STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KLAIPĖDOS UNIVERSITETO

STUDIJŲ PROGRAMOS *REKREACIJA IR TURIZMAS (valstybinis kodas - 612N80001)*

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *RECREATION AND TOURISM* (state code - 612N80001)

STUDY PROGRAMME

at KLAIPEDA UNIVERSITY

1. **Dr Craig Thompson (team leader)** *academic,*

2. **Dr. Heli Tooman,** *academic,*

3. **Prof. Dr Frank McMahon,** *academic,*

4. **Alina Katunian,** *academic,*

5. **Eglė Dilkienė,** *representative of social partners',*

6. **Agnė Pranckutė,** *students' representative.*

Išvados parengtos anglų kalba
Report language - English

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Recreation and Tourism*
State code	612N80001
Study area	Social Sciences
Study field	Tourism and Leisure
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4 years), Part-time (5,5 years)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Tourism and leisure bachelor
Date of registration of the study programme	2001-08-02, No.1187

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes,** approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: *1) self-evaluation and self-evaluation report (hereafter – SER) prepared by Higher Education Institution (hereafter - HEI); 2) visit of the review team at the higher education institution; 3) production of the evaluation report by the review team and its publication; 4) follow-up activities.*

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as "very good". (4 points) or "good" (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as "unsatisfactory" (1 point) and at least one evaluation area was evaluated as "satisfactory" (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. No additional documents have been provided by the HEI before, during and/or after the site-visit.

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

Klaipeda University (KU) was established on 1st of January, 1991 and it is the only university in Western Lithuania. It offers academic studies in humanities, social, physical biomedical and technological fields and has 58 undergraduate programmes, 56 Master degree programmes and 10 PhD study programmes. It had a Recreation Department since 1991 but more recently established the Recreation and Tourism Department in 2001. The Bachelor degree programme in Recreation and Tourism, which commenced in 1991, is one of the longest established, if not the longest established, Tourism programmes in Lithuania. In addition to the Bachelor degree, it is currently developing a Joint Master's degree in International Tourism Event Management.

1.4. The Review Team

The review team was assembled in accordance with the *Expert Selection Procedure*, approved by Order No 1-55 of 19 March 2007 of the Director of the Centre for Quality Assessment in Higher Education, as amended on 11 November 2011 The Review Visit to HEI was conducted by the team on *8th October, 2014.*

1. **Dr. Craig Thompson (team leader),** *Academic Dean, Stenden Hotel Management School, Stenden University, The Netherlands;*
2. **Dr. Heli Tooman,** *Senior Lecturer of Tourism Management, University of Tartu Pärnu College, Estonia;*
3. **Prof. Dr Frank McMahon,** *Former Director of Academic Affairs, DIT and Director, College of Tourism and Food, Dublin, Ireland;*
4. **Alina Katunian**, *Head of Tourism Department, Vilnius College, Business Management Faculty; Guide, Lithuania;*
5. **Eglė Dilkienė,** *Executive Director, Lithuanian Association of Hotels and Restaurants, Lithuania;*
6. **Agnė Pranckutė,** *student of Aleksandras Stulginskis University study programme Accounting and Finance, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme aims and learning outcomes are well defined and clear. The overall aim of the programme is the training of competent professionals in the field of Recreation and Tourism (hereafter – RT) with knowledge of RT functioning and service patterns, issues and requirements at the society and enterprise level that are able to maintain and improve the quality of RT services, to participate in processes of RT analysis, administration, planning and management.

The relationship between the study programme learning outcomes and the outcomes required of all first cycle degrees (based on Dublin Descriptors) is clearly set out in the SER. And the learning outcomes of each subject are well related to the overall programme learning outcomes.

The students, alumni and the social partners (employers) all expressed themselves pleased with the appropriateness of the programme learning outcomes.

The aims and learning outcomes are publicly accessible on both the national study information and qualification description system AIKOS and the website of Klaipeda University.

