STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ŠIAUSLIŲ VALSTYBINĖS KOLEGIJOS
STUDIJŲ PROGRAMOS "*TURIZMAS IR VIEŠBUČIAI*"
(*valstybinis kodas – 653N80012*)
VERTINIMO IŠVADOS

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EVALUATION REPORT
OF "*TOURISM AND HOTELS*" (*state code – 653N80012*)
STUDY PROGRAMME
at ŠIAULIAI STATE COLLEGE

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

Evaluation coordinator -
Ms Kornelija Bukantaitė

Vilnius
2017

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Turizmas ir viešbučiai*
Valstybinis kodas	653N80012
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Turizmas ir poilsis
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė – 3 metai, ištęstinė – 4 metai
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Turizmo ir poilsio profesinis bakalauras
Studijų programos įregistravimo data	**2002-08-31**

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Tourism and Hotels*
State code	653N80012
Study area	Social sciences
Study field	Tourism and Recreation
Type of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time – 3 years, part-time – 4 years
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Tourism and Recreation
Date of registration of the study programme	**31/08/2002**

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I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	List of students` practice placements (2011-2017)
2.	The staff development strategy and programme of development for the last 3 years and for the next 3 years (in Lithuanian)
3.	Process for `eliminating academic debt` in College study regulations. (in Lithuanian)
4.	Final Thesis (in Lithuanian)

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

Šiauliai State College (hereinafter referred to as the College), is a higher non-university school established in 2002 after the reorganization of two Šiauliai higher schools (medical and technical), they had long-term experience in training specialists. It is the only State College in the north of Lithuania.

The Dean of the Faculty of Business and Technologies explained to the panel that vision of the college is to provide fit for purpose and quality study programmes, to increase cooperation with social partners and to keep general human values.

The self-evaluation report (hereinafter SER) did not provide information about the college mission, values and long-term goals. The noted link of the College website page (<http://www.svako.com>) and https://www.svako.lt/en (page was not in English during the visit) did not provide full details. However, part of the webpage was available in English after the expert visit.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *11/05/2017.*

1. **Prof. Lyn Glanz (team leader)**
2. **Prof. Livina Agita,** *institution, position and country.*
3. **Prof. Lorraine Watkins-Mathys,** *institution, position and country.*
4. **Mr Linas Pučinskas,** *institution, position and country.*
5. **Mr Vasaris Prunskas,** *institution, position and country.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The study programme was launched in 2012. The programme was thoroughly updated in 2015 according to recommendations of external assessment, self–assessment reports and ECTS regulations. The programme offers a well thought through, practical education responding to regional and local needs. It conforms to the mission of the institution and is described on the public website of the institution in the Lithuanian version. At the meeting with the expert team, Management described future plans and showed that they were actively thinking about future developments in relation to the economic needs of the area, as well as couching those plans within the potential of the institution. The aim of the programme is well addressed and research underpinning the programme has been well documented in pre visit documentation. In general, the programme content meets the demand of the tourism and hospitality industry in management. The programme management has recognised that the demand for travel agency input has decreased and has therefore re-orientated the programme toward hotel management to meet changes in local demand. This means there is now less focus in the curriculum on recreation

issues such as active tourism, nature tourism, spa etc. According to recommendation of external assessment experts and social partners (2013), the title of the programme has been changed from "Tourism Administration" to "Tourism and Hotels" and this fine tuning of the title is appropriate. According the titles of subjects, the compulsory part of programme mainly corresponds to field of tourism, excluding the subject Tourism accommodation (5ECTS). The Expert panel points achieving intended learning outcomes are feasible by using case studies, examples from hospitality industry in the compulsory part of the study courses. The Expert panel discussion with academics demonstrated that the academics are applying diverse cases in their study courses. The current content of the programme complies with the study field N800 Tourism and Recreation and includes branches N830 Tourism and N860 Hotels.

These updates were implemented with the programme aims and learning outcomes underpinned by new study courses (Foodservice management, Hotel Administration Management and Hotel Management) and proposed skills. There is a clear need for entrepreneurial hospitality and tourism in this region and the programme is responding to that need.

Pre visit documentation showed intended learning outcomes and their areas in study programme. Skills and knowledge are structured in five groups: knowledge and understanding, research skills, special skills, social and personal skills in line with the Dublin descriptors for this study level. Eleven intended learning outcomes are mentioned and reasonably defined for the tourism and hospitality industry.

There needs to be some attention given to research and special skills as while these appear adequate in theory, they have not resulted in robust research skills. The recommendation of the expert team is to strengthen practical research skills during study courses by practical assignments where students need to use scientific data bases and international literature.

