SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KLAIPĖDOS VALSTYBINĖS KOLEGIJOS
**STUDIJŲ PROGRAMOS *TURIZMO ADMINISTRAVIMAS* (653N83004)**
**VERTINIMO IŠVADOS**

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# EVALUATION REPORT
# OF STUDY PROGRAMME
# *TOURISM ADMINISTRATION* (653N83004)
# at KLAIPEDA STATE COLLEGE

| | |
|---|---|
| Grupės vadovas:<br>Team leader: | Prof. Dr Frank McMahon |
| Grupės nariai:<br>Team members: | Ass. Prof. Dr Claudia Moessenlechner |
| | Detlev Remy |
| | Alina Katunian |
| | Zita Krukonytė |
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Išvados parengtos anglų kalba
Report language - English

Vilnius
2014

**DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ**

| | |
|---|---|
| Studijų programos pavadinimas | *Turizmo administravimas* |
| Valstybinis kodas | 653N83004 |
| Studijų sritis | Socialiniai mokslai |
| Studijų kryptis | Turizmas ir poilsis |
| Studijų programos rūšis | Koleginės studijos |
| Studijų pakopa | Pirmoji |
| Studijų forma (trukmė metais) | Nuolatinė (3), Ištęstinė (4) |
| Studijų programos apimtis kreditais | 180 |
| Suteikiamas laipsnis ir (ar) profesinė kvalifikacija | Turizmo profesinis bakalauras |
| Studijų programos įregistravimo data | 2002-08-30, Nr. 1514 |

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**INFORMATION ON EVALUATED STUDY PROGRAMME**

| | |
|---|---|
| Title of the study programme | *Tourism Administration* |
| State code | 653N83004 |
| Study area | Social Sciences |
| Study field | Tourism and leisure |
| Kind of the study programme | College Studies |
| Study cycle | First |
| Study mode (length in years) | Full-time (3), Part-time (4) |
| Volume of the study programme in credits | 180 |
| Degree and (or) professional qualifications awarded | Professional Bachelor in Tourism |
| Date of registration of the study programme | 30/08/2002, No. 1514 |

Studijų kokybės vertinimo centras

# CONTENTS

## I. INTRODUCTION

Klaipeda State College (KSC) was established in 2009 when Klaipeda Business and Technology College was granted the new name Klaipeda State College. It is a state funded college of higher education located in Klaipeda where it offers full-time and part-time programmes of study. KSC is organised into three faculties, Social Sciences, Health Sciences and Technologies. It offers 28 study programmes one of which is the programme Tourism Administration in the Department of Tourism and Sports within the Faculty of Social Sciences. It is a three-year, full-time programme which is also offered in a four-year part-time mode. The programme leads to the award of a Professional Bachelor in Tourism, based on the award of 180 ECTS credits.

### 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);  Asst. 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 Tourism and Hotel Business 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 17 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 panel 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 undergraduate study programme 'Tourism Administration' is "to prepare a modern tourism administrator for practical work in tourism and recreation companies as hotel administrators, tour managers, guides" (SAR p.5)". The programme therefore has three specializations: *Guide Services, Leisure Organization* and *Hotel Administration*. Each specialization has the same number of ECTS credits (15) regardless of the mode of studies (part-time or full-time). The aims are aligned with the College's overall strategy and comply with Lithuania's National Progress Strategy as well as with the aims of Europe 2020.

The programme aims (termed 'professional competencies') and learning outcomes are well set out and clearly aligned with specialization areas and study subjects.

All course descriptions establish visible links between learning outcomes of the study programme and learning outcomes of the study subject, study methods and methods of assessment of students' achievements.

The programme aims and learning outcomes are based on both professional requirements and the needs of the labour market, which makes the Tourism Administration programme the most popular programme at the College (200 out of 950 full-time students). The number of student intake for the Tourism Administration programme has grown, the drop-out rate is fairly low. There is a strong link between the College, employers and other professionals. Social partners are involved in the design of the programme to educate adaptive specialists for the tourism industry. The student intake distributes quite evenly over the specialization fields.