The SER was produced by a group which included the Head of the Association of Klaipeda County Employers and this gives confidence that the programme aims are based on the needs of the labour market. In drafting the SER, the university asked the social partners "what do students need to know".

It is also relevant to note that the drafting of the SER, while directed by a group of seven, was based on inputs by all teaching staff involved in the RT programme. Staff members are involved in visiting students who are on placement and meet with industry personnel during the visits. Their discussions with industry have prompted a debate in KU about how best to train professionals and the current programme is a product of that debate.

During the visit of the Review Team to KU, the alumni and employers expressed themselves as happy that the programme aims and learning outcomes largely meet the public needs and the needs of the labour market. There were, however, some suggestions for further improvement involving more emphasis on personal skills and more familiarity with practice.

The programme aims and learning outcomes are consistent with the requirements for a Bachelor degree within the Bologna Process, based on the Dublin Descriptors, in terms of the Knowledge, Skills and Competences which a graduate should have. It is also consistent with the requirements of the Ministry of Education and Science in terms of the type and level of qualification offered which is a University Bachelor degree on the basis of 240 ECTS.

The name of the programme (Recreation and Tourism) its learning outcomes, content and qualifications offered (Tourism and Recreation Bachelor Degree) are compatible with each other.

The list of titles of the final theses presented by students, as seen by the Review Team, indicates that students opt for either Recreation topics or Tourism topics, thereby justifying the title of the degree as Recreation and Tourism.

Four of the ten graduates of the programme whom the Review Team met are currently working in the hotel industry and some current students aspire to work in that industry; so perhaps for them, the word "Hospitality" in the title of the degree would be helpful. But none of them suggested such a change and the current title does not seem to have impeded movement into careers in the hotel sector so we must conclude the current name of the degree is appropriate.

2.2. Curriculum design

The curriculum design meets the legal requirements for a Bachelor degree which include:
- At least 210 ECTS required for university bachelor degree (there are 240 ECTS)
- Not less than 15 credits for general studies (there are 15)
- Main courses of the study field to be at least 165 credits (they are 167 credits)
- Not more than 7 subjects per semester (there are 6 subjects per semester in years 1 and 2 and 5 to 6 per semester in years 3 and 4)

The study subjects appear to be evenly spread and their themes are not repetitive. There is a concerted effort to ensure that the students are led from general courses to basic professional ones and thence to more complex professional courses. Both teachers and students expressed themselves as happy with this approach.

The content of the subjects and is consistent with a university Bachelor's degree. The progressive nature of the subject content (mentioned above) finds favour with the students. There is also a serious on-going dialogue between the university and the social partners to ensure that the programme is meeting the needs of the labour market. In addition to the discussions with the employers, there is a forum for alumni that meets at least once a year for similar discussions.

The content and methods of the subjects are appropriate for the achievement of the intended learning outcomes. Evidence for this was apparent from the large number of applicants who apply each year and the success rate of students on the programme (the examination success rate is consistently over 90%).

There was a suggestion by one student that lectures of 1.5 hrs are too long and should be interspersed with practical illustrations or exercises to help maintain the interest of the students. Teachers should consider the merits of this suggestion in relation to their own subject.

There was a suggestion by a student that the Research Methods taught in year 2 may be too far removed from the final thesis in year 4.

The scope of the programme (4-years full-time, 5.5 years part-time) appears adequate to allow the achievement of the learning outcomes as the success rate of students is admirable. There is, however, a proposal to reduce the length of the whole-time programme by one semester which is being discussed at present. There was disquiet among the members of the teaching staff that such a reduction will reduce the quality of the programme. The programme management team will need to take care that this proposed reduction, if implemented, is done in a manner that does not affect the current success rate of the programme.

The programme is taught by a team of lecturers which is research active and which also involves the students in research projects. There are many on-going research projects, both national and international. In addition, the students and staff jointly organise national and international research conferences (generally based on the final theses of the students). Accordingly, the

Review Team is confident that the students enjoy the benefits of a programme the content of which reflects the latest achievements in science and technology.