The most important is that students *'knowledge and skills to work productively independently and be able to continue studies and life-long personal and professional development' (SER, 6 pp.).* All these skills fit in with demands in the future labour market. In pre visit documentation it is mentioned that students reach these aims by self-study work, which is approximately half of the study workload.

The Bachelor thesis is significant part of self-study work. The Panel observed that Bachelor thesis is very narrowly formulated for a particular company or activity, route which means on one hand that they will be applied in practice, but from another hand the students must have wider horizons and analyse global trends, and make comparisons. During the site visit, expert team found that quality of the Bachelor thesis from theoretical point of view is rather weak. Of course, the thesis is written in Lithuanian, but list of used references is poor and there are insufficient scientific articles, particularly from international sources, in evidence. (**see Recommendation**).

2.2. Curriculum design

The programme has been developed with due regard to the legislative requirements and to the latest trends in tourism and hospitality industry as well as in teaching methods and supportive tools. At the same time, the programme requires regular updates from the industry and science.

The programme delivers 180 credits (ECTS) which fulfils the legal demands and the scope of the programme is adequate to gain LO. The programme consists from 14 ECTS compulsory courses (two of them are languages and one course is Sociology), 6 ECTS professional foreign language as optional subject, 136 ECTS compulsory subjects and practices,and since 2015 15 ECTS optional course for deepening in field (tourism organization of a group of subjects or hotel performance management group of subjects), with a set of freely chosen optional subjects to the value of 9 ECTS. In compulsory subjects of 136 ECTS, there are some courses that are too general according to curriculum. Their relevance to the tourism and hospitality industry is somewhat limited, and their justification in relation to overall aims and outcomes need attention. Students mentioned that they have too much maths, but they need more activities that are physical and active. More active courses would be appropriate for a course of this nature, and courses requiring numeracy should perhaps be more tailored to the industry in the form of, for example revenue management.

Social partners advocated the following courses to include in curriculum: Project development and management, Event management, Entrepreneurship and leadership, Intercultural communication and negotiation (in English) as well as an increase in the volume of language course (by social partners and Alumni). These courses would all add to both the Enterprise profile specifically advocated for the region in local planning and research, and the internationality of the programme generally.All mentioned courses are included in the study programme and during the expert panel meeting with social partners, students and ALUMNI well evaluated.

The **recommendation** of the expert team is to underline in course descriptions connectivity with tourism and hospitality industry, for example, Management, Business economics, Sociology, Psychology of communication, Business law etc.

There is a consistent, logical link among taught subjects and spread of internships in the updated programme.

The study course **Tourism sector and its development policy** is one of backbone study courses in the programme which must be connected with general subjects. The expert team suggestion is to increase discussion (led by the teacher of study course Tourism sector and its development policy) about novelties and contemporary issues in tourism and hospitality industry. The discussion can strengthen and enrich general study courses with particular emphasis on tourism and hospitality and at the same time it can eliminate repeating of particular knowledge.

In one study course - Tourism, the sources and geography confine attention to Lithuanian geography and Baltic States. There are two study courses which requires additional explanation about linkages with each other. These courses are Environment and civil safety; Civil safety. Students explained to the expert panel the difference between both studies courses and the expert team's **recommendation is** to rename the title of "Environment and civil safety" to e.g. Risks in tourism.

The expert team commends the course Intercultural communication and negotiation that runs in English as an example of good practice. Students can learn intercultural communication through an appropriate educational environment. The teacher explained to the expert panel about benefits of this study course and she mentioned the significance of various teaching methods in the

subject, for example, role play games etc. In general, teaching staff use a wide range of teaching methods, some of teachers use more simulation games, others case studies, team work and visits to companies (according to course descriptions and provided information during the visit).

The Panel of experts endorsed the various teaching methods that appear to be employed for tourism and hospitality students to achieve 11 intended LO in five areas (knowledge and its application, research skills, special skills, social skills and personal skills).

The subjects of studies are not as yet organised into study modules. The expert team suggested planning studies in study modules to achieve foreseeable learning outcomes in different areas and to apply acquired knowledges and skills from subject to subject and practical assignments. When the expert panel tested the use of SPSS for projects and assignments, only one student confirmed that use of SPSS in practice. Teachers added that Excel is enough to describe and analyse data for applied research during studies. Teachers are demonstrating and using tools which can be later applied for surveys which are often used in year papers and bachelor theses.

