



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KLAIPĖDOS UNIVERSITETO
STUDIJŲ PROGRAMOS *REKREACIJOS IR TURIZMO VADYBA*
(valstybinis kodas - 621N80001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *RECREATION AND TOURISM MANAGEMENT*
(state code - 621N80001)
STUDY PROGRAMME
at KLAIPEDA UNIVERSITY

Experts' team:

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Rekreacijos ir turizmo vadyba</i>
Valstybinis kodas	621N80001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Turizmas ir poilsis
Studijų programos rūšis	Universitetinės
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (1,5)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Turizmo ir poilsio magistras
Studijų programos įregistravimo data	2001-08-02; ĮSAK Nr. 1187

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Recreation and tourism management</i>
State code	621N80001
Study area	Social sciences
Study field	Tourism and Leisure
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full time (1,5)
Volume of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master in Tourism and Leisure
Date of registration of the study programme	2 August, 2001; Order No. 1187

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The Centre for Quality Assessment in Higher Education

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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
-	

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

Klaipėda University (hereinafter KU) was established on January 1, 1991. Klaipėda is designated as one of the metropolitan areas of the national level in the Master Plan of the Republic of Lithuania. The Master Plan envisages application of special measures to support the development of Klaipėda and its surrounding area as a seaport, which were competitive on the

European level, as an industrial hub, and, as the key destination for tourism and seaside recreation as well. Studies and research in recreation and tourism at KU are among those academic fields, which are considered to be crucially important for Western Lithuania.

In 2012, KU was accredited for a maximum period of six years. It is governed by the University Council (9 members) and the Senate (40 members – 20% of them are students). Activities at KU are organized and coordinated by the Rector, Vice-rectors (responsible for education, research and arts, and infrastructure development), and by the Rector's Board comprising the Rector, the Vice-rectors, the Deans of the faculties, and the Directors of the research institutes.

KU offers academic studies in humanities, social, physical, biomedical and technological fields: 50 undergraduate study, 55 master study, and 11 PhD study programmes. KU provides 8 international undergraduate study, 7 master study and 1 PhD study programmes, 4 international training courses, KU has two international joint master's degree programmes, one of them – ITEM – is implemented by the Recreation and Tourism (hereinafter RT) Department. Internationalization is one of the key development issues of the RT Department. The Department also has a full bachelor programme taught in English with attendees from Bhutan, India and Sri Lanka.

KU annually implements over 60 international and national research projects, has scientific and academic partners in Europe and elsewhere in the world. The Health Sciences Faculty (hereinafter HeSF) was established in 1998 as a result of reorganization of several KU units. By the number of students it has become the second-largest faculty of KU. The HeSF Council comprises 15 members. The Council's main function is to conduct an academic and research development strategy: study quality assurance, development of new study programmes and facilities. Students are actively involved into the activity of the HeSF Council as its members.

The RT Department was established in December 2001 as a result of the partition of the Recreation Department (established in 1991, together with KU) into two - RT Department at HeSF and the Department of Recreational and Landscape Architecture at the Faculty of Natural Sciences and Mathematics. The RT study programme was the first of its kind in Lithuania.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *13/May/2016*.

1. **Dr. Mary Lyn Glanz (team leader)** retired from Dean of Graduate Studies of Glion Institute of Higher Education and Bulle and Les Roches-Gruyère University of Applied Sciences, UK.
2. **Prof. Eneken Titov**, vice rector for academic affairs and professor Estonian Entrepreneurship University of Applied Sciences, Estonia.
3. **Mr. Henri Kuokkanen**, Research Fellow and Online MBA Program Coordinator at Glion Institute of Higher Education, Switzerland.
4. **Mr. Linas Pucinskis**, Managing director, founder, co-owner of the restaurant "Verkiiai", Lithuania.
5. **Ms. Indre Sareikaite**, student of Vilnius College study programme Business Economics, Lithuania.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