2.3. Teaching staff

The programme is provided by staff members who meet the legal requirements in terms of qualifications and experience. Of the 18 staff teaching the programme, 10 members have a doctoral qualification which is above the legal requirement. The years of experience of teaching varies between 3 and 29 years.

Several staff members have benefitted from international experience both in the Baltic area and beyond, including Germany, Iceland, Sweden and Spain. This should be further encouraged.

The qualifications of staff in terms of their degrees in their disciplines are certainly adequate (ten with doctorates and all others with Master's degrees). There may be an issue about their qualifications in Learning and Teaching (see below). It is now agreed in the European Standards and Guidelines for Quality Assurance that universities must ensure that their staff members are qualified and competent to deliver the programmes on which they teach. While it is clear that KU staff have the academic qualifications in their disciplines to deliver the RT programme, more attention should be paid to the qualifications in Pedagogy (Teaching & Assessment) of the teachers.

There are 18 members of the teaching staff and the current students to staff ratio is 21.9 to one. This is somewhat above the European average for universities which is approx. 16 to one. But it is not unduly high for a programme which might be classified as being akin to Business, Economic or Social Sciences. And one must take into account that students spend part of the programme on placement in industry, amounting to 18 of the 240 ECTS. The Review Team has concluded that the current number of teachers is adequate to ensure the delivery of the learning outcomes.

There has been very little staff turnover "apart from a couple of teachers who have been laid off due to poor quality of their work" (SER page 21). Only one member of current teaching staff is over 60. The turnover of teachers does not appear to be an issue in the quality of the delivery of the programme.

It is indicated (page 22 of SER) that staff members are encouraged to regularly attend lectures of other colleagues for upgrading of their academic capacities. This idea was first proposed by the review team that came to KU in 2007. And during the visit of the current Review Team, staff confirmed that they do so. But there is no mandatory requirement for lecturers to achieve a qualification in Learning & Teaching as distinct from their qualifications in their discipline. Increasingly, academic staff members are expected to gain qualifications in how to teach and how to assess students in many countries and this process is encouraged for all countries in the Bologna Process, including Lithuania. It is recommended that a mandatory requirement for all new lecturers to gain a qualification in Learning & Teaching be introduced.

Each of the 18 staff members who teach the RT programme has indicated his/her fields of research in the SER. All are research active and many, but not all, are involved in research which is directly relevant to the programme in Recreation and Tourism. And they involve their students in these research projects. The teachers also encourage a research-based approach by students through the provision of classes to introduce students to databases and how to use them.

2.4. Facilities and learning resources

KU is located on a substantial campus which was previously an army barracks. It has some historic buildings that date from an earlier era and one very modern complex (which adjoins a shopping centre) which provides large lecture auditoria (for up to 250 students), conference facilities and a library.

It was the view of the staff of KU, as recorded in the SER, that the "upgrading of computer hardware is insufficient yet". The provision of computer hardware is not a big issue since every student has access to a laptop or PC at home but students complained that internet access was too slow.

KU has invested in a Hotel Management software package but does not have the popularly used specialised tourism or hospitality software packages used internationally for ticketing and reservations and it is recommended by the Review Team that KU acquires the relevant software packages.

Student practice is an integral part of the KU philosophy for RT studies. It is organised into three phases:
- A first year phase which includes introduction to hiking, boating and bicycle routes
- A second year phase that involves working in industry
- A third year phase that involves work in industry

Some internships are undertaken outside Lithuania for example in Greece and Turkey and there are possibilities for students to undertake Erasmus exchanges in several European countries. But the uptake by students has been disappointing, explained by the KU management as being due to a lack of confidence among students. It is recommended that this issue receives further attention by KU management with a view to enhancing the internationalisation of the RT programme.