The greatest part of suggested literature mentioned in study course descriptions is in the Lithuanian language. The expert panel **recommendation** is to use more international sources for literature studies. This is a way to provide more global education and at the same time to strengthen language skills. International experience (mobility, case studies in global scale) is crucial for successful and innovative development of the region.

The expert panel r**ecommendation** is to increase the use of technologies as a tool for education which is integrated in several subjects. Also to integrate specialist technologies and different software in particular courses for example in Accommodation management.

2.3. Teaching staff

There is an adequate number of teaching staff and the staffing of the programme appears to meet legal requirements. The general requirements for professional bachelor levelstudy programmes envisage the teacher to have pedagogical and practical work experience in the industry. 88% of the teachers of the programme have more than 3 years practical experience in the teaching area. Teachers were student focussed and engaged. They use social partners to bring authentic hospitality and tourism education to the students and are at ease using innovative methods in the classroom. They take their responsibilities towards students seriously and have clearly produced an educational environment that is interesting, and productive. The number and quality of teachers is sufficient to deliver bachelor programme. According to pre-visit documentation, in 2015-2016 there were 26 teachers implementing the Programme, but the annex lists 20 teacher's CV's. (annex 4). In another paragraph of SER was mentioned 28 permanent teachers in the programme in 2015-2016. During the meeting, staff confirmed that there are 26 teachers. This is a suitable number of staff.

There is very high disproportion by gender, 18 females and 2 males (according to surnames and observation during the site visit).

Qualification of teaching staff is adequate to ensure LO of the programme.

Teachers understand the need to keep their industry knowledge updated and they all take part in didactical activities provided by the college. The Businessman club in Saulia is engaging

teachers in their activities which ensures linkage between theory, industry and teaching. The CV's of teachers do not declare very rich information about publications, projects and other activities in tourism and hospitality field. There is confusing information about numbers of publications. Table 6 shows 4 publications, but in another paragraph it is mentioned that 4 teachers made 5 publications. Teachers invite guest lecturers for one two classes or going to visit companies during classes, this process is ensured by personal contacts and communication. In addition, teachers invite companies which can demonstrate application of IT in industry, for example tour operator company NOVATOURS. Teachers accept that the programme has a responsibility to help develop hospitality and tourism in this region. Social partners appreciate the programme, saying that students display increasing competencies on graduation. Panel team would like to see teachers turning increasingly to local businesses for their own research activities to reciprocate the interest shown in the programme by local partners. This is a research opportunity that is not yet being exploited fully by the College.

Some of teaching staff are included in Study programme committee, in the writing of pre-visit documentation and the supervision of Bachelor thesis. Teachers can give suggestions for developing new study courses or for updates. This process takes around two years (clarified during the meeting with teachers).

International teacher mobility by figures is improved from year to year which provides international teaching experience as well as the chance to test services provided by the tourism and hospitality industry. An incoming teacher was from Italy last year who taught about analysis of investments. Outgoing teacher mobility to Malta and Georgia was supported by ERASMUS+. During the expert panel meeting with academic staff, 5 teachers mentioned that they have participated in international conferences in last two years, 2 have publications in international journals and 7 have publications in national journals. Two teachers from 12 who participated in meeting are doing PhD studies and one has completed her PhD 2 years ago. In general, the academic staff is very enthusiastic and creative in doing different activities with limited resources

Review of students work suggests that it is of a reasonable practical standard but academic rigor needs to be improved. This should be tightened, and improving teachers' own research profiles would help to achieve this. Students must be encouraged to learn to research by themselves prior to the task of the final thesis. Similarly, plagiarism software should be employed regularly in the course so that students are not faced with the need for new research skills only at the time of the final thesis. As well as improving their own research skills, the academic staff need to improve practical skills on how to use e-learning tool for studies, 4 teachers use Moodle environment,1 Google classroom. The most common communication method between students and academic staff is e-mail.

The Academic staff have training about didactics and assessment, for example, seminars about didactics, assessment of students` work and plagiarism. The workload of academic staff consists from four categories: contact working hours with students, scientific activities, organisational activities and methodological activities. According to the SER (pp.18-19), and the meeting with staff, the panel of experts concludes that opportunities for academic staff to develop professional skills are good. Staff underlined that participation in seminars and training gives them self-

growth opportunities. The main stated challenges for academic staff are the use of IT, to deliver study courses in English, to and strengthen students` general presentation skills for external audiences. A good example of public communication is a jointly organised Heritage Day activity when evaluation of skills and performance was made in public.

The number of students is reducing from year to year, which means the ratio between students and teachers is going down which provides unique and personalised study experience. Staff explained that personalised experience allows the institution to find the most appropriate tasks, internship place for each student.