According to the pre visit reports the programme is designed to prepare qualified specialists in tourism management professionals who are able to tackle management challenges in tourist destinations. Its goal is to train Recreation and Tourism professionals with a broad horizon, able to take management responsibilities and to make effective decisions in the Recreation and Tourism field based on analytical skills, in-depth knowledge and realizing practical and innovative methods. The case for training Recreation and Tourism Management professionals is directly related to a significant growth in world tourism and the assessment of growth in this sector in Lithuania, especially in the Lithuanian coastal region where a move away from urban weekend tourism to family tourism is most marked. Pre-visit documentation quotes data of the Lithuanian State Department of Tourism Lithuania as receiving over 2 million tourists and visitors annually. It also notes that the "Department has conducted a survey within the South Baltic Cross-border cooperation programme project SB Professionals. The results revealed that by 2020 Lithuania will attract ca. 300,000 wellness and medical tourists from abroad and earn ca. 100 Mio. € from the export of these services, whereas the sole Lithuanian Coastal Region will attract ca. 500,000 maritime tourists from abroad and earn ca. 150 Mio. € from the export of these services".

The Study Programme and study outcomes were initially constructed to meet the demand for tourism managers in the public administration sector, because an analysis of the Lithuanian tourism market showed that only 4 of the 60 municipalities of Lithuania employed tourism professionals in relevant positions and therefore the need for tourism professionals with

a second stage university degree was most acute there. This means that the outcomes of the Study Programme are to a large extent geared towards the employment of tourism professionals in public administration although there is a growing interest in the programme from private corporations and entrepreneurial ventures so could well lead to changes in future.

The graduate study programme Recreation and Tourism Management is organized according to all necessary legal acts issued by Ministry of Education and Science of Lithuania. A good overview in what courses and how the learning outcomes of the programme are reached were presented in matrix form in pre visit documentation. The programme aims, objectives and learning outcomes are defined comprehensively. They achieve the requirements for the second-cycle studies and for the Master's degree defined in the Bologna Qualifications Framework, in Dublin's Descriptors and national documents. They are coherent and demonstrate consistency in the programme title, programme aims, intended learning outcomes and content. In the Panel meeting with social partners it is clear that social partners played an important role in defining objectives and there is a continual iterative discussion with them as to where the programme needed strengthening in the past and indeed, programme direction for the future. The new international events programme arose directly out of discussions in this programme of the need to strengthen and spin off this (international events) aspect of recreation and tourism to meet rising demand for these services.

The aims/objectives of the programme take into account the practice of recreational tourism and there are outcomes that are geared to the critical analysis appropriate for this level of study. Strategic skills seen to be required and offered by the programme include Recreation and Tourism management and planning skills grounded in environmental sensitivity and this could for instance be the basis for a more challenging outcome for students which most are already achieving. However at present the academic and professional requirements of the programme are appropriate for the second cycle of higher education studies and they are well communicated to the public. Programme aims, objectives, outcomes, and qualifications is provided in the national study information and qualification description system AIKOS (Open Information, Counseling and Guidance System). The Study Programme is presented on the KU website too. The RT Department also maintains its own website where the Study Programme aims and outcomes, and student reviews are provided: <http://www.turizmokatedra.lt>. The objective and learning outcomes are therefore well-communicated to teachers and students and are available to other stakeholders. Outcomes are updated every 3 years with the help of social partners such as the National Tourism Business Association, municipal tourist information centers in Western Lithuania, heads of travel agencies- e.g KRANTAS Travel, and hotel chains- e.g. TUBINAS

International. Educational, although it is clear from Panel's discussions with social partners there is a constant and regular stream of meetings informing the direction of the course generally.