The social partners indicated that the duration of the placements (6 weeks) is too short for some employers (hoteliers) and that accordingly such employers would not participate in the scheme.

The library appears adequate in terms of databases and the Review Team saw a good selection of Tourism-related books in the English language. The physical area of the library ("300 reading places") appears modest or a university of this size but the library appeared to be under no pressure when the Review Team visited. And there is a second library which is available to students so this may explain why there was no problem when the Review Team visited and the fact that students and alumni expressed themselves satisfied with the library facilities. (apart from a minor complaint that material of interest to RT students is spread around several different locations rather than being located in one single library).

The Library opening hours were only 10 am – 5 pm, Monday to Friday which appeared to the Review Team to be too short. It is recommended that the opening hours be reviewed with a view to their extension.

At least one of the teachers on the RT programme at KU uses an e-learning platform (Moodle) to support face-to-face teaching. The Moodle programme (or similar) has great potential to support student learning and create a definitive source of accurate information for full-time students and even more so for part-time students. Accordingly, it is recommended that KU adopts an e-learning platform and makes it mandatory for all teachers. Many of the Tourism or related programmes in other Lithuanian HEIs are using an e-learning platform such as Moodle. This

creates an opportunity for the sharing of resources among institutions, thereby reducing the development costs.

2.5. Study process and students' performance assessment

The admission requirements are based on national guidelines for school-leavers who wish to progress to higher education. However, there is no mention of routes into the programme for mature students, students with a disability, international students, or students from a socio-economic disadvantaged background. The Bologna Process has been putting increased emphasis on the Social Dimension to encompass the above categories so it would be wise for KU to plan its actions in this area.

It seems to be the case that the study process ensures an adequate provision of the programme and the achievement of the learning outcomes as evidenced by the satisfactory completion rate (claimed as 84% of entrants on page 25 of SER but estimated by data provided by KU to be approx. 70%). The statistics on drop-out indicate that at least 20% of students have dropped out from each of the last five cohorts (see SER, Table 11, page 27). When students were asked about the number of classmates who had left, they indicated that approx. 20 of the 60 who started had not completed.

Students are encouraged to participate in research jointly with teachers and students and teachers jointly organise annual international and national scientific conferences. Apart from the benefit of students sharing their research interests, there is the added benefit that much of the organising of the conferences is done by students studying Event management, thus giving them valuable practice experience.

KU has established links with European partners to enable students to participate in student mobility programmes. The results, however, are very disappointing as only 27 students have participated in a five year period. This falls far short of the European target of 20% of all students should study abroad by 2020. One would hope for an even higher target for students of Tourism. So much more needs to be done to stimulate mobility. One idea to be encouraged by the programme management is the possibility of mobility for working abroad for part of the programme (there are some students who take this route already). When asked by the Review Team, alumni indicated that it would be good for the programme to have more students undertaking their industry placement outside Lithuania "as services are different" in other countries.

A second aspect of the student mobility programme is that incoming students tend to be isolated from Lithuanian students because the former attend classes in English. Thus, one of the key benefits of mobility (interaction with foreign students) is lost.

The RT has in place a clear system of academic support for students delivered via consultation meetings with staff and with employers. There are regular meetings between the Dean's Office and students on all issues related to the studies. Department meetings are devoted to addressing problems of the teaching process and student needs. There is a tutor to support the internship process.

There is a Student Union to represent the students.
KU provides financial support to enable students to attend conferences, including some outside Lithuania. Sometimes students are unable to take up the offer because of time constraints.

Details of social support did not figure prominently in the SER nor was it an issue for the students who met the Review Team.

Students indicated that teachers commence each subject by outlining the content to be covered and the arrangements for assessment. A similar statement was made by the teachers so there is no doubt about this aspect of good practice.

The phrase "publicly available" requires that the information be available on-line (and almost certainly in Lithuanian) and this is the case. The website of the Department of Recreation & Tourism has all the latest and necessary information for current students as well as feedback from alumni on careers after graduation. There is also an active Facebook page for students of the programme.

