



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno kolegijos  
**STUDIJŲ PROGRAMOS "TURIZMO IR VIEŠBUČIŲ VADYBA"**  
(valstybinis kodas – 653N20007)  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF "TOURISM AND HOTEL MANAGEMENT"** (state code -  
**653N20007**)  
**STUDY PROGRAMME**  
at Kaunas College

**Review' team:**

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Išvados parengtos anglų kalba  
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Turizmo ir viešbučių vadyba</i>
Valstybinis kodas	653N20007
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirma
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Profesinis vadybos bakalauras
Studijų programos įregistravimo data	2000 09 21, Nr. 1182

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Tourism and Hotel Management</i>
State code	653N20007
Study area	Social Sciences
Study field	Management
Type of the study programme	College Studies
Study cycle	First
Study mode (length in years)	Full-time (3), Part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Management
Date of registration of the study programme	21/09/2000, No 1182

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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.	Examples of agreements with the social partners
2.	Examples of the internship agreements
3.	Tourism and Hotel Management Study Programme Matrix

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

Kaunas College is higher education institutions having about 7,000 students, 1,000 employees and 25,000 graduates. The College offers professional higher education studies of technological, biomedical, physical, humanitarian and social study areas as well as arts and they provide Professional Bachelor Degree.

The Tourism and Hotel Management programme (under evaluation) enables students to assimilate programme content within the time allocated and meets the legal requirements and its learning, teaching and assessment strategies and the profile of graduate competencies are internationally comparable.

The layout of the document was confusing due to the excessive numbering. A more structured approach with headings would have worked better. Also, a summary table of the modules would have been beneficial for the review team which would have clearly mapped student progression throughout the programme. Module descriptions are available for all programme modules and they well developed and clearly laid out.

### ***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 3<sup>rd</sup> April 2017.

- 1. Dr. Eneken Titov (team leader)** *Vice- rector for Academic Affairs and professor of Management in Estonian Entrepreneurship University of Applied Sciences, Estonia.*
- 2. Dr. Heinz-Ulrich Schmidt,** *Special Representative of Foundation for International Business Administration Accreditation (FIBAA), Germany.*
- 3. Dr. Noëlle O'Connor,** *Senior Lecturer in Tourism Management and the Course Director for the B.A. (Hons.) in Business Studies with Travel & Tourism Management Programme in Limerick Institute of Technology (Ireland) and MBA Online Senior Lecturer at Les Roches Gruyere University of Applied Sciences (Switzerland).*
- 4. Mr Marius Rimkaitis,** *McCANN Vilnius, digital strategy planner, representative of social partners.*
- 5. Ms Indrė Surgelytė,** *student of Kaunas University of Technology study programme Project Management, Lithuania.*

## II. PROGRAMME ANALYSIS

### 2.1. Programme aims and learning outcomes

This programme fulfils an international role, while in line with the Lithuanian economy and its growing tourism and hotel industry, in the provision of the Tourism and Hotel Management programme. The content, delivery and currency of the programme requires constant monitoring, reviewing and updating in an internationally competitive tourism and hotel market due to the rapidly changing economic, environmental, social and the political environment (for example Brexit and the relatively new USA Presidential Administration). Trends in Lithuania and world markets were briefly referred in relevant discussion. It also expected to see a more international curriculum complementing the global dimension for the non-Lithuanian cohort studying the programme through English.

The focus of this programme is on tourism (and travel) and hotel in general and it also extends to the generic services sector, while preparing students to become managers and entrepreneurs in this sector. Moving forward the focus of this programme should be reviewed.

This programme is designed for graduates wishing to pursue and develop a career in the tourism and hotel industry and it is designed for students at entry level higher education, who require an introduction to a broad scope of study in the tourism and hotel area. For example, the student learns about the highly complex and specialized world of tourism and hotel from the inside due to the many internships which should be continually supported.

In terms of social and technology, there has been a major shift in tourism and way of travelling. From all aspects of this industry, it has shaken long standing standards of travelling and the way in which people travel: from hotels to vacation rentals namely Airbnb, from information centres to social networking such as TripAdvisor, from tourist guides to local people acting as tour guides. This shift in this technology and habits does not seem to be reflected in the programme aims and study modules should be considered in the future direction of this programme.