In sum, the aims and learning outcomes of the programme are clear, publicly available and well defined. The programme meets the needs of preparing managers for the Recreation and Tourism industry. The programme aims are consistent with relevant international standards and the name of the programme, its learning outcomes, content and qualifications offered are compatible with each other. It might be worth considering adding outcomes that explicitly address the need to display synthesis of ideas, practice and applied theories. This is because this is already a strong element of this course. It is already happening in the education offered and is a strength of the programme, however, this suggestion is left to the programme managers to consider at the next study programme committee.

2.2. Curriculum design

The study programme Recreation and Tourism Management is a well-thought through and implemented programme and builds on the Bachelors programme offered by KU.

The programme lasts altogether for 3 semesters and the volume of the studies is 90 credits, which correspond to 2403 academic hours (1 ECTS corresponds to 26.7 hours). It builds from general to specific courses. During the studies, students have to take 7 study field fundamental courses with the rest being associated with the Masters thesis. At least one third of the course is taught by two experienced teachers. The Panel's impression of this programme is that of a fortified set of prime Master classes that are reset each semester to take in the most up to date local projects or projects that have specific relevance to students involved in the programme. Both teachers are so experienced they have a back catalogue of examples and research as well as new innovative projects to call on. In this way the programme offers an education of cutting edge input coupled with solid experience. Students Alumni and Social Partners, many of whom are alumni of Bachelors programmes of the university, all have unreserved praise of the flexibility of the units of the programme and its ability to act in such a student focussed yet professional manner.

Other members of the teaching staff provide good student learning but they tend to be teaching in support subjects so that there is a concentration of very fine expertise, and in fact the core teaching of the Masters programme, in the hands of these two teachers.

The course attracting most modules (10) is Tourism Destination Management and Planning, and this is seen as a course that brings all required knowledge together to underpin future professional competence. This course employs five strands of analysis for each student to make a blueprint plan of destination management, also employing benchmarking in relation to a

destination of their own choosing. It is a problem based course where the 'messy problem' has no book based answer and both students and Faculty must employ high levels of critical analysis and expertise to the issue in hand. It is study that tests Masters competencies well and is precisely the sort of longitudinal, developing study that can demonstrate transformational thinking, speaks directly to individual students interests and is hard to replicate from others work, making it a good defence against academic fraud. Such study tends to be most successful in the hands of teachers with substantial expertise as the study can literally turn up any issue relevant to the field of study, and sometimes those that are new to the study field and relatively unexplored.

A relatively high number of ECTS are given over to the Masters thesis including research methodology classes. This results in a very high standard of work being produced in final theses. The final pieces of work that the Panel has seen on the programme appear to be of a good standard and have been appropriately assessed. Topic choice is strong and the resulting pieces of work fall very clearly into the field of study. The scripts are generally well supported by appropriate literature, though one piece of work showing the elements of a basic pass was perhaps too thin on these in contrast to all other pieces of work examined by the Panel. On the programme, the Master Thesis must pay particular attention to highlighting tangible outputs of a comprehensive survey on a specific problem of recreation and/or tourism as well as complying with all other theoretical and research requirements normally required of such a thesis. These pieces of work represent a true reflection of Masters students being held to a higher standard both in terms of practice and theory in these scripts, and in many ways they represent the best of what Masters education can achieve.

All in all, there is no doubt about the content, scope or the level of the studies being appropriate for this study programme or even more. It reflects the latest achievements in science and is spread logically throughout the semesters.

2.3. Teaching staff

The reviewers found teaching staff appropriate for achieving the intended learning outcomes and the programme has reasonable curriculum design suitable for the planned outcomes and approved by the target groups. The study programme is provided by teaching staff meeting all legal requirements.

On paper, the composition of the teaching personnel – i.e. the mix of senior and junior staff members as well as the mix between academic and practical skills and experience among lecturers - is more than adequate to achieve the learning outcomes at the master's level. All teachers have work teaching experience over 6 years. The ratio between students and lecturers in

the programme is 1:1.5 However a large section of the core curriculum is taught by two highly qualified individuals and it is difficult to believe that either would be easily replaced at short notice if required. They have a special place in the programme in that they are extremely well connected to the tourism industry in the local area and have the experience and ability to provide a bespoke education to students on the programme.