The only scope for improvement is that a single source (such as Moodle or other on-line platform) be adopted as the definitive source of information about assessments.

In the SER, the programme managers expressed themselves somewhat disappointed by the fact that "a number of students are not sufficiently active in the job search during the final year before graduation". Nevertheless, the alumni who met the Review Team were employed in occupations relevant to the programme they completed (directly in a Tourism job or in an allied sector such as Hospitality). It is claimed that more than half the graduates are working in RT and this was borne out by the alumni based on their own experience and that of their former classmates. The social partners (employers) expressed themselves to be happy with the graduates produced by KU.

2.6. Programme management

KU has allocated responsibilities as between the Dean's Office, the Faculty Council and the Department of Recreation and Tourism and these arrangements appear adequate. While the management responsibilities are allocated, the prevailing philosophy of the Department is to involve all teachers in discussing issues. The university has also developed its mechanism for quality assurance of all programmes whereby a self-assessment is performed every three years and the programme is updated.

The quality assurance mechanisms make provision for the collection and analysis of data on the implementation of the programme. The mechanisms include an anonymous survey of student opinions on each subject and an analysis of student performance in each examination. The data is discussed by all teachers at a Departmental meeting and changes to the programme are agreed. But there is not adequate student involvement in this process and accordingly, the Review Team recommends that more attention is given to student involvement in decision-making in relation to the RT programme.

Certainly, it was indicated to the Review Team that the results of the previous external evaluation, undertaken in 2007, have been taken on board and that changes have been implemented. And the current Quality Assurance arrangements make provision for periodic reviews of the implementation of the programme and subsequent changes to the programme.

Teachers and students are involved in the evaluation and improvement processes. But students have indicated that they did not receive adequate feedback on the suggestions they made for

changes. It is recommended that the system of analysing student surveys is amended to provide for much more feedback to students on the outcome of their suggestions.

One surprising omission from the processes is the lack of a Programme Committee, involving teachers and current students to deal with day to day problems such as timetabling issues. The staff did indicate that students can be invited to a RT Department staff meeting but it is recommended that it would be better to formalise this student involvement via a Programme Committee meeting at least once a semester or more often if required.

It is stated in the SER (page 32) that employers make assessments of students' performance in their internships and that they often express opinions about the need for students to have practical as well as theory skills. KU sought the views of industry when designing the RT degree programme, by asking employers "what do students need to know when graduating?" And a graduates association has been formed which organises an annual meeting to which alumni are invited and their views are sought on what should be included in the programme.

The process whereby students on internships are visited by a teacher who meets both the employer and the student is a useful way of getting feedback from industry.

A scheme of quality assurance measures was adopted in June 2012 and this includes provision for the review of every programme every three years. A Commission for Quality Assurance was created to assess any issues for the improvement of the quality of the study programmes. These measures go a long way towards meeting the needs of the situation and the new system was assessed and approved in September, 2014. But there may be some room for further improvement in the involvement of students and other stakeholders. Currently, there is no Programme Committee for the RT programme. Such a committee, with membership including some teachers of the programme and at least one student from each year of the RT programme could provide a good forum for dealing with any problems that arise in the implementation of the programme. It would be in line with the European Standards and Guidelines for Quality Assurance.

III. RECOMMENDATIONS

1. KU should seek to expand the number of students participating in mobility programmes outside Lithuania.
2. Library opening hours should be extended beyond the current Monday to Friday, 10.00 am to 5.00 pm.
3. A mandatory requirement for all new lecturers to gain a qualification in Learning & Teaching should be introduced.
4. KU should acquire the software used extensively by companies in the tourism and hospitality industry and should provide opportunities for RT students to become accustomed to it.
5. KU should adopt a single e-learning platform and make it mandatory for all teachers on the programme to use it.
6. The system of analysing and processing student surveys should be revised to provide greater feedback to students on the outcome of their suggestions.
7. A Programme Committee should be established with membership including approx. 5 teachers and one student from each of the four years of the Recreation and Tourism programme.

IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)

1. The manner in which all teachers are involved in discussing important issues. This was implemented in the development of the Self-Evaluation Report and is used for possible changes to the programme.
2. The involvement of students in joint research projects with teachers including the organisation by students of annual national and international conferences on research, to discuss the findings of their final theses.
3. The flow of information to students and potential students via the website and Facebook is exemplary. It includes all the latest and necessary information for current students and also provides feedback from alumni about careers after graduation.

V. SUMMARY

This section provides a summary of comments regarding the Recreation and Tourism degree at KU. The process of evaluation follows the SKVC system for the evaluation of degree programmes and is based on the self-evaluation report provided by KU and the assessment agreed upon by the Expert Team during its visit to the premises and following discussions.

The programme commenced in 1991 and thus is one of the oldest tourism degrees in Lithuania and is offered in both full-time and part-time modes. The overall aim of the programme is the training of competent professionals in the field of Recreation and Tourism (RT). The programme aims and learning outcomes are well defined and clear and the relationship between those outcomes and the Dublin Descriptors is well established. The learning outcomes of subjects are well related to the programme learning outcomes and all the relevant parties (students, alumni, employers) expressed themselves pleased with the learning outcomes.

Employers were involved in the development of the current programme and all teaching staff members were consulted. The programme meets the requirements of the labour market and the name of the programme, its learning outcomes, its content and the qualification offered are all compatible with each other.

The curriculum design meets all legal requirements and the content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes. The team of lecturers is research active and involves students in the research activity. The only suggestion for improvement in this area was that consideration be given to having Research Methods, currently taught in year 2, closer to the final thesis in year 4.

The programme is provided by staff members who not only meet the legal requirements but greatly exceed them. The number of staff is adequate to ensure learning outcomes and there is very little staff turnover. There is a reasonable emphasis given to staff development of lecturers but the panel recommends that a mandatory requirement for all new lecturers to gain a qualification in Learning & Teaching be introduced. The staff members are research active but not all of them are in fields relevant to the degree in Recreation & Tourism; the research activity in that field could be extended. The extent to which lecturers involve students in research is to be commended.

KU is located on a substantial campus with many historic buildings and some spectacular new buildings most notably the library and conference facilities. While KU has invested in a Hotel Management software package it does not have the popularly used specialised tourism and hospitality software packages. These should be acquired as funds permit. There is a good system of practice placements for students but the number availing of opportunities for internships outside Lithuania is disappointing and requires more effort. The library is an attractive new resource and appears adequate but the opening hours (Monday to Friday, 10 am to 5 pm appear to be too short and should be reviewed. The e-learning platform Moodle is used by at least one lecturer but it is recommended that it be adopted by all lecturers. The possibility of sharing Moodle resources with other HEIs in Lithuania should be explored.

The current admissions procedures meet national guidelines but some consideration should be given to extending opportunities for students with disabilities and students from socio-economic disadvantaged backgrounds as these categories are being encouraged within the Bologna Process. The study process encourages students not only to participate in research projects but

also to jointly organise (with the lecturers) national and international conferences. This is a particular strength of the programme.

While students have the opportunity for international mobility they do not take up the opportunities in great numbers; more encouragement by staff is required.

The assessment of students' performance is clear, adequate and publicly available. In fact, the assessment by the Review Team of the excellence of the information made available to students via the KU website and via Facebook caused it to include this aspect of the programme in the Examples of Excellence section of this report.

The majority of graduates whom the Review Team met were employed in jobs that were relevant to the programme they studied.

The programme management is generally very good and it includes the collection and analysis of data on the implementation of the programme. The one deficiency is that there is not a Programme Committee in operation. Accordingly the Review Team recommends the establishment of a Programme Committee which includes lecturers and at least one student from each year of the programme and which meets at least once per semester.