The programme aims to develop tourism and hotel students with current management knowledge and practical tools. It will also provide both the analytical and decision-making skills to be successful in a management career within the tourism and hotel industry. At the same time, it also promotes a strategic approach, through case studies and entrepreneurial activities such as the Final Thesis and the four internships, which the review team highly commends. Restaurant service, digital marketing, front office operations and accommodation studies the part of Hotel Management and Hotel Management 2 modules which provide students with the possibility to get professional knowledge and practice necessary professional skills at the college. Also

working with OPERO FIDELIO programme, students acquire skills needed for front office and sales management staff and it is worth noting that all of these skills are also developed during internships.

Crucial employability skills among students include being bi-lingual and having a vibrant personality and being social media savvy. The students that we met stated that the use of social media throughout the modules was not evident. The teaching staff needs to reflect on this.

The programme seems to lack international benchmarking in relation to academic research embedding within the module descriptors, the learning outcomes, transferable skills development, and actual delivery. The programme team needs to continually ensure that its aims and outcomes reflect national and international best practice examples and the academic staff are responsible for this and they should be strategically aligned with the institute policy documents.

The teaching team stated that they facilitate non-standard entry to successful progression of this the programme. The process of using Acquired Prior Experience and Learning (APEL) was discussed but the review team feel that this needs to be reviewed in more detail as it may be used to its full extent.

## ***2.2. Curriculum design***

A key strength of this programme is that there is a balance between both the soft and hard skills in this programme, and a holistic view is taken that reflects the title of the programme. The full-time programme is 3 years in duration while the part time programme is 4 years in length but the part time programme is no longer available after this evaluation. The review team questions this decision due to the declining numbers for this programme as in 2012, there were 433 students, while in 2016 there was 290 registered. Based on these numbers, the review team feel that this was a reasonable decision but it is worth noting there are more working students, therefore the teaching team should consider offering more flexible learning opportunities whether this is online, virtual or a part time basis.

The programme includes appropriate opportunities for work-related learning (Professional Practice) and facilitates personal development, including generic or specific employability skills, as appropriate. Additionally, where work-based learning plays a significant role in the programme, specific details must be provided as to how this will be managed, supported and assessed. The programme structure is in line with the legislative requirements. The programme has been designed considering the international criteria and the general structure of the programme is designed to reflect best practice and some innovative content in the modules. The identification of future changes needed for the programme (because of feedback illustrating best practice) is evident.

The modules are appropriately timed and sequenced correctly which will facilitate student progression as well as collectively facilitate achievement of the programme learning outcomes which are generally appropriate for the awards being considered. The internship, specialty subjects, general subjects and electives are all appropriate and relevant. A variety of learning and teaching methods which are pedagogically sound, appropriate to the stated learning outcomes, and which encourage students to engage in and take responsibility for their own learning was evident. The possibility of electives is very welcomed and the option of adding Russian as a language elective was highlighted by the social partners as a potential (positive) inclusion in this revised programme.

The use of SPSS is very limited (if used at all) (it is the part of the module Economics), and not evident in the Final Theses that was reviewed. This was discussed at length during the evaluation and the students that met with the review team were not aware of what SPSS was and have not used it. Also, the person who was responsible for the co-ordination of the Final Thesis was not made clear. It is evident that students are overusing books as their key sources and not referred research such as journal articles which are internationally accepted. It worth noting that the review team maintain that the level of final theses was quite poor as students should be analytical and able to research which was not evident in the theses.

The review team encourage the teaching team to continually update the by collecting and implementing feedback from staff, student, alumni and social partners on a regular basis learning. Any changes made to this programme should be reflective of the ever-changing global economic and competitive environment of the tourism and hotel industry.

The programmes learning outcomes are linked to the vocational standards, but those are quite old ones (from 2008) and probably the field has changed a lot during almost 10 years, the review team suggest basing these on more modern sources. Also, the study methods used by the teachers (Table 7, subject descriptions and interviews confirm) are quite varied and support the achievement of learning outcomes.