In this way, the strength of the programme also represents its vulnerability. There is enormous expertise in this area concentrated in the hands of two members of staff bringing a consultancy based education to students. Students and Alumni clearly appreciate the programme. Social partners rely heavily on the expertise of these two members of the teaching team in this Department as a focus for networking and expert advice. This is a risk to the programme and also a waste in terms of bringing on new local researchers in this area, with few junior researchers resident that can receive the benefit of such existing expertise. Research being produced by the main teachers on the programme is of a high standard and rather unfortunately in the eyes of the international Panel, current procedures do not recognise just how valuable this research is, not just regionally but nationally and internationally. This research is fed back into the curriculum informing teaching in the programme.

It will be for the Department to consider these issues which have implications for succession and certainty of delivery. The Panel knows that these two expert teachers encourage other to teach but nevertheless were described as crucial to the success of this programme. At present the student experience is not affected as they receive very high quality input that in many if not most universities would be far more limited or reserved for consultancy projects. At least some core teaching at Masters level would be more likely carried out by less senior researchers.

Teaching staff turnover has been low during the period under consideration by reviewers for the accreditation. 5 members of teaching staff have been promoted and one achieved their doctorate. The Panel can see that recruitment of teachers remains an issue in this university. In the internal quality assurance report of 2007 there was already recommendations made that the salary arrangements were a weakness and it does not appear that this issue has been resolved. The Panel understands salary is directly linked to student numbers and so with the current and potential demographic situation, this is problematic. While there has been no suggestion at all that this threatens the programme from the teachers involved, and there is no evidence that the programme has yet been compromised, this situation makes the University and programme vulnerable to the operation of the international academic labour market. This is understood within the Department.

So in the area of programme-related research outputs, teaching staff meets qualification requirements. Two members of staff regularly produce work (research and project based

initiatives) that is internationally acclaimed and would normally form the heart of a dedicated Tourism research centre, helping to bring forward younger and international research staff to aid research succession. Five members of academic staff of the RT Department went on research leaves to universities in Latvia, Czech Republic, Hungary, Italy, Spain, Iceland, Japan, United Kingdom, Germany and under the Erasmus Staff programme – to Hungary (1 professor). The number of lecturers taking part in the international exchange could be greater, yet, it is limited by financial resources of KU. Staff have produced a number of publications as well as of conference presentations and the involvement in a substantial number of research projects. Staff development opportunities exist and are communicated well to teaching staff. These include but are not limited to conference participations, ERASMUS exchange abroad, training on teaching aids, participation in seminars, etc.

2.4. Facilities and learning resources

KU has a spacious, pleasant campus with a mixture of historical and modern buildings. Since 2010 premises occupied by the the Health Sciences Faculty (HeSF) to which this programme belongs, have been renovated and extended. Classrooms are adequate in space and number and include the “Aula Magna” which provides serious conference facilities for the HeSF. They are fully equipped with technical means, computer equipment and multimedia hardware.

The institution also has new facilities opening later in the year to offer business incubator facilities that will also be open for use to programme stakeholders. The pre visit report noted that one classroom is allocated to the needs of teachers and the RT Department. On the visit the Panel saw that space for lecturers is somewhat limited but it is understood this is under review and the department may move later in the year. At present the programme facilities are situated in listed, historically important buildings which means any changes to the physical surroundings may be subject to heritage restrictions. An issue that is of particular importance to this department is that whatever space is used, the maintenance and upkeep of the space should be of a professional standard for the industry it serves. This is because, especially for this subject where partners may be luxury hoteliers, cruise ship agents or similar, spot judgements may be made on the cleanliness and maintenance of facilities rather than on their actual physical characteristics. It is so much part of the profession, some special attention should be paid to this for this department. It is unfair that programme managers should be judged by social partners on matters so outside of their control and general duties, but it is the nature of the profession that they will be, so support in this area from higher management within the university would be important to the profile of the department as a whole.