The programme aims and learning outcomes are consistent with a Professional Bachelor degree, which is the qualification offered. Aims and learning outcomes are also consistent with the level descriptions suggested by the Dublin Descriptors and the national descriptor of study cycles.

The name of the programme (Tourism Administration), its learning outcomes, its content and the qualification offered are compatible with each other. This goes for both the part-time and the full-time programme.

### 2. Curriculum design

The curriculum design meets legal requirements in regard to a Professional Bachelor degree, i.e. the scope of the programme is 180 ECTS, Core and Compulsory subjects are not less than 135 ECTS (they are 156 credits), General subjects are not less than 15 credits (they are 24 ECTS), Practice and Practical training is not less than one third of the study programme according to annex 3.1 of the SAS it is 43 % which includes the final thesis with 9 credits, the Graduation thesis is worth at least 9 ECTS (it is worth 9 credits) and the number of subjects studied per semester does not exceed 7.

The study subjects are spread evenly throughout the programme (part-time and full-time) and their themes are not repetitive. In some instances subjects are repeated in successive years to allow for an introduction followed by a deepening of the subject matter. This structure was also commented on by graduates who said that the programme appeared to be fairly 'general' the first two years as the specialization subjects only start later in the programme. In discussion with students, the peer review team learned that current students also have the feeling that they learn

more about problem solving on a more general level and that they would like to see knowledge and practical skills interlocked even more in their courses.

The content of the subjects is consistent with the Professional Bachelor's Degree. To strengthen the College's internationalization strategies and to meet the needs of the market, the College should think about increasing the number of ECTS credits for language courses and offer more languages for students to choose from. In view of the market situation, students, graduates and social partners mentioned the need of including Russian as a second language and strengthening the students' communication abilities in English.

A module on Sales and Communication Techniques might provide students with a good foundation for their work in the tourism industry.

Taking into account that students also specialize in Hotel Administration the number of hours on the subject 'Food and Beverage Management' should be increased (currently it is part of the 'Management of Hospitality Services' course).

As regards cooperation with universities to enable students to continue with a Master's programme, the panel learned that there is a one year bridge-course for Klaipeda university and a university in Siauliai. Negotiations with a university in Latvia are underway. Students are well-informed about these opportunities. In addition, there are possibilities to progress to Romeris University, Kaunas Technology University and ISM University. The peer review team commends the College on this.

There are open lectures given by social partners where students learn more about the market needs and trends in tourism. This stresses the practical education of students.

During the peer review team visit it was mentioned that the College is thinking about offering Wellness Management as a further possible specialization field. Students mentioned that the selection procedure for the specialization fields is in need of improvement.

The content and methods of the subjects are appropriate for the achievement of the intended learning outcomes and professional competencies. All course descriptions mention 'individual accumulative assessment' procedures which is a sign that assessment is student centred and well related to the content and delivery of the subjects.

The scope of the programme is sufficient to ensure learning outcomes at Professional Bachelor level. During the 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 available by students undertaking some industrial experience during summer vacation time.

There is evidence that the programme reflects the latest achievements in research. Faculty is very motivated and research active and involved in maintaining knowledge by participating in conferences. Full-time faculty can dedicate some 50% of their time to research. The College has research directions for each department. There is also a steering committee to help faculty with publications.

Mention is made in the SAR that between 2008 and 2013 some 60 applied research projects were completed. The peer review team commends the College on this. Also, faculty is involved in setting up research projects for the industry in the region. These interactions with the industry could be formalised even more and embedded in the College's research structures.

Studijų kokybės vertinimo centras

There is a mobility programme for faculty. Teachers reported that in 2013 some eight teachers went abroad. There is external (EU) funding available for lecturers.

### 3. Staff

All of the staff hold a Master's degree or higher. Of the 38 teachers, there are 4 Associate Professors, 2 Assistants and 32 Lecturers. Four staff members hold research degrees (PhD), 3 lecturers are on track to complete a research degree (doctorate). Therefore, the study programme is provided by staff members who meet the legal requirements in terms of qualifications and experience. The internationalization of staff is helped by international mobility programmes and the College should continue to encourage the faculty to go on these programmes.