The aims and outcomes of each module are clearly stated and appropriate. Table 3 (in the Self-Assessment Report) was very helpful as it clearly mapped out the learning outcomes which were linked to the relevant module. In the general context, the programme's Learning outcomes cover knowledge, understanding, skills, abilities and values and meet the requirements of the outcome-based study approach.

A blend of lectures, practical workshops, seminars, tutorials and guest speaker/lecturer sessions is crucial as these will impart core principles and concepts and will be interspersed with student activities to promote engagement. Innovative teaching methods noted by students included field trips, guest lectures, group work, brainstorming techniques, case studies,

observation techniques and finally the helpful feedback given by the teaching team. Management competencies that students feel they have developed during their studies include only team building and organising skills.

They also receive timely and constructive feedback on their progress. In relation to the practical modules such as restaurant service, digital marketing, front office operations and accommodation studies are not part of the tourism and hotel programme in Kaunas College. Moving forward their inclusion should be considered.

Only few student representatives confirmed their participation in the applied research project. Social partners, international academic partners and institutions could be better involved in the joint projects to help develop the intercultural approach into study programme and help develop students' interest in up to date processes managing hospitality services. This is also linked to our previous point about the future inclusion of practical modules.

Kaunas College collaborates with local business owners in the field of tourism and hotel management. They are very happy with programme aims and learning outcomes as they participate in the evaluation process which ensures the periodicity examination of the learning outcomes by industry. It is worth noting that social partners expressed a need for students to be better trained and informed about latest digital tools both in hospitality and communication areas.

The overall structure and design of this study programme has taken into consideration modules within another international programme such as in Denmark. Other similar programme's in Lithuania were discussed which allows for this programme to remain competitive and the teaching staff are aware of their competitors.

### ***2.3. Teaching staff***

The teaching team must at least have a master's degree and 10% must have a PhD, 3-year practical experience and fluency in English is an advantage and they meet these requirements. The teaching team are evaluated every 5 years by both students and management while the analysis of these results is examined by management and are general available.

The teaching team have considerable experience both regarding teaching and vocationally relevant experience as the teaching team CVs indicate any related research activity which would support this programme. These CVs are very well laid out and its reassuring to see that 5/34 staff members have PhDs. Please note that the CV of IT communications teacher Dominykas Baltrušaitis has been omitted. Teaching turnover doesn't seem to be an issue.

The programme is taught by teaching team who have both strong academic and professional experience, are seen to be critical to deliver a programme of this nature while

blending the key elements of the global tourism and hotel industry. Quite a big part of this programme is dedicated to the practical studies, which assumes that teachers having practical experience some of which was evident in the discussions undertaken and in their CVs.

The mobility of staff is evident as Kaunas College fosters and support teacher involvement in participation in international and local projects as the teachers' team attends conferences. Following many vibrant discussions in relation to this, it was demonstrated that staff are morally and financially supported (some of which is available from the Ministry of Education and Science) in the development of their scholarly activity.

The team have worked for a variety of different employers which gives them an excellent base from which to teach and impart knowledge to students. Therefore, the collective expertise of the available academic staff is suitable for the delivery of the curriculum. The teaching team effectively draw upon their research, scholarship and/or professional developments to inform their teaching.

As the review team evaluated the second study programme in Kaunas College at the same time, we would like to draw your attention to the fact that the provided data describing the Faculty of Business Management doesn't match with the similar data given in another study programme (Business Management) evaluation documents. In case of Tourism and Hotel Management study programme, only those members of the Faculty that have PhD and starting only with the year of acquiring this degree were put under the category 'scientific experience'.

Kaunas College offers training for the teachers to improve their pedagogical and professional skills but a few of the teaching staff of the English-taught programme (names were not disclosed) were recalled as lacking elementary English language vocabulary skills to provide lectures properly and to full extent according to student representatives. English and Lithuanian courses should be leveraged better to maintain equal study quality and assured that both Lithuanian and English courses are delivering the same learning outcomes.

Students were happy about the communication with the teachers. It was said that the teachers are easy to reach, they provide written and spoken feedback, and consult the students about their assessments.