Experts visited classrooms with multimedia equipment, including adequate software. A specialist technical toolkit has been set up by the RT department to respond to the research needs of HeSF.

Students have access to a modern academic library which also opens on evenings and Saturdays. It has an electronic publications booking system which facilitates the search for publications available at the Library. A smaller satellite library on campus maintains a stock of appropriate Lithuanian and English literature on the stacks. In 2010, the specialized literature on recreation and tourism was transferred to the stock of the KU HeSF library. The university has a modern well-resourced major university library. Students and teachers can use the library's online electronic catalog (<http://ku.library.lt>) to order books and articles. The library has Internet connection and online access to other library databases including EBSCO Publishing, ICPSR (Inter-University Consortium for Political and Social Research), JSTOR, Sage Journals Science Online, Taylor & Francis etc most of which are also available remotely to students and staff on their own computers.

The scientific literature necessary for the studies, textbooks and methodological material for the study programme is renewed every year, in cooperation with the study programme directors and faculty deans. In sum, the campuses involved in the programme have premises, technical facilities and library services that support the students well in their studies and research projects.

2.5. Study process and students' performance assessment

The data of admission indicates that the Recreation and Tourism Programme is in demand and there is a very healthy number of prospective students applying to be admitted onto the course, but this in turn is mitigated by the number of State funded places available. Over the last 5 years the number of students in the programme has ranged between 7 and 11, with graduates ranging from 4 to 9 per year. The admission to the study programme is arranged by the competition according to the competitive score. Competitive score consists of weighted coefficient of average score of the subject grades indicated in Diploma Supplement and evaluation of the research activity. No student is admitted with a competitive score of less than 6. Since 2013 when the scoring system was adjusted, no student has been admitted with a score less than 7.83. There is great demand for state funded places on this course, but actual numbers do not reflect this demand because the number of state funded places are based on other factors. Approximately 62 % of the students who started their studies since 2010 have graduated on time.

Dropouts from the Study Programme are not high and appear mainly to be in the 1st semester of studies and as a result of poor academic record and shortage of money to pay the

tuition fee. Some students resume so that the cumulative ratio of those students which have been admitted and successfully graduated is 83 % .

In accordance with the KU Study Regulations, the Study Programme complies to the requirements of the ratio of the study time distribution. Students' academic workload is distributed evenly.

Different international mobility opportunities through international mobility programmes such as *Erasmus+* are available for students during their studies, since the programme moved to full time study mode in 2014. Students' participation in mobility initiatives is low mostly due, it was stated by teachers during the visit, to the reason that most students are also working full time.

Various study methods that enable students to achieve learning outcomes are applied in the studies of the Recreation and Tourism Management programme. Many involve live interaction with social partners. There is great co-operation with local social partners on projects feeding both research and updating industry practice. Local Tourism Business leaders often proactively propose real business problems for resolution during study process and formulate topics and tasks for the semester project works and/or the Master's Final Project. Assessment takes place in different forms: answers to open-ended questions of theory, solution to practical problems, or tests of open- and closed-ended questions. Written final exams or a differentiated credit tests are the most used evaluation methods.

Both teachers and students of the programme have mentioned that various practical assignments and group discussions are normal parts of most of the courses. Business leaders often proactively propose real business problems for resolution during study process and formulate topics and tasks for the semester project works and/or the Master's Final Project. Similarity software is employed to check for plagiarism, and the cutting edge nature of many assignments also mitigates against plagiarism. Students and alumni reported that they thought assessment systems were fair and feedback from teachers on grades was easily obtainable. Students gave examples of how studying on the programme had changed their thinking in relation to certain aspects of tourism, directly related to their employment. One student described how the programme had made her realise the scope of tourism so that at her work she was now looking at ways to redevelop a deserted military base as a potential tourist site. Another described how the Tourism policy class had given her insight into what could be achieved if municipalities acted with common purpose rather than according to local agendas and requirements.