VI. GENERAL ASSESSMENT

The study programme RECREATION AND TOURISM (state code – 612N80001) at KLAIPEDA UNIVERSITY is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	4
3.	Teaching staff	4
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	**22**

*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. Craig Thompson
Grupės nariai: Team members:	Dr. Heli Tooman
	Prof. Dr. Frank McMahon
	Alina Katunian
	Eglė Dilkienė
	Agnė Pranckutė

KLAIPĖDOS UNIVERSITETO PIRMOS PAKOPOS STUDIJŲ PROGRAMOS
REKREACIJA IR TURIZMAS **(VALSTYBINIS KODAS – 612N80001) 2014-11-03**
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-511 IŠRAŠAS

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VI. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Reakreacija ir turizmas* (valstybinis kodas – 612N80001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	4
3.	Personalas	4
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	22

* 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)

<...>

V. SANTRAUKA

Šioje dalyje pateikta pastabų apie KU vykdomą bakalauro studijų programą *Rekreacija ir turizmas* santrauka. Vertinimo procedūra atitinka SKVC tvarką, vadovaujantis laipsnį suteikiančių studijų programų reikalavimais ir yra pagrįsta KU pateikta savianalizės suvestine bei įvertinimu, dėl kurio ekspertų grupė sutarė po apsilankymo universiteto patalpose ir aptarusi vizito rezultatus.

Ši programa pradėta vykdyti 1991 m. ir yra viena iš seniausių turizmo laipsnį suteikiančių studijų programų; ji siūloma nuolatinių ir ištęstinių studijų forma. Bendras programos tikslas – parengti aukštos kvalifikacijos turizmo ir rekreacijos specialistus. Programos tikslai ir numatomi studijų rezultatai yra apibrėžti ir aiškūs, rezultatai gerai atitinka Dublino aprašus. Studijų dalykų rezultatai gerai susieti su programos studijų rezultatais; visos susijusios šalys (studentai, alumnai, darbdaviai) yra patenkinti studijų rezultatais.

Šios programos tobulinimo procese dalyvavo darbdaviai, konsultuotasi su visais dėstytojais. Programa atitinka darbo rinkos poreikius; programos pavadinimas, numatomi studijų rezultatai, programos turinys ir suteikiama kvalifikacija dera tarpusavyje.

Programos sandara atitinka visus teisės aktų reikalavimus, dalykų ir (ar) modulių turinys ir (dėstymo) metodai leidžia pasiekti numatomus studijų rezultatus. Dėstytojų kolektyvas aktyviai

dalyvauja mokslinių tyrimų veikloje ir įtraukia į ją studentus. Vienintelis ekspertų pasiūlymas dėl šios srities – apsvarstyti galimybę dalyką *Mokslinių tyrimų metodai*, kuris dėstomas antraisiais studijų metais, perkelti į ketvirtuosius metus, kai rašomas baigiamasis darbas.

Šios programos dėstytojai ne tik atitinka, bet ir smarkiai viršija teisės aktų reikalavimus. Dėstytojų skaičius yra pakankamas numatomiems studijų rezultatams pasiekti, dėstytojų kaita labai nedidelė. Dėstytojų kvalifikacijos tobulinimui skiriama pakankamai dėmesio, tačiau ekspertų grupė rekomenduoja nustatyti privalomą reikalavimą – naujiems dėstytojams įgyti pedagogo kvalifikaciją. Nors dėstytojai atlieka daug mokslinių tyrimų, bet ne visi jie susiję su rekreacijos ir turizmo sritimi, tad šios srities mokslo tiriamąją veiklą būtų galima išplėsti. Studentų įtraukimo į tyrimus mastas yra pagirtinas.