It is maintained that the teaching team are very aware of their external environment through their own research, site visits and fantastic links with their alumni.

The programme does not rely heavily on flexible/open and distance learning approaches. Moving forward the teaching team should ensure that their learning and teaching methods are all supported by the online virtual learning platform. Also, the teaching team needs to be social media aware as per the social partners as are innovative technologies which was not evident.

#### ***2.4. Facilities and learning resources***

There is relevant resource support both internally and externally for both students and the teaching team, which has facilitated the development of the tourism and hotel programme and is aligned to both the teaching staff and institutional decision-making process.

Technology enhanced learning is used appropriately (maybe even more usage would be much appreciated) to enhance student learning experience and incorporates relevant e-learning approaches that improve students' learning. Moodle has been mentioned throughout the documentation as interviews as a key tool in the delivery of this programme and it seems to be embraced but its usage is quite basic while social media, paid online media channels and analysis of analytics is not used as a key communicative tool for the development of this programme. The review team would encourage the teaching team to continue to make module descriptors and hand-outs available online to students through their Virtual Learning Environment (VLE) – Moodle. It would be a great addition to this programme if the teaching team could use more interactive e-learning tool namely the use of online discussions, blogs, reading lists, e-resources, audio and video.

Potential distant learning capabilities in Kaunas College were discussed but are not used.

Since recent investments of were made to update computer hardware and software such as Opera Fidelio, student leaning has been greatly enriched. This is more than sufficient and the modernisation of facilities is very impressive. The usage of tourism and hotel management software Opera Fidelio and online reservation Amadeus is integrated into this programme, which is globally accepted as key learning tools within this sector.

Students have access to a wide range of student advisory services and extra-curriculum activities. There are appropriate strategies in place for academic and pastoral support/guidance, and that accessibility issues have been identified and appropriate support has been put in place.

In relation to the tourism and hotel book allocation in the library, it is very well stocked with many copies of the same book even those in English. The students mentioned that the library has more than enough resources, is easily accessible (apart from evenings and weekends after 2pm on Saturday) but students are over dependent on books and are not comfortable using journals even though students have free access to some of the world's best databases namely EBSCO, Business Source Premier and Emerald.

The Necessary Material Resources as per the Module Descriptors are up to date and include the relevant books, journals and websites.

In relation to IT communication, just a few links given to online tutorials and they do not correlate with study plan. It gives an impression of a poorly prepared module with somewhat mistaking students for what they will get studying this module. As this module may be one of

few speaking about progressiveness and modern way of doing and communicating business in a modern world, according to SER and study plan, it does not.

The positive elements of the modules highlighted by the students include the work practice, the supported international experience and the in-house stimulations such as the business games. Also, having four internships is an excellent element to this programme. Programme management have allocated sufficient resources in relation to internship which should be continually supported as internship a key part of the tourism and hotel programme.

### ***2.5. Study process and students' performance assessment***

The entrance requirements for this programme are well-founded, consistent and transparent. There are clear mechanisms for supporting student learning in the first year/transition period. Students can develop their study/learning library, research and digital literacy skills throughout this programme. At the beginning of a semester, the academic staff introduces the aims, learning outcomes, content, cumulative assessment system and criteria which gives a clear indication of each modules plan.

Some scholarships and grants are available for students to access which is encouraging but to what extent and could more be done to make this programme more accessible for students. It was mentioned during our visit that students' active participation in events and researches is supported by additional grants.

The practical relevance and quality of the degree programme is regularly evaluated with student input but the lack of management skills was identified by both the review team and the social partners as something that should be reflected upon. It was not made clear to the review team about whether they teach managers or specialists, because the programme team could not say it in the interviews and the information in SER was contradictory.

Greater independence in relation to student learning is promoted in the later stages of the programme. Students are exposed to a research dimension (Final Theses). The List of Theses in Annex 3 is great and gives the review team an idea of the calibre of the research which been undertaken by the students. The teaching team should be commended for facilitating access to these during our visit. It should be noted that these Final Theses are not put through any anti-plagiarism software (namely Turnitin) which is something that the review team would recommend. Also, students should be continually encouraged to publish in international journals for example *HTMi The International Hospitality and Tourism Student Journal* as the hosting of the international tourism and hotel research conference is a great initiative as it allows both the teaching team and students to demonstrate their research capabilities.