The Academic staff body has a development plan and there is individual assessment once per year.

2.4. Facilities and learning resources

According to pre visit documentation and the expert panel's observation the college has an appropriate infrastructure for the study programme. Most facilities are good and in 2013 two methodological study rooms were opened (Tourism and Management). After the external assessment, an additional 7 methodological study rooms were opened: Economics, Tourism Geography, Catering Services, Business Organization, Professional Ethics, Law and Integrated Communication (SER). The team of experts saw some of methodological rooms (language, geography etc.)

The College has their own Hospitality Services Centre (a hostel) which is providing the option for practical education and places for internal internship. The College programme does not have enough students (11 in the first year) to actively operate the Hospitality Services centre on daily basis by students. This attached hostel could be considered a real opportunity to train students on site with authentic experiences by "learning by doing" should a greater number of students make this viable.

The Staff uses two types of e-learning tools: Moodle e-learning platform and Google cloud (Google classroom) which form an important part of the study environment. Students told the panel that they prefer to use the Google classroom tool for studies which is more comfortable. The expert team saw one study course which is taught by Moodle.

At the moment there are five distance learning students enrolled in the study programme , and the College would like to increase number of distance learning students in the future in field on non-formal education, particularly from abroad. In this context there is a known requirement to consolidate and elaboratee-learning tools and to make the decision to use one common e-learning platform.

During the visit, experts observed that Self-study centre is occupied by students. The Library subscribes to and is equipped with online databases as EBSCO, CEEOL, Emerald Management eJournals Collection, Taylor&Francis, Credo Online Reference Service; Directory of Open Access Books; magazine search systems. The expert Panel asked to students to name the most used scientific journals for studies, but they could not mention any of them. The Bachelor theses confirmed the impression that students are not using scientific articles for their bachelor thesis. At the same time the Library is rich with text books in Lithuanian written by Lithuanian

professors, experts. **Recommendation** is to broaden access for data bases and to increase literature in English.

There is software for tourism studies: SPSS, PORTE, Fidelio Suit 8, and there is an intention to introduce Amadeus. Experts had option to see how programmes are used in study process (PORTE or Fidelio Suit 8).

Important part of studies is internship which is divided in three parts after the revision of the study programme (before revision 2 internships). Students are mainly using companies in Šiauliai and the surrounding area, but there are other places in Lithuania such as Neringa, Klaipeda, Birzai, Marijampole, Kaunas, Vilinus.

The College has their own hall for bigger events such as conferences, seminars and final graduation ceremonies. The Canteen is located in the College and a place for informal student activities is provided near to canteen.

In several places students` works have been used as decorations and, exhibitions.

During the panel, the teacher emphasised the advantage of the college location in Šiauliai in that it provides the option during the one class to visit several companies because everything is located close by.

2.5. Study process and students' performance assessment

Students in the programme are enrolled in accordance with the College Admission Rules for Students. Students submit their applications via the joint admission system LAMA BPO (The Lithuanian Higher Institution Association for organizing Joint Admission). The enrolment system of students is transparent. Competitive score structure consists of four subjects: History, Mathematics, Lithuanian language and literature and one other from these (Geography, Foreign language, ICT). In fact, competitive score averages fluctuate from 12.14 (in 2011) to 3,8 (in 2015) (SER pp. 24)

Despite clearly stated and published entry criteria for students, the admission/enrolment statistics show a decline in the number of students being admitted year-on-year from 2011 to 2015. First preference applications from 120 in 2011 decreased to 64 in 2015. Students were not accepted to part-time studies in 2014- 2015. There are 11 first year students in the programme. This is the main challenge for the college: how to attract students. Students, as we would hope for with this programme, were charming and professional. They speak eloquent English. They were also participative and appreciative of the education offered. They told to expert panel of a variety of teaching methods being used and students felt they were being fairly assessed. They held some teachers in great esteem. They gave several important examples of how their experience on the programme changed their thinking, and spoke at length about how formative their Erasmus experiences were.

The assesment system of students' performance is clear, adequate and publicly available. There is a developed cummulative assesment system in study courses. A ten point assesment system is used in the college. Practice activities within an organisation are assesed by the practice supervisor in the organisation and the developed report o f the practice and its defence are assessed by the College practice supervisour (SER 29pp.) The panel of experts concluded that

the created assesment system for courses, practice and final thesis is transparent and clear for students, teachers and supervisours of practice in organisations.

