lecturers.

One way to encourage more research would be to create a space on the college website to list the various student final year theses. The publication of thesis topics on the website or by newsletter to hotel/tourism organisations might prompt wider industry interest.

The college building is attractive and well-maintained and contains a well-organised library. However, more textbooks in English are needed and whilst there are some databases available for staff and students, more should be acquired as funding permits. The college has invested in the Moodle e-learning platform and as the development of good resources for Moodle is expensive, the college should investigate the feasibility of sharing resources with other users of Moodle

During their visit the Review Team found that there is adequate academic and social support for students available including scholarships, counselling services and social programmes.

Whilst there is an attempt at gathering data on the operation of the programme with a view to analysing the data and making improvements to the programme, this process is not sufficiently formalised. The Review Team recommends a more structured and formalised approach.

V. GENERAL ASSESSMENT

The study programme *Recreation and Tourism Business Management* (state code – 653N80005) at Lithuania Business College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Staff	2
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	15

*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.

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**LIETUVOS VERSLO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
REKREACIJOS IR TURIZMO VERSLO VADYBA (VALSTYBINIS KODAS – 653N80005)
2014-06-05 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-305-4 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos verslo kolegijos studijų programa *Rekreacijos ir turizmo verslo vadyba* (valstybinis kodas – 653N80005) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	15

* 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

Toliau pateikiamos apibendrintos pastabos apie **Lietuvos verslo kolegijoje (LVK) įgyvendinamą Rekreacijos ir turizmo verslo vadybos programą**. Vertinimo procedūra atliekama laikantis SKVC vertinimo tvarkos pagal nustatytus laipsnį suteikiančių programų reikalavimus ir yra pagrįsta kolegijos pateikta savianalizės suvestine bei vertinimu, dėl kurio vertinimo grupė susitarė vizito metu apsilankiusi patalpose ir po diskusijų.

Ši programa įregistruota 2002 m. ir yra įgyvendinama taikant dvi studijų formas – nuolatinę ir iššęstinę. Tai vienintelė kolegijos siūloma rekreacijos ir turizmo krypties programa. Pagal *Rekreacijos ir turizmo verslo vadybos* programą parengti absolventai turės tris specialybes: *kaimo turizmo organizavimas, pramoginės ir sportinės veiklos organizavimas* (nauja – nuo 2013 m.), *ekologinio turizmo organizavimas*. Nors šios programos numatomi studijų rezultatai yra tinkami ir gerai suformuluoti, juos reikia patikslinti atsižvelgiant į du aspektus: tai, kad jie nepritraukė pakankamai studentų (praėjusiais metais įregistruota tik 11 naujų studentų), ir tai, kad studijų rezultatus reikia peržiūrėti kartu su socialiniais partneriais ir pranešti apie juos socialiniams partneriams. Taigi kolegijos vadovybė privalo imtis skubių veiksmų šioje srityje. Todėl rekomenduojama, kad programos numatomus studijų rezultatus kolegija aptartų su visais socialiniais dalininkais, o ypač su socialiniais partneriais.

Teorijos ir praktikos derinimas yra svarbus ir stiprus *Rekreacijos ir turizmo verslo vadybos* programos komponentas. Ir studentai, ir socialiniai partneriai mano, kad praktinį mokymą

reikėtų netgi labiau sustiprinti, jei įmanoma. Vertinimo grupės nuomone, tai duotų daugiau naudos studentams ir turėtų teigiamo poveikio jų profesionalumo ugdymui bei būsimai karjerai. Kolegija turėtų išnagrinėti galimybę daugiau laiko skirti praktikai įmonėse ankstyvaisiais programos įgyvendinimo metais, o studentai galbūt galėtų vasaros atostogų metu dirbti apmokamą darbą.

Vertinimo grupė džiaugiasi, kad programa atitinka teisės aktų reikalavimus. Be to, ji rekomenduoja, kad nustatant praktikos įmonėse laiką būtų atsižvelgiama į turizmo sezonus ir praktikai skiriama daugiau laiko.

Jaučiamas didelis poreikis užsienio kalboms, ypač anglų, rusų ir vokiečių kalbai, nes būtent jų labiausiai reikia darbuotojams, kurie bendrauja su į Lietuvą atvykstančiais turistais. Kolegija turėtų į tai atsižvelgti.