Students are encouraged to participate in scientific activities student conferences. Scientific activities within the study programme involving student participation, are most notably

those reporting on live project work. In 2015 the first paper in an academic journal with high citation index (“Scandinavian Journal of Hospitality and Tourism”) has been published by the Study Programme teachers in co-authorship with a graduate of the Study Programme based on the results of his Master Thesis. Some Theses seen by the Panel were of a quality that would suggest more publications could arise from these scripts.

In sum, studies in Recreation and Tourism Management programme are well defined, the study process is interactive and practice based in conjunction with solid theoretical principles. Involved parties (students, teachers, social partners) are satisfied with the study process students’ performance assessment.

Student support is available in a variety of areas and through different channels, lectures, published on the webpage <http://www.turizmokatedra.lt/aktualus-dokumentai/?lang=en> and through facebook <https://www.facebook.com/pages/KU-SvMF-Rekreacijos-ir-turizmokatedra/109528642407406> Consultations also take place by e-mail and phone. Staff e-mail their lecture notes to students or place them on the virtual Moodle learning environment. Some financial support is also available: the KU Senate grant; the Faculty Council grant; social grants from the state; one-time Rector’s grants; and one-time Dean’s grants.

As far as professional activities are concerned, there is also a Career Centre (CC) to assist students in their successful integration into the professional life, in promoting further career development, and in the development of collaboration of research and educational institutions for meeting labour market demand. The Panel saw evidence of the interaction of teaching staff, students, alumni and social partners forming a tight and dynamic and resourceful careers network in the region.

2.6. Programme management

The Recreation and Tourism Management Programme is well-administrated and its internal quality assurance of the Study Programme is robust. The outlines for the programme management are laid out in documents and guidelines and enacted through KU internal bodies such as the KU Study Quality Committee created in accordance with the KU Rector's Order of the 25/09/2006. Opinion of teachers, students, graduates, employers are regularly sought, provided on the website of the RT Department www.turizmokatedra.lt., and well-represented on the Study Programme.

Formally a comprehensive self-assessment of the study programme takes place every three years responsible for upgrading of curriculum, methodology and information environment, care for teaching excellence and competence, fair assessment of students’ knowledge and skills. It was clear to the Panel that some internal quality improvements are updated and enacted on a

more regular basis via round tables, industry contact and student feedback to ensure up to the minute industry developments are included in the programme. In addition, The RT Department maintains contacts with universities that offer similar study programmes, participates in joint conferences, seminars and discussions. Active contacts are maintained with the State Department of Tourism at the Ministry of Economy. All feed into a high level of environmental awareness about study requirements on the programme. Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. The staff team are well qualified and several members are clearly crucial to developing the programmes in the Department. In going forward, there needs to be consideration given on how to capitalize on what is in essence a Centre of Excellence for Recreation and Tourism Education and Research. The lack of PhD possibilities in the Department restricts the building of an effective team for the future and will inevitably also affect Masters programmes if this is not addressed. There is an opportunity here for a major tourism research centre that will slip away if not actively pursued by the institution. At present all the ingredients for a well-managed, fine practiced based education exist but without a proper succession plan for the future. To maintain and grow the field of study area for which there is proven demand from local industry and interest from potential students, this needs urgent attention to secure and guarantee continued excellence in teaching personnel and delivery. The Panel recommends that an action plan for succession be prepared to allow the programme to flourish and grow while adding to the teaching specialists on call to teach and research on tourism and recreation programmes.

The internal quality assurance measures are effective and efficient as the site visit showed clear evidence to the Panel and confirmed the facts written in self evaluation report.