In addition to their academic qualifications, many of the staff members (50%) have had work experience in the Hotel or Tourism sector. This gives them insights into industry practices and credibility with students and employers. The teaching staff members are experienced in teaching with 29 teachers having ten or more years' experience.

Teachers meet regularly with social partners and invite these industry partners for guest lecturers or organize excursions. Teachers who do not work full-time at the College, work in the hospitality industry. Lecturers of the College are highly motivated, meet regularly across departments and share experiences and do special trainings (*Moodle*/e-learning) together.

There are 38 people teaching on the programme for 200 students in the Tourism Administration programme. Accordingly, the number of teaching staff is more than adequate to ensure learning outcomes.

The College is very active in assisting the professional development of staff. The great majority of teachers regularly attend conferences and courses related to their subject matter. There is an annual professional development plan for each teacher. This plan is part of wage rate schemes. Every teacher has to provide an annual plan that is linked to the professional development plan provided by the College.

Out of the 36 teachers, 19 participated in Erasmus exchange programme visits across Europe. Members of staff went on on-the-job training at European universities and other institutions and took part in international programmes. The faculty took part in the Leonardo da Vinci transfer of innovation programme. The College brings in guest lecturers from institutions abroad. This results in further internationalization and networking activities at the College. There is a certification required to take on teaching positions. This certification takes place during term of office. In the period under review, teachers of the Tourism Administration programme spent 6,253 hours on activities to improve their pedagogical qualifications and a further 10,000 hours to improve their professional qualifications..

To further strengthen the internationalization strategies of the College, language training for lecturers should be provided as part of the professional development plan. The College has indicated its intention to provide free classes in English for its academic staff (SAR (p.17)).

Faculty members of the TA programme are highly research active in that they contribute to applied research projects as well as to conferences. Between 2008 and 2013 some 18 members of faculty produced 114 publications in total (SAR p 13). Three members of the TA department are members of editorial boards of Lithuanian and foreign scientific journals (SAR p.13). Students were involved in the research projects.

The review team commends the College on maintaining staff members that have industry practice, strong relations to the industry, and also do research. These facts could be embedded in College structures even more in setting up a formalized process that is also part of the department policies.

## 4. Facilities and learning resources

The College premises are conveniently situated and easily accessible through public transport. Premises are adequate in size and quality. The College also provides easy access for students with special needs.

There is a sports and leisure centre and a gym students can use free of charge. The College also encourages students to engage in sports activities regularly by making a weekly sports session obligatory for each individual student. There is a student restaurant. There is a hall students can also use for social activities.

Following its specialization fields the Tourism Administration programme maintains a cultural heritage museum and a Business Practice Training Firm (a travel agency) to provide students with practical training during their studies. The Practice Training Firm liaises with other such firms across Europe. There is a clear lack of practice facilities for the hospitality specialization field at the College.

The review team found that students are eager to gain even more practical insight into the tourism industry. Students found that practice periods are generally too short to turn them into real learning experiences. The review team therefore suggests that the arrangements for industry practice should be strengthened by the inclusion of e.g. a summer vacation practice programme and generally longer blocks of training. This could enable students to deepen their practical knowledge over a longer stretch of time.

The College supports students with arrangements for practice and internships through its strong network with social partners in the region. Social partners would also appreciate a greater flexibility in the timing of periods for practice sessions. It is recommended that the College explores such possibilities with the social partners.

Graduates found that the College should also offer more support for students to find internship placements abroad.

In total, the College maintains three libraries. The review team inspected two of them and found that they were clean, well-maintained, bright and clearly organised. There are self-access learning areas equipped with computer stations (118 units) and WIFI access points. There are 3 work spaces available for students with special needs (e.g. visual impairment). There are printing, scanning and copy services available for students.

The Library has some 14000 titles available. In 2013 some 713 new publications were bought, some 102 of them in English. Teachers can submit orders and suggestions for reference literature to be bought by the library.