Kolegijos dėstytojai yra energingi; jie atitinka teisės aktų reikalavimus, reglamentuojančius dėstytojų skyrimą. Be to, juos gerbia studentai ir absolventai, pareiškę, kad yra patenkinti gerais kolegijos studentų ir dėstytojų santykiais. Vertinimo grupė primygtinai rekomenduoja dėstytojams vykdyti mokslinius tyrimus, kurių temos susijusios su šia programa. Dar rekomenduojama, kad dėstytojai dažniau lankytųsi konferencijose ir daugiau bendrautų su Lietuvos pramonės specialistais. Vienas iš galimų būdų sąveikai su įmonėmis skatinti yra trumpa dėstytojų praktika įmonėje kartu su socialiniais partneriais. Kolegija turėtų pasikviesti dėstyti daugiau pramonės specialistų kaip kviestinių dėstytojų.

Vienas iš būdų moksliniams tyrimams paskatinti būtų studentų baigiamųjų darbų sąrašo skelbimas kolegijos interneto svetainėje. Šių darbų temų paskelbimas interneto svetainėje arba viešbučių ir (arba) turizmo informaciniame biuletenyje galėtų atkreipti didesnę sektoriaus įmonių dėmesį.

Kolegijos pastatas yra patrauklus, gerai eksploatuojamas. Jame įrengta biblioteka, kurios darbas gerai organizuotas, bet trūksta vadovėlių anglų kalba. Nors studentai turi galimybę naudotis kai kuriomis duomenų bazėmis, reikėtų daugiau jų įsigyti, kiek leidžia finansinės galimybės. Kolegija skyrė lėšų virtualiai mokymosi aplinkai *Moodle* įsigyti, bet, kadangi kurti gerus išteklius *Moodle* aplinkai yra brangu, kolegija turėtų iširti, ar nebūtų galima dalytis šiais ištekliais su kitais *Moodle* naudotojais.

Vertinimo grupė vizito metu pastebėjo, kad studentams teikiama reikiama akademinė ir socialinė pagalba, įskaitant stipendijas, konsultavimo paslaugas ir socialines programas.

Nors ir dedamos pastangos surinkti duomenis apie tai, kaip ši programa veikia, kad, juos išanalizavus, būtų galima programą patobulinti, ši procedūra nepakankamai įforminta. Vertinimo grupė rekomenduoja taikyti labiau struktūruotą ir oficialesnį metodą.

III. REKOMENDACIJOS

1. Tai, kad pastebimai mažėja studentų skaičius, rodo, jog ši programa ne visiškai priimtina galimiems studentams. Todėl, jei kolegijos ryšiai su socialiniais partneriais būtų glaudesni, galbūt padidėtų programos žinomumas ir stojančiųjų skaičius.
2. Kolegija turėtų daug labiau stengtis įtraukti socialinius partnerius, nes jie nėra susipažinę su kolegijos numatomais studijų rezultatais; socialiniai partneriai galėtų padėti tobulinti programą.
3. Kolegija galėtų daugiau dėmesio skirti užsienio kalboms (t. y., daugiau valandų, daugiau įvairovės) ir specializacijai, siekiant sustiprinti profilį.

4. Kolegija turėtų įsigyti daugiau pramonėje naudojamų IT sistemų, pavyzdžiui, Amadeus, Fidelio ir Opera.
5. Studentai ir socialiniai partneriai pageidauja, kad jau nuo pirmųjų studijų metų į programą būtų įtraukta praktika, kad praktikos laikas būtų ilgesnis, protingai išnaudojant vasaros metą.
6. Kolegija turėtų stengtis plėtoti studentų tarptautinį judumą, susijusį su studijomis ir su praktika įmonėse.
7. Nors panašu, kad darbuotojai yra motyvuoti ir atsidavę, vos keli iš jų yra dalyvavę konferencijose ar atlieka mokslinius tyrimus. Vertinimo grupė griežtai rekomenduoja atlikti daugiau tyrimų žinių naujumui palaikyti. Be to, darbuotojai turėtų įgyti daugiau darbo įmonėse patirties, susijusios su aptariama studijų kryptimi; rekomenduojama labiau formalizuoti bendravimą su pramone ir nuolat palaikyti šį ryšį.
8. Kolegija turėtų pasikviesti daugiau turizmo ir svetingumo verslo specialistų, kad jie pristatytų pranešimus arba mokytų šios studijų krypties studentus.
9. Kolegija turėtų įkurti Alumni klubą ir pavesti šiai organizacijai funkciją nuolat rinkti iš absolventų informaciją, kuri padėtų gerinti programą.

<...>

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

Vertėjos rekvizitai (vardas, pavardė, parašas)

¹ Žin., 2002, Nr.37-1341