The research and evaluation of teaching practice has been used to enhance the curriculum/student experience. Students were also very aware that they can give feedback to the teachers and feel that it is taken into consideration when planning future changes to the programme but they were not aware if the teaching material was annually renewed.

The gap between competitive scores of the best and weakest students is high which somehow is reflected in modules and choosing the study methods. Therefore, Kaunas College should consider the changing of admission requirements and marketing strategy to get higher level students. Mechanisms for monitoring and supporting student engagement to promote successful completion are in place and the practical relevance of the programme (one of the main priorities in the development and delivery of the programme) is evident to a certain extent.

The students that the review team met were satisfied with the programme, only two students worked part time and they successfully managed their workload in the allocated time frame. Also, the timing of the assessments across the tourism and hotel programme seemed to be manageable and supports programme completion. Students were satisfied with the quality of classes held in English but some mentioned that some of the teachers do not speak English very well. It is worth considering that they were very satisfied about the classes given by visiting lectures from abroad. The programme schedule seems to allow for sufficient student development and students feel that the programme is very manageable. When asked what they would change about the programme, the students requested more oral tests and presentations for practicing their public speaking skills.

Visiting lecturers are a regular occurrence and students are delighted with these which is something that Kaunas College supports as their social partners provide guest lectures for their tourism and hotel students. Students mentioned that having more guest lectures would be appreciated and it is something which the Review Team support due to the practical and personal nature of the industry that these students are entering.

The long-term plan for students include studying abroad, to work in hotels, some want to stay in Lithuania, become entrepreneurs and undertake an Erasmus+ Exchange and they were very aware about mobility opportunities for international studies and internships. The review team suggests that these opportunities are ever present for both staff and students of the tourism and hotel programme.

The programme benefits from the international dimension to some extent with Erasmus+ (which is very much embraced), therefore the Kaunas College's tourism and hotel students are exposed to international companies and potentially have opportunities (which are supported) to attend international conferences, events, and career opportunities. Within the documentation, statements were made towards external student mobility in relation to Erasmus+ programme's,

therefore existing academic partnerships could be used more to facilitate student mobility exchanges and programme integration. International exchange and delivery of lectures is evident such as the online delivery of a lecture from Finland. There are existing academic partnerships used to facilitate student mobility exchanges and programme integration. Overall, there are 160 foreign collaborations with international HE institutes, which is very impressive.

The modules ensure a global perspective due to the nature of the Tourism and Hotel Management programme through international exchanges namely the Erasmus+ programme. The teaching staff should consider the future executive and managerial needs of the industry in the programme content design and delivery therefore mobility must support the content of the modules. The professional activities of most programme graduates seem to correspond to the expectations of the social partners and the Kaunas College Career Centre is a terrific way for students to link with prospective employers and the Library Centre of Information is a useful resource for students to avail of.

Finally, a fair learning environment is ensured and students are provided with opportunities to make complaints and lodge appeals in accordance with clear, public and transparent procedures.

## ***2.6. Programme management***

The overall structure and design of this programme has taken into consideration the global environment (if only briefly) as it needs to sufficiently reflect international benchmarking in relation to academic research embedding within the module descriptors, the learning outcomes, transferable skills development, and actual delivery through the four internships. The English and Lithuanian programmes are not run in sync with each other which the review panel would encourage to ensure consistency.

The programmes include appropriate opportunities for work-related learning and facilitates personal development, including generic or specific employability skills, as appropriate. At the programme level, the decision-making processes are clearly defined and allocated between the teaching team, the graduate studies development team and the management staff.

It was clear that as well as developing underpinning knowledge in the industry, there also needs to have a clear focus on the importance of customer service and the inclusion of tourism and hotel managerial/business related modules to fully meet the needs of the services industry. Also, some of the social partners have been involved in the study quality assurance process and all relevant external reference sources seem to have been incorporated into the design of the programme.