The College Library is a member of several library networks and there are electronic databases that are accessible for students and faculty. Databases include EBSCO, Emerald, Taylor and Francis. The College should consider giving students access to more databases and purchasing a larger number of books in English.

Materials developed by teachers for their specific courses are also available on the Moodle platform the College maintains. There are also specific online tutorials available. The College trains students in the use of special software like hotel/tourism programmes (Porte, Opera and Autoroute); here, the College might consider purchasing software (e.g. GDS systems) that is used internationally. There are SPSS software packages on computer stations available. All in all the facilities are student-friendly and spacious. On a more general point, there could be some decoration (posters) to create a tourism/hospitality environment.

## 5. *Study process and student assessment*

The admission of students to the College has been centralized since 2009. Competitive Scores include History, Lithuanian Language Skills, Foreign Language Skills and Geography. Given the specialisation subjects of the TA programme, this makes sense. The admission score for the Tourism Administration programme is 17.5 which is competitive and ensures an optimum of motivated student prospects.

The TA programme is also offered in part-time mode. However, due to the decreased demand in the last year, the current student intake only comprises students studying in full-time mode. Here, the College might want to do some more research to find out the reasons for the decreasing demand in the part-time mode programme.

Student numbers have been stable in the period of 2008-2011. There is an increasing demand for the TA programme. The drop-out rate of students is 6-10 per intake in the period discussed. During their visit, the peer review team was told that most of the students who drop-out continue their studies at a later stage.

There is a clear procedure for selecting specialization areas and guidelines for methodical work. During their visit, the review team was told by students that they would like to get more information in the selection process for the specialization areas. The College should review this process and give students a clearer idea of how to choose their area of specialization.

There is a number of grants available for students. The College supports students in applying for these grants. There is an induction programme for new students that is highly appreciated by new student cohorts. Generally, the study processes are well organized.

The steps taken to actively involve students in international events like the 'World Tourism Day' etc. suggest commendable integration of students in a wider community. Students are encouraged to take part in sports, artistic and science activities. Students are involved in practical research projects the TA department undertakes with the industry. During the peer review team visit students mentioned that they would like to liaise more with the alumni association. Here, the College is advised to set up more frameworks and opportunities.

Students participate in Erasmus student mobility programmes; the number of students going abroad has significantly increased in 2012/2013. Some go for study purposes to Turkey, Cyprus, Romania, Latvia, Hungary, Estonia and Spain. The European target for student mobility is 20% of all graduates to have studied abroad by the year 2020. The national target for Lithuania is rather more modest at 2.5% per annum (which might amount to a cumulative 5% or 7.5% on a 3-year or 4-year programme. Students also voiced an interest in mobility programmes for their internship placements.

The College provides a range of supports including support on the Moodle platform. There are regular Career Fairs during which students are offered job opportunities. The students association advises all students on extra-curricular activities.

All in all, the review team got the impression that the College is very motivated in their attempt to provide student support on an academic and social level.

Assessment procedures, re-take procedures and intended learning outcomes are clearly communicated at the outset of each course. There is an internal quality assurance system to internally analyse the programme regularly. The College undertakes surveys regularly.

The Employment Data of Graduates (66 per cent of graduates employed) suggests an adequate achievement of learning outcomes, given the situation on the Lithuanian labour market.

Meeting with social partners the review team got the impression that the industry is very happy with the overall performance of graduates. Social partners explicitly mentioned the good relations with the College and that the TA programme is a good opportunity to find employees.

## 6. Programme management

There are clear decision-making structures, documented lines of communication and responsibilities throughout the College/Faculty.

Decision-making is performed by the Committee on the Study Programme, the Department, the Faculty, the Committee on Quality of Studies of the College, the Academic Council. The respective responsibilities are clearly described and communicated.

Students and Social Partners are asked for feedback/evaluations of programme procedures. Students give regular course feedback after each semester.

The College has designed a system of regular surveys of stakeholders by which information is collected and analysed as part of a quality assurance system. The discussion with graduates showed, that involving them even more in these surveys could be of advantage for the College.