KU yra įsikūręs dideliame studentų miestelyje, kuriame daug istorinių pastatų ir keli įspūdingi nauji pastatai, ypač skirti bibliotekai ir konferencijų salėms. Nors KU yra investavęs į Viešbučių administravimo programinės įrangos paketą, jis neturi visuotinai naudojamų specialių turizmo ir svetingumo programinės įrangos paketų. Reikėtų pagal išgales jų įsigyti. Studentų praktikos (vietų) užtikrinimo sistema gera, bet galimybės atlikti praktiką užsienyje kelia nusivylimą – dėl to reikėtų labiau pasistengti. Biblioteka yra patrauklus naujas išteklius ir, regis, tinkamas, tik darbo laikas (dirba penktadienį–penktadienį nuo 10 iki 17 val.) yra per trumpas – jį reikėtų persvarstyti. E. mokymosi aplinka *Moodle* naudojasi tik vienas dėstytojas. Rekomenduojama, kad ją įsisavintų visi dėstytojai. Reikėtų pasinaudoti galimybe dalytis *Moodle* ištekliais su kitomis Lietuvos aukštosiomis mokyklomis.

Dabartinė studentų priėmimo tvarka atitinka nacionalines gaires, tik galbūt reikėtų padidinti galimybes neįgaliems ir socialiai jautrios socialinės ekonominės padėties grupės studentams, nes šios grupės yra remtinos pagal Bolonijos proceso dokumentus. Studijų procesas skatina studentus ne tik dalyvauti mokslinių tyrimų projektuose, bet ir bendrai (kartu su dėstytojais) organizuoti nacionalines ir tarptautines konferencijas. Tai ypač stipri šios programos savybė.

Nors tarptautinio judumo galimybės studentams yra prieinamos, tik nedaugelis jomis pasinaudoja – dėstytojai turėtų labiau skatinti studentus dalyvauti šiose programose.

Studentų mokslo rezultatų vertinimo tvarka yra aiški, tinkama ir viešai skelbiama. Ekspertų grupė, įvertinusi studentams KU interneto svetainėje ir Facebook'e teikiamos informacijos kokybę, šį programos aspektą įtraukė į vertinimo išvadų skyrių „Išskirtinės kokybės pavyzdžiai".

Daugelis studentų, su kuriais susitiko ekspertai, dirba darbą, susijusį su jų studijuojama programa.

Programos vadyba iš esmės yra labai gera, įskaitant duomenų apie programos įgyvendinimą rinkimą ir nagrinėjimą. Vienintelis trūkumas tas, kad neįsteigtas Programos komitetas. Todėl ekspertų grupė rekomenduoja įsteigti Programos komitetą, kurį sudarytų dėstytojai ir bent po vieną kiekvieno kurso studentą ir kuris rinktųsi į posėdžius bent kartą per semestrą.

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III. REKOMENDACIJOS

1. KU turėti stengtis padidinti studentų, dalyvaujančių judumo programose ne Lietuvoje, skaičių.

2. Bibliotekos darbo valandas reikėtų pratęsti – šiuo metu ji dirba pirmadieniais–penktadieniais nuo 10 iki 17 val.
3. Visiems naujiems lektoriams reikėtų taikyti privalomąjį reikalavimą – įgyti pedagogo kvalifikaciją.
4. KU turėtų įsigyti programinę įrangą, kurią plačiai naudoja turizmo ir svetingumo sektoriaus įmonės, ir išmokyti ja naudotis studijų programos *Rekreacija ir turizmas* studentus.
5. KU turėtų patvirtinti bendrą e. mokymosi platformą ir siekti, kad visi programos dėstytojai ją taikytų.
6. Reikėtų persvarstyti studentų apklausų nagrinėjimo ir apdorojimo sistemą ir užtikrinti studentams didesnį grįžtamąjį ryšį apie jų pasiūlymų pasekmes.
7. Reikėtų įsteigti Programos komitetą, kurį sudarytų maždaug 5 dėstytojai ir po vieną studentą iš visų keturių studijų programos *Rekreacija ir turizmas* kursų.

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

Vertėjos rekvizitai (vardas, pavardė, parašas)