International mobility with other European institutions is built into the programme so that students and teachers can have international experiences. In the academic year 2016-2017 four students received ERASMUS+ internship to Chezch Republic, Malta and Cyprus, 2015-2016 11 students, 2014-2015 8 students were abroad for ERASMUS internship. Students and Alumni are very satisfied with ERASMUS mobility for studies and internship. Many of students noted that they would like to go to work abroad. The international mobility of students is low, but with a positive trend in the last three years to grow.

The College has a Career centre with two employees, one is responsible for student enrolment and other for career consultancy. The College see another potential niche in future in providing non-formal education which can be credited. The College would like to increase internationalization, by enrolling international students, but at the moment the College doesn`t provide information on the study programme in English and only part of academic staff can deliver classes in English (during our meeting part of the staff used interpretation services).

Senior administration underlined to the expert panel that they would like to go into the Education market in Ukraine. At the moment, in the study programme is one student form Ukraine who has individual assignments, and classes in Russian. Students explained how they were involved in mentoring programmes for overseas students but there is as yet no mechanism for including students with such an individual study plan in group work. This is to be encouraged as it aids the internationalisation of the programme.

 Recommendation is to find supportive mechanism for foreign students to ensure that they can follow their studies into a student group.

The College provides comprehensive academic support for students (e.g. additional lectures of Mathematics are being offered in the first semester). This is a good practice in how to improve quality of enrolled students.

Students can receive additional consultancies from the academic staff as well as from the Career centre. The College has a system on how to retake exams, eliminate academic debts, repeat subjects and continue in studies after leaving the college.

The College provides the option to study by Individual Study Programme if the average assessment in semester is not lower than 8 (pre visit documentation). The Team who prepared the self-evaluation report for the programme explained that at the moment there are no students with an Individual Study programme. The Panel of experts considered that such approach didn`t provide equal opportunities for all students.

Employment is one of most crucial indicators for higher education quality and competitiveness in the Higher education market. A Monitoring system of higher education graduates is established and implemented at national level (since 2016) in Lithuania which provides official statistics of employment of graduates. According to these data, employment of graduates appears very low. At the same time, some postgraduates are working abroad or they are self-employed as service providers which are not included in this monitoring data base. The expert Panel

understands this situation and takes in account answers by Alumni, social partners who mentioned that the quality of graduates is increasing by year to year. The Alumni confirmed that they don`t know of any classmates which are unemployed. A new hotel is planned to be built in Šiauliai and many new hotels in Vilnius and Kaunas in next year. The Alumni met by the panel were a credit to the programme. Bright articulate and involved, they were keen to suggest extra language tuition would help students meet the future challenges they would face in the industry on graduation.The Panel of experts concluded that first graduates after the changes are implemented in the programme will feel more prepared for the professional field. The Alumni met by the panel displayed a professional profile that would underline the reputation of any good Tourism programme, and the panel shared the concern that national data gathering practices to date for the programme did not include internationally placed graduates. This will be rectified in the future and is likely to enhance the standing of the institution.

Social partners confirmed that the College invites them to discuss development of the programme, and required skills. In the future, social partners mentioned that a trend in gastronomic tourism could be stressed. Some students receive certificates as guides and students are providing free guided tours in Šiauliai.

Students have the option to publish research papers, for example, in the journal "Scientific and professional identity of a student" (Latvia). Unfortunately, the journal has no access from the web.

A Plagiarism system is implemented in the college and academic staff are trained on it. The positive sign is that there are no plagiarism situations yet. There is an option to work with translations from English and Russian languages. At the moment, only Lithuanian texts are checked.

The Committee of the Bachelor thesis defence consists of five persons, two of them from industry. Regulations of the Bachelor thesis determines the main principles and structure, procedure.

The College organises a student research conference, which was being held during the Panel visit to the College. Relatively few programme topics related to tourism and hospitality. At the same time, one of the Alumni students mentioned that one of the best memories during studies was her participation in a scientific conference in Klaipeda. Students said it was a great and new experience, also for public speaking skills.

Students are involved in applied research for industry in Šiauliai and region. Many of the bachelor theses are linked with applied research. Students are involved in practical management and organisation of activities such as festivals, excursions for visiting lecturers in the college etc. **The suggestion of the expert panel is** to improve and keep balance between applied research and academic background for the bachelor thesis.

2.6. Programme management

The Programme is implemented in the Faculty of Business and Technologies. The Programme is carried out by the Business and Accounting Department. Regulations of Study Programme Committee Activities is the main document which sets out the main procedure of study programme development. Responsibilities of each level and body are clearly defined. Academic

staff, administrative staff, social partners, student's representative are members of the study committee which has been formed since 2013. The Study Committee accepts changes in descriptions of study courses which guarantee the quality of Learning Outcomes and removes the liklihood of duplicate content in various study courses.