The College has undertaken a high number of surveys of stakeholders (students, graduates, employers, labour market). The main findings are included in the self-assessment report. Strengths and weaknesses are mentioned together with intended improvement actions. Also the College implemented the recommendation given in the previous programme accreditation. The peer review team was satisfied that the college uses the information to improve the programme.

All this suggests a comprehensive and open approach to ensuring that the outcomes of internal and external evaluations are used for the improvement of the programme.

There is good active involvement of stakeholders. Given the strong and good relationship with social partners, the review team recommends that there should be an even more systematic approach in the regular involvement of social partners on the definition of learning outcomes, curriculum developments and arrangements for internship placements and the follow-up processes of these placements.

The review team also recommends a stronger involvement of graduates and the alumni association to further strengthen future networks with the industry.

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There is an internal QA programme in place and it is being implemented effectively. As part of this system, the College has identified procedures for admission, for internships, etc. All these processes are documented.

III. RECOMMENDATIONS

1. The College should make sure that practical skills and knowledge are interlocked even more in course syllabi and that subjects are dealt with in the context of the tourism industry earlier on.
2. Taking the internationality of tourism as a business into account, the programme should include more hours of language training and a broader range of languages (especially English, Russian and German) with the objective being for students to achieve reasonable fluency.
3. Given the areas of specialization, the programme should include more specific training on Food and Beverage Management.
4. Students should undertake more practical work in the Hospitality/Tourism industry. Practical training periods should be organised for a longer stretch of time to ensure effective learning.
5. The College should investigate the possibility to digitalize theses work of students and make it available for social partners. Also, the research done in the department should be made more visible.
6. The College needs to support and inform students more during the selection procedures of the field of specialization.
7. The College should include alumni and graduates more in curriculum revision, theses presentations and regular e-mail surveys.
8. The number of specific tourism databases, e-learning resources and books available in English is to be expanded.
9. The involvement of social partners in the follow-up of practice placements, theses presentations, curriculum revision and research has to be intensified.

IV. SUMMARY

In the following, a summary of comments regarding the Tourism **Administration Programme at Klaipeda State College** is given. The process of evaluation follows the SKVC system for the evaluation of degree programmes and is based on the Self-Assessment/Evaluation Report provided by the College and the assessment agreed upon by the Peer Review Team during its visit on the premises and following discussions.

The aims of the TA programme are based on the needs of the labour market and prepare students in three specialisation areas: *Guide Services, Leisure Organization and Hotel Administration.* The fact that the number of student drop-out rates is low and the intake of students in the TA programme is growing shows that Klaipeda State College was successful in creating a programme that is highly popular with (prospective) students. This might also be down to the fact that learning outcomes (professional competencies) are clearly linked to course descriptions, study methods and methods of assessment of students' achievements. Here, the College is strongly advised to also make sure to interlock professional skills and knowledge from very *early on* in the programme. This will also make sure that students connect their learning processes with the tourism industry from the start. In their discussion with the Review Team students mentioned the need to get more support in choosing their area of specialisation. The TA programme needs to set up distinctive procedures for this. However, students also convinced the Review Team that they understood the clear aims of each specialisation area. The TA programme includes foreign language training, which is highly appreciated by both students and social partners. Given the internationality of tourism as a business, the Review Team advises the College to allocate further hours to this sort of training and regularly review the range of languages offered to meet the needs of the market. There seems to be a fairly strong link between the College, employers and other professionals. The fact that social partners also teach in the TA programme stresses the practical education of students. The Review Team commends the College on this. Students also profit from internship placements during their studies and, if possible, the College might want to consider longer blocks of training periods to further foster the learning process of students. To even further strengthen the link to the industry, the Review Team advices the College to involve social partners *even more* in follow-up process of internship placements and in the review processes of curricula and syllabi. On the other hand, social partners could also profit from theses work the students do or the research done at the TA department. Therefore, the College needs to take proactive steps to make this work available for the industry.