2.7. Examples of excellence *

- The curriculum is based on several major courses that are reset each semester to take in the most up to date local projects or projects that have specific relevance to students involved in the programme. In this way the programme offers an education of cutting edge input coupled with solid experience, backed by sound academic rigor.
- The programme is managed by very experienced academics who also use their widespread professional experience to provide a consultancy based student experience on the programme. The links with industry that underpin this programme, together with fine research enable a very good perspective on what may be offered on the programme and this is enacted with flair and creativity.

III. RECOMMENDATIONS

1.

The Panel recommends that an action plan for succession be prepared to safeguard expertise and contacts already existing in the Department. This is a major recommendation, because the programme as it is currently constructed depends on a very specific teaching style and expertise that requires pedagogically astute, research active and practically experienced individuals. Loss of one or both teachers who teach the core curriculum could require substantial changes to the existing programme which would be unfortunate as this is a very good example of how to teach Recreation and Tourism at Masters level.

Along with this, the Panel notes the salary concerns noted in the 2007 internal report remain in place and these also have implications for guaranteeing teaching quality going forward.

2.

The Panel recommends that when the Department reviews accommodation for Department teachers later in the year, some attention is also given to the special needs of the physical maintenance of spaces in order to respond to the special professional image issues that adhere to programmes in this industry.

3.

No specific recommendation is given in relation to including outcomes that explicitly address the need to display synthesis of ideas, practice and applied theories as the Panel believes this would perhaps depend in the first place on succession being assured.

IV. SUMMARY

The second-cycle programme Recreation and Tourism Management is a well-functioning, well-managed programme that corresponds to local needs and acts as a centre for research and development of recreation and tourism in the Baltic States generally. The aims and learning outcomes of the programme are clear and the programme content meets the demands of working life and labour market by providing authentic learning input based on real life problem solving and sound academic rigor. The programme's curriculum design is suitable for the planned outcomes and appreciated by stakeholders. The study process is clear and efficient, and involved parties (students, teachers, social partners) are satisfied with the scope and depth that it provides. The campus, premises, technical facilities and library services support the students in their studies and research projects. The department's teaching and research activities, including amount and quality of their publications, the number of conferences and trainings/exchanges attended etc., is now on high level but the most prestigious research is led by just two of the teaching and management staff.

For further development the institution and programme management should continue to focus on constant improvement of the programme, but also look at some succession planning to gradually include a wider circle of researchers and regular teachers into the well-established network of academics and social partners that orbit the programme.

V. GENERAL ASSESSMENT

The study programme RECREATION AND TOURISM MANAGEMENT (state code – 621N80001) 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	3
2.	Curriculum design	4
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	4
	Total:	20

*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. Mary Lyn Glanz
Grupės nariai: Team members:	Prof. Eneken Titov
	Henri Kuokkanen
	Linas Pučinskas
	Indrė Šareikaitė

**KLAIPĖDOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
REKREACIJOS IR TURIZMO VADYBA (VALSTYBINIS KODAS – 621N80001) 2016-08-
19 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-193 IŠRAŠAS**

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V. APIBENDRINAMASIS ĮVERTINIMAS

KLAIPĖDOS UNIVERSITETO studijų programa *REKREACIJOS IR TURIZMO VADYBA* (valstybinis kodas – 621N80001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	4
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	20

* 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)

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2.7. Gerosios praktikos pavyzdžiai

- Studijų programos pagrindą sudaro keli labai svarbūs dalykai, kurie kiekvieną semestrą nustatomi iš naujo siekiant įtraukti naujausius vietinius projektus arba projektus, kurie yra ypač aktualūs šios programos studentams. Taip šios programos studentams suteikiamas pažangiausias mokymas ir gera patirtis, paremta solidžiu akademinio kruopštumu.
- Šiai studijų programai vadovauja labai patyrę dėstytojai, kurie savo plačią profesinę patirtį panaudoja dar ir konsultuodami studentus praktiniais klausimais. Ryšiai su pramonės sektoriumi, stiprinantys šios programos pamatą, ir aukštos kokybės moksliniai tyrimai užtikrina labai gerą perspektyvą dėl to, ką ši programa gali pasiūlyti, ir tai įgyvendinama talentingai ir kūrybiškai.