The Quality management department ensures the quality maintenance and improvement in accordance with the quality management system requirements. The Internal audit office of the College periodically reviews and evaluates the compliance of the College's legal requirements. At the end of each semester a review of learning outcomes is carried out , self-assesment reports are analysed in the college,and students are involved in the discussion process. Group curators discuss the SER and/or actualities with students and agree on the proposed actions. The challenge is how to keep the existing monitoring and professional assessment system transparent and clear in situations when the number of students is decreasing and relations are becoming closer.

These documents provide rules and procedures: Quality Manual, Regulations of Faculty Activities, Faculty Council Rules of Procedure, Rules of Procedure of Academic Council, Assessment and Update Procedure. Internal link was not available for experts without login (http://kvrd.svako.lt), and the panel saw only part of these documents.

The College has a strategic plan 2016-2018 (provided in Lithuanian), Strategical development plan of faculty 2016-2018 (provided in Lithuanian) and Department plan 2016-2017 (provided in Lithuanian). The Department plan includes outcome indicators as number of publications etc., but the plan doesn`t provide a way of how it will be achieved.

The Expert team found the programme management team to be good. Strengths and weaknesses of the programme are openly discussed within the team and there is a culture of discussion to meet challenges. The quality system is generally sound and responsive. Students and teachers feel able to use the system to bring in new ideas and to challenge dissatisfaction with elements they find unsatisfactory. The expert team were given examples by students of both changes to the curriculum and to the physical environment that they had requested. So there is a formal well-developed internal quality assurance system, but it is hard to estimate   effectiveness and efficiency of it in such small scale community where students, staff, social partners all know each other.

External evaluation recommendations are integrated in the study programme as well as suggestions from social partners and students, for example, volume ECTS for English. The Panel of experts saw that crucial qualitative changes are done with the main aim to increase quality of the study programme and to focus more on industry demands in the particular region.

An academic hierarchy and procedures for programme development exist. The expert panel received different views about frequency of discussions between the college and social partners of programme development during a panel discussion with social partners and academic staff, for example some of them mentioned that the last discussion was held on November 2014 about programme, others that in autumn 2016. There are different level of involvement of social partners in the study programme. Part of them are involved by providing some lectures or practice, but others are drawn in at the stage of the bachelor thesis. Social partners noted that

graduates have high personal skills which are very significant in hospitality industry. The Panel of experts would like to conclude with noting the statement of the social partners that graduates are becoming better and better with each year.

Good practice: Nominal scholarship of excellent performance provided by municipalities.

Information about the college and the programme is available in Lithuanian language for public in the website.

III. RECOMMENDATIONS*

1. <u>Curriculum.</u> To organise studies in study modules and use IT as a tool for studies. To ensure general courses have a Tourism and hotels 'flavour' with sufficient examples and case studies being drawn from the industry to create a more integrated programme. Suggestion to rename study course Environmental and civil safety to e.g. Risks in Tourism.

2. <u>Internationalisation of the studies</u>. To increase incoming teaching and student mobility and to strengthen outgoing teaching mobility. To make a plan for internationalisation of the programme, including preferred partner countries, institutions, teaching topics (Qualitative assessment of internationalisation) and academic support for foreign students that they can follow to classes in academic group (instead of individual studies).

3. <u>Learning outcomes</u>. To better map programme learning outcomes by indicating which learning outcomes are intended to be achieved in a particular study course.

4. <u>Literature and applied research.</u> To use original international sources of literature (scientific articles, novelties in tourism industry at global scale) during study courses, assignments and bachelor thesis and to involve students in applied research projects supervised by teachers. To publish findings of research results in research journals or international conference proceedings. To increase teachers own research activities with special regard to the local industry.

5. <u>Cooperation with stakeholders, discussion of contemporary issues in the industry among all involved academic staff and social partners</u> at least one per year. To make regular interactive events with industry representatives (Private, public) about latest topicality, problems in industry which requires research solutions as well as skills for labour market.

6. <u>Strategy development.</u> To elaborate a strategy for the programme in conditions when number of entrants is decreasing which includes new teaching methods for critical thinking and analysis.

IV. SUMMARY

The expert panel gained the impression that the programme was seriously updated with main focus to fulfill demand for labour market in the region. It was complicated to properly evaluate all changes and improvements in the programme because there are as yet no final graduates according the updated programme. Programme aims and learning outcomes are practice focused and regional oriented. There is not defined unique selling point of the programme and lack of analyses of global trends in industry. Many of students provided answer that they chose the study programme because it is close to home. Less mentioned content and subject.