There is evidence that the TA programme at Klaipeda State College reflects latest achievements in research. Faculty is very motivated and research active and also takes part in teacher mobility programmes. This was positively noted by the Review Team. Additionally, many staff members (50%) have had work experience in the Hotel or Tourism Sector. This gives them insights into industry practices and credibility with students and employers.

The College premises are conveniently situated and adequate in size and quality. In total, there are three libraries. The Review Team found that they were clean, well-maintained, bright and clearly organised. There are self-access learning areas with WIFI access points and there are work stations available for students with special needs. The library is well-equipped, however, the College wants to invest even more in additional tourism databases and tourism textbooks, including some in English. In view of technological developments the College also wants to consider extending the availability of additional e-learning resources on their Moodle platform.

There is a competitive admission score which ensures an optimum of motivated student prospects. The TA programme is also offered in part-time mode. However, due to the decreased demand in the last year, the current student intake only comprises students studying in full-time mode. Here, the College might want to do some more research to find out the reasons for the decreasing demand in the part-time mode programme.

During their studies, students are actively encouraged to participate in artistic activities and applied research. The Review Team took positive note of the fact that students at Klaipeda State College participate in student mobility programmes and that the number of students going abroad has significantly increased in 2012/13. Given the European target for student mobility (20%) this should be a continuous focus in the TA programme management.

The programme is well managed. Staff, students and social partners are represented on almost all relevant decision-making bodies. The College makes use of regular surveys, student feedback, etc. Graduates to whom the Review Team talked suggested even stronger involvement in these processes. The Review Team strongly supports this view and advises the College to set up more formal ways to do this. All in all there is a fair amount of active involvement of all stakeholders. This approach should be continued to further strengthen the networks with the industry.

# V. GENERAL ASSESSMENT

The study programme *Tourism Administration* (state code – 653N83004) at Klaipeda State College is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

| No. | Evaluation Area | Evaluation Area in Points* |
|---|---|---|
| 1. | Programme aims and learning outcomes | 4 |
| 2. | Curriculum design | 3 |
| 3. | Staff | 4 |
| 4. | Material resources | 3 |
| 5. | Study process and assessment (student admission, study process student support, achievement assessment) | 4 |
| 6. | Programme management (programme administration, internal quality assurance) | 3 |
| | **Total:** | **21** |

*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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| Grupės vadovas:<br>Team leader: | Prof. Dr Frank McMahon |
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Studijų kokybės vertinimo centras

**KLAIPĖDOS VALSTYBINĖS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *TURIZMO ADMINISTRAVIMAS* (VALSTYBINIS KODAS – 653N83004) 2014-06-05 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-305-3 IŠRAŠAS**

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## V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos valstybinės kolegijos studijų programa *Turizmo administravimas* (valstybinis kodas – 653N83004) vertinama **teigiamai**.

| Eil. Nr. | Vertinimo sritis | Srities įvertinimas, balais* |
|---|---|---|
| 1. | Programos tikslai ir numatomi studijų rezultatai | 4 |
| 2. | Programos sandara | 3 |
| 3. | Personalas | 4 |
| 4. | Materialieji ištekliai | 3 |
| 5. | Studijų eiga ir jos vertinimas | 4 |
| 6. | Programos vadyba | 3 |
| | **Iš viso:** | **21** |

\* 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 **Klaipėdos valstybinėje kolegijoje** įgyvendinamą **studijų programą Turizmo administravimas.** Vertinimo procedūra atliekama laikantis SKVC vertinimo tvarkos pagal nustatytus laipsnį suteikiančių programų reikalavimus ir yra pagrįsta savianalizės (vertinimo) suvestine, pateikta kolegijos, ir vertinimu, dėl kurio vertinimo grupė sutarė vizito metu apsilankiusi patalpose ir po diskusijų.