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IV. SANTRAUKA

Magistrantūros studijų programa Rekreacijos ir turizmo vadyba yra gerai vykdoma, gerai tvarkoma programa, atitinkanti vietos poreikius ir veikianti kaip rekreacijos bei turizmo mokslinių tyrimų ir technologinės plėtros centras Baltijos valstybėse apskritai. Programos tikslai ir numatomi studijų rezultatai yra aiškūs, programos turinys atitinka darbinės veiklos ir darbo rinkos reikalavimus suteikdamas autentiškas mokslo žinias, paremtas realaus gyvenimo problemų sprendimu ir solidžiu akademinio kruopštumu. Šios studijų programos sandara atitinka numatomus studijų rezultatus ir yra gerai vertinama socialinių dalininkų. Studijų eiga aiški ir efektyvi, dalyvaujančios šalys (studentus, dėstytojus, socialinius partnerius) yra patenkintos studijų apimtimi ir turiniu. Kolegijos teritorija, patalpos, techninė įranga ir bibliotekos paslaugos padeda studentams studijuoti ir vykdyti mokslinius projektus. Katedros mokomoji ir mokslinė veikla, įskaitant publikacijų apimtį ir kokybę, konferencijų ir mokymų / mainų ir kt. dalyvių skaičių, šiuo metu yra aukšto lygio, bet prestižiškiausiems moksliniams tyrimams vadovauja tik du dėstytojai.

Tolesnės plėtros tikslu universiteto ir programos vadovai turėtų ne tik toliau tobulinti programą, bet kartu nepamiršti tęstinumo planavimo, į nusistovėjusį akademikų bei socialinių partnerių tinklą laipsniškai įtraukdami didesnę tyrėjų ir nuolatinių dėstytojų.

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III. REKOMENDACIJOS

1.

Vertinimo grupė rekomenduoja, kad, siekiant užtikrinti kompetenciją ir esamus Rekreacijos ir turizmo katedros ryšius, būtų parengtas tęstinumo veiksmų planas. Tai labai svarbi rekomendacija, kadangi programa, kokia ji dabar, yra priklausoma nuo labai specifinio mokymo būdo ir kompetencijos, kuri reikalauja sumanių pedagogų, aktyviai mokslinių tyrimus atliekančių ir praktinę patirtį turinčių asmenų. Netekus vieno ar abiejų dėstytojų, kurie dėsto pagrindinius programos dalykus, gali tekti atlikti esminius dabartinės programos pakeitimus, o tai būtų nesėkmė, nes tai labai geras pavyzdys, kaip dėstyti Rekreaciją ir Turizmą magistro lygmenyje.

Kartu vertinimo grupė pastebi, kad išlieka 2007 m. vidaus ataskaitoje nurodytos atlyginimo problemos, ir tai gali turėti poveikio tolesniam mokymo kokybės užtikrinimui.

2.

Grupė rekomenduoja, kad Katedra, vėliau šiais metais persvarstydama patalpų katedros dėstytojams klausimą, atkreiptų dėmesį ir į fizinę priežiūrą dėl specialiųjų poreikių kad atitiktų konkrečius profesinio įvaizdžio reikalavimus keliamus šio pramonės sektoriaus programoms.

3.

Nepateikiama konkreti rekomendacija dėl rezultatų, kurie yra akivaizdžiai atspindėtų poreikį parodyti idėjų, praktikos ir taikomųjų teorijų sintezę, įtraukimo, kadangi grupė mano, jog tai tikriausiai visų pirma priklausytų nuo tęstinumo užtikrinimo.

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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)