Curriculum design address regional needs which is significant for regional development because it is role of Higher educational institution in region to contribute in local and regional development. Positively evaluated efforts to organise field visits to companies or representatives of companies invited to the college to share experience. At the same time panel of experts underline lack of research skills for students and staff that they are not requiring and using sufficiency data bases.

Teaching staff is enthusiastic, professionally qualified staff that brought practice-focused learning into the classroom which helps to achieve LO. There are place for improvements of outgoing mobility abroad and in research by developing publications in tourism and hospitality field.

Facilities and learning resources is well developed and students are using them. College has a good location in city center. There are renovated classrooms and facilities for staff. Plagiarism system is implemented in the College, but till a moment it was not presented any time, of course it is good. College has hostel that is good for practice for students to apply learning (hostel type accommodation), but there is insufficient number of students in the programme to regularly operate hostel by students. There are two types of e-learning platforms (Moodle, Google classroom) used by staff and students, but panel of experts advice to use one e-platform for more qualitative and supervisor teaching process. College has several scientific data bases, but panel of experts conclude that students have not enough skills or needs to use provided scientific data bases during process of their studies.

Study process and students' performance assessment is evaluated as good. Panel of experts particularly emphasises that Students are encouraged to take part in several events in city, region which provides practical cooperation with involved stakeholders. At the same time level of employment among graduates (according National data base) is very low.

Programme management shows that stakeholders and as well as students engaged in regular evaluation of data and feedback leading to programme enhancement. During the stage of the evaluation information on the college and programme was not readily available in English language on the college website.

Finally, the Panel of experts concur that the main challenge and task for the management is to attract students for this well-developed study programme. The current number of 1st year students is critically low to maintain the quality of Learning outcomes.

V. GENERAL ASSESSMENT

The study programme *Tourism and hotels* (state code – *653N80012*) at Šiauliai State College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	**19**

*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:	Lyn Glanz
Grupės nariai: Team members:	Agita Livina
	Lorraine Watkins-Mathys
	Linas Pučinskas
	Vasaris Prunskas

ŠIAULIŲ VALSTYBINĖS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *TURIZMAS IR VIEŠBUČIAI* (VALSTYBINIS KODAS – 653N80012, 6531LX083) 2017-08-14 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-173 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Šiaulių valstybinės kolegijos studijų programa *Turizmas ir viešbučiai* (valstybinis kodas 653N80012, 6531LX083) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	**19**

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Ekspertų grupė susidarė įspūdį, kad studijų programa buvo gerokai atnaujinta, siekiant patenkinti darbo rinkos paklausą regione. Buvo sudėtinga tinkamai įvertinti visus programos pokyčius ir pagerinimus, nes kol kas nei viena absolventų laida nebaigė atnaujintos studijų programos. Programos tikslai ir numatomi studijų rezultatai akcentuoja praktinį aspektą ir yra orientuoti į

regioną. Studijų programa neturi apibrėžtos išskirtinės savybės, taip pat trūksta sektoriaus pasaulinių tendencijų analizės. Daugelis studentų teigė, kad jie pasirinko šią studijų programą, nes studijos vyksta netoli jų gyvenamosios vietos. Jie rečiau minėjo turinį ir dalykus.

Programos sandara atitinka regiono poreikius ir tai yra svarbu regiono plėtrai, nes aukštojo mokslo institucijos vaidmuo regione yra prisidėti prie vietos ir regiono plėtros. Ekspertų grupė teigiamai vertina pastangas organizuoti pažintinius vizitus į įmones arba kviesti įmonių atstovus pasidalyti patirtimi. Tačiau ekspertai pabrėžia, kad studentams ir dėstytojams trūksta tiriamosios veiklos įgūdžių, kurių nereikalaujama, ir jie nepakankamai naudojasi duomenų bazėmis.

Dėstytojai yra entuziastingi, profesionalūs ir kvalifikuoti, ir jie per paskaitas taiko į praktiką orientuotą mokymąsi, padedantį pasiekti studijų rezultatų. Reikėtų tobulinti išvykstamojo judumo ir mokslinių tyrimų sritis rengiant publikacijas turizmo ir svetingumo tema.