Turizmo administravimo programos tikslai yra pagrįsti darbo rinkos poreikiais; pagal ją rengiami trijų specializacijų studentai – *gido paslaugų, laisvalaikio organizavimo ir viešbučių administravimo specializacijos.* Tai, kad studentų nubyrėjimo lygis žemas, o į *Turizmo administravimo* programą priimamų studentų skaičius didėja, rodo, jog Klaipėdos valstybinei kolegijai pavyko sukurti programą, kuri labai populiari tarp stojančiųjų. Taip galbūt yra ir dėl to, kad studijų rezultatai (profesiniai gebėjimai) yra aiškiai susieti su dalykų aprašais, studijų metodais ir studentų pasiekimų vertinimo metodais. Šiuo atžvilgiu kolegijai primygtinai rekomenduojama užtikrinti, kad profesiniai įgūdžiai ir žinios būtų susieti nuo pat programos įgyvendinimo pradžios. Kartu bus užtikrinta, kad studentų mokymosi procesai bus iš pat pradžių susieti su turizmo sektoriumi. Kalbėdamiesi su vertinimo grupe studentai užsiminė, kad jiems reikėtų didesnės pagalbos renkantis specializacijos sritį. *Turizmo administravimo* programoje turi būti nustatyta aiški procedūra, kaip tai daryti. Antra vertus, studentai vertinimo grupę įtikino, kad jie gerai supranta kiekvienos specializacijos srities tikslus. *Turizmo administravimo* programa apima užsienio kalbų mokymą, kurį gerai vertina ir studentai, ir socialiniai partneriai. Atsižvelgdama į tai, kad turizmas yra tarptautinis verslas, vertinimo grupė pataria kolegijai

daugiau valandų skirti minėtam mokymui ir reguliariai persvarstyti, kokių kalbų mokyti, kad būtų tenkinami rinkos poreikiai. Panašu, kad kolegijos, darbdavių ir kitų specialistų ryšys yra gana tvirtas. Tai, kad socialiniai partneriai taip pat dėsto *Turizmo administravimo* programą, pabrėžia praktinį studentų ugdymą. Vertinimo grupė gerai vertina šį kolegijos požiūrį. Be to, studentams yra naudinga praktika studijų metu; galbūt kolegija norėtų pailginti mokymosi laikotarpius (jei įmanoma), kad paskatintų tolesnį studentų studijų procesą. Kad ryšys su įmonėmis ir toliau stiprėtų, vertinimo grupė pataria kolegijai dar labiau įtraukti socialinius partnerius į tolesnės praktikos (organizavimo) procesus ir į programos turinio ir atskirų dalykų peržiūros procesus. Antra vertus, socialiniai partneriai galėtų pasinaudoti studentų baigiamaisiais darbais ar Katedroje atliekamais moksliniais tyrimais. Todėl Kolegija turi imtis priemonių, kad jie būtų prieinami turizmo pramonės sektoriui.

Yra duomenų, kad Klaipėdos valstybinėje kolegijoje įgyvendinamoje *Turizmo administravimo* programoje atsispindi naujausi mokslinių tyrimų srities pasiekimai. Fakulteto dėstytojai yra labai motyvuoti; jie aktyviai dalyvauja mokslinių tyrimų veikloje ir dėstytojų judumo programose. Vertinimo grupė teigiamai įvertino šią veiklą. Be to, daugelis dėstytojų (50 proc.) yra dirbę viešbučių ar turizmo sektoriuje. Tai padeda jiems suprasti sektoriaus darbo specifiką praktikos įmonėse vertę ir įgyti studentų bei darbdavių pasitikėjimą.

Kolegijos patalpos yra patogioje vietoje, tinkamo dydžio ir tinkamos kokybės. Iš viso kolegijoje yra trys bibliotekos. Vertinimo grupė pastebėjo, kad jų patalpos švarios, tvarkingai eksploatuojamos, šviesios, bibliotekų darbas gerai organizuotas. Yra savarankiškam mokymuisi skirtos patalpos, kuriose įrengtas belaidžio ryšio internetas, ir darbo vietos (su kompiuteriais), skirtos specialiųjų poreikių studentams. Biblioteka įrengta gerai, tačiau kolegija ketina skirti daugiau lėšų papildomoms turizmo duomenų bazėms ir turizmo vadovėliams, įskaitant vadovėlius anglų kalba, įsigyti. Atsižvelgdama į technologijų tobulėjimą, kolegija dar norėtų papildyti *Moodle* programą naujais elektroniniais ištekliais.

Nustatytas konkursinis stojimo balų skaičius, užtikrinantis optimalią motyvuotų studentų perspektyvą. *Turizmo administravimo* programa teikiama ir ištęstinių studijų forma. Tačiau dėl paskutiniaisiais metais smukusios paklausos, šiuo metu priimamiems studentams taikoma tik nuolatinė studijų forma. Galbūt kolegija norėtų atlikti daugiau mokslinių tyrimų, kad nustatytų mažėjančios šios programos ištęstinių studijų paklausos priežastis.

Studijų metu studentai yra skatinami aktyviai dalyvauti meno ir mokslo taikomųjų tyrimų veikloje. Vertinimo grupė teigiamai vertina tai, kad Klaipėdos valstybinės kolegijos studentai dalyvauja studentų judumo programose ir kad 2012–2013 m. smarkiai išaugo į užsienį išvykstančių studentų skaičius. Atsižvelgiant į Europos studentų judumo tikslą (20 proc.), tam turi būti skiriamas nuolatinis dėmesys įgyvendinant *Turizmo administravimo* programos vadybą.

Programos vadyba gera. Dėstytojams, studentams ir socialiniams partneriams atstovaujama beveik visuose svarbiuose sprendimus priimančiuose organuose. Kolegija atlieka reguliarias apklausas, naudojasi grįžtamuoju ryšiu ir t. t. Absolventai, su kuriais kalbėjosi vertinimo grupė, norėtų dar daugiau dalyvauti šiuose procesuose. Vertinimo grupė tvirtai palaiko šį požiūrį ir pataria Kolegijai labiau formalizuoti šį dalyvavimą. Apskritai visi socialiniai dalininkai gana gausiai dalyvauja Kolegijos veikloje. Reikėtų ir toliau laikytis šio požiūrio, kad toliau stiprėtų ryšys su turizmo pramonės sektoriumi.

## III. REKOMENDACIJOS

1. Kolegija turėtų užtikrinti, kad mokomųjų dalykų medžiagoje praktiniai gebėjimai ir žinios būtų dar labiau susieti ir kad su turizmo sektoriumi susiję dalykai būtų dėstomi anksčiau.
2. Atsižvelgiant į turizmo kaip verslo tarptautiškumą, šioje programoje reikėtų skirti daugiau valandų kalbų mokymui ir mokyti daugiau kalbų (visų pirma anglų, rusų ir vokiečių), kad studentai gebėtų sklandžiai kalbėti ir rašyti.
3. Kalbant apie specializacijos sritis, šioje programoje turėtų būti daugiau mokoma *Maisto ir gėrimų vadybos*.
4. Reikėtų skirti daugiau laiko studentų praktikai svetingumo ir (arba) turizmo sektoriuje. Studijų efektyvumui užtikrinti reikėtų nustatyti ilgesnius praktinio mokymo laikotarpius.
5. Kolegija turėtų išnagrinėti galimybę suskaitmeninti studentų baigiamuosius darbus, kad jie būtų prieinami socialiniams partneriams. Be to, reikia padidinti Katedroje atliekamų mokslinių tyrimų matomumą.
6. Kolegija turi labiau padėti studentams ir informuoti juos renkantis specializacijos kryptį.
7. Kolegija turėtų labiau įtraukti buvusius studentus ir absolventus į programos persvarstymo, baigiamųjų darbų pristatymo ir reguliarių apklausų elektroniniu paštu procedūras.
8. Reikėtų didinti duomenų bazių skaičių, elektroninio mokymosi išteklius ir knygų anglų kalba skaičių.
9. Reikia sustiprinti socialinių partnerių dalyvavimą, organizuojant tolesnę praktiką, baigiamųjų darbų pristatymuose, programos persvarstymo procese ir moksliniuose tyrimuose.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso[1] 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

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[1] Žin., 2002, Nr.37-1341.

Studijų kokybės vertinimo centras