Materialieji ištekliai gerai išvystyti ir studentai jais naudojasi. Kolegija įsikūrusi miesto centre. Auditorijos ir personalui skirtos patalpos renovuotos. Kolegijoje įgyvendinama plagijavimo atpažinimo sistema, tačiau kol kas tokių situacijų neiškilo; sistema veikia puikiai. Kolegija turi nakvynės namus, tinkamus studentų praktikai, pritaikant išmoktą medžiagą (apie nakvynės namų tipo apgyvendinimą), tačiau studijų programos studentų skaičius nepakankamas, kad nakvynės namuose nuolatos dirbtų studentai. Dėstytojai ir studentai naudojasi dviem e. mokymosi platformomis („Moodle", „Google classroom"), tačiau ekspertų grupė pataria naudoti vieną platformą, kad mokymo procesas būtų kokybiškesnis ir lengviau prižiūrimas. Kolegija turi prieigą prie kelių mokslinių duomenų bazių, tačiau ekspertų grupė daro išvadą, kad studentai neturi pakankamai įgūdžių ar poreikių naudotis šiomis duomenų bazėmis studijuodami.

Studijų eiga ir jos vertinimas yra geri. Ekspertų grupė ypač pabrėžia, kad studentai skatinami dalyvauti miesto ir regiono renginiuose, kurie suteikia praktinio bendradarbiavimo su socialiniais dalininkais galimybę. Tačiau absolventų įsidarbinimo rodiklis labai žemas (remiantis nacionalinės duomenų bazės duomenimis).

Programos vadyba demonstruoja, kad socialiniai dalininkai ir studentai dalyvauja reguliariai vertinant duomenis ir grįžtamąjį ryšį, taip prisidėdami prie programos gerinimo. Vertinant studijų programą kolegijos interneto svetainėje nebuvo informacijos apie kolegiją ir studijų programą anglų kalba.

Galiausiai, ekspertų grupė sutinka, kad pagrindinis vadovybės iššūkis ir uždavinys yra pritraukti studentus į šią gerai parengtą studijų programą. Dabartinis pirmakursių studentų skaičius yra itin mažas, kad būtų galima išlaikyti studijų rezultatų kokybę.

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III. REKOMENDACIJOS

1. <u>Programos sandara.</u> Organizuoti studijas taikant modulių sistemą ir naudoti informacines technologijas kaip studijų priemonę. Užtikrinti, kad į bendruosius dalykus būtų įtrauktas turizmo ir viešbučių temos aspektas ir pakankamai pavyzdžių, taip pat turėtų būti remiamasi šios srities atvejų analizėmis, siekiant sukurti labiau integruotą programą. Vienas iš pasiūlymų būtų pakeisti dalyko „Aplinkos ir žmonių sauga" pavadinimą į, pvz., „Rizikos turizmo sektoriuje".

2. <u>Studijų tarptautiškumas.</u> Didinti atvykstamąjį dėstytojų ir studentų judumą ir stiprinti išvykstamojo dėstytojų judumo aspektą. Sudaryti studijų programos tarptautiškumo planą, įskaitant pageidaujamas šalis partneres, institucijas, dėstymo temas (kokybinis tarptautiškumo vertinimas) ir akademinę paramą užsienio studentams, kad jie galėtų studijuoti kartu su grupe (vietoj individualių studijų).

3. <u>Numatomi programos studijų rezultatai.</u> Geriau suformuluoti numatomus programos studijų rezultatus, nurodant, kokius studijų rezultatus numatoma pasiekti konkrečiame studijų dalyke.

4. <u>Literatūra ir taikomieji moksliniai tyrimai.</u> Naudoti originalius tarptautinius literatūros šaltinius (mokslinius straipsnius, turizmo sektoriaus naujoves pasauliniu mastu) dėstant dalykus, atsiskaitymams ir rengiant bakalauro darbą, taip pat įtraukti studentus į taikomųjų mokslinių tyrimų projektus, kuriems vadovautų dėstytojai. Skelbti tyrimų rezultatus mokslinių tyrimų žurnaluose ar tarptautinėse konferencijose. Didinti pačių dėstytojų tiriamąją veiklą, ypač atsižvelgiant į vietos pramonę.

5. <u>Bendradarbiavimas su socialiniais dalininkais, sektoriaus aktualijų aptarimas tarp visų susijusių akademinės bendruomenės narių ir socialinių partnerių</u> mažiausiai kartą per metus. Reguliariai rengti interaktyvius renginius su (privataus, viešojo) sektoriaus atstovais, siekiant aptarti sektoriaus aktualijas ir problemas, kurių sprendimui reikalingi tyrimai, taip pat darbo rinkai reikalingus įgūdžius.

6. <u>Strategijos rengimas.</u> Parengti studijų programos strategiją, atsižvelgiant į aplinkybes, kai stojančiųjų skaičius mažėja, ir įtraukti naujus su kritiniu mąstymu ir analize susijusius dėstymo metodus.

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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)