The overall dropout rates are increasing, while the teaching team are very aware of this situation but they need to adapt to individual student situation. Reasons for this were presented for this including poor financial support and other personal issues. Strategies to counteract this issue presented such as tutors being appointed for each group and the inclusion of the Introduction to System of Learning module in Year 1 (to assist student adoption). Kaunas College should consider marketing their programme to a more specific and better motivated target group of prospective students to maintain the quality of the students thus control the dropout rate. That may involve speaking with prospects in secondary school students in the region, addressing messages about future careers to target audience better, maintaining contact with motivated and interested until the entrance to the programme.

The quality assurance mechanisms appear less robust in terms of guaranteeing that there is effective communication with key stakeholders involved in the programme as well as their alumni. The tourism and hotel management programme and its student's representatives might explore ways to further involve students in the formal decision-making processes of Kaunas College which might facilitate their quality assurance mechanisms. Work-based learning plays a significant role in the programme, how this is managed, supported and assessed should be presented to future review team in more detail.

Since the Study Programme Committee (SPC) is established it should be better managed in terms of allocating workload to members and formalising processes within the team. Social partners who are in SPC could not recall during the onsite visit exact issues solved and on what basis goes further development of the programme while the absence of formal learning qualifications, applications welcomed from perspective students who can demonstrate relevant work experience, including work in a voluntary capacity (Recognition of Prior Learning - APL).

The marketing of the programme was highlighted as the teaching staff market this programme in the local secondary schools. Prospective students cannot access graduate profiles as per the alumni meeting which could be used as an innovative marketing tool for this programme.

Staff provides annual reports of the self-assessment of their performance which can only add strength to this programme. Students also annually assess their lecturers. Please note research and evaluation of teaching practice does not seem to be have been used to enhance the curriculum/student experience.

Discussions have taken place within the team, with students and employers for the best way forward regarding current trends. Modules were also discussed with industry and their relevance were the focal point of the discussion. This allowed for these new modules to fulfil industry requirements and the overall academic learning outcomes of the programme.

## **2.7. Examples of excellence**

It was excellent to see the inclusion of Professional Practice through the four internships which ensures that students are ready to work in the industry upon graduation, have concrete ideas to support their Final Thesis and most importantly these internships inform their academic learning. Also, academic study is interwoven with industry experience, in operational functions on campus and during the practice(s) and the Final Thesis and the annual International Research Conference.

### **III. RECOMMENDATIONS**

1. The position of the Tourism and Hotel Management programme focus is a bit confusing and how this goal is supported by the job positions achieved after graduation should be investigated further.
2. It should also be ensured that all modules are underpinned by current research and academic enquiry as many of the teaching staff may be currently undertaking very valuable research which should be integrated into the delivery of their modules.
3. Continue to support the teaching team in their career development and the updating of both the pedagogic and academic/scholarly activity is encouraged, should be financially supported and rewarded.
4. The issue of academic underpinning and referencing arose since no anti-plagiarism software or an approach was used. Moving forward this should be reviewed for all modules, especially the Final Thesis.
5. The Tourism and Hotel Management programme and its student's representatives might explore ways to further involve students in the formal decision-making processes of Kaunas College which can be undertaken internally and externally with industry experts as the practical relevance of the programme is one of the main priorities in the development and delivery of the programme.
6. Since the English and Lithuanian programmes are not run concurrently, both programme managers and module co-ordinators should work closely, to ensure that both programmes meet the same level of learning outcome and achieve the same study quality.
7. Encourage the teaching team to further develop the modules in an even more global context in the future as well as benchmarking.
8. Practical modules such as restaurant service, digital marketing, front office operations and accommodation studies are not part of the tourism and hotel programme in Kaunas College. As these are a key part of the tourism and hotel industry, they would form an integral element of any international tourism and hotel programme.
9. The drop-out rates are a concerning issue and the control of this issue should be monitored and controlled. A strategic approach should be developed to counteract the drop-out rates including all levels of stakeholders.
10. Although there is a good number of social partners, they should be more involved in developing the design of curriculum. Students admitted they would be glad and motivated to receive more lectures by social partners. Nevertheless, more applied research projects and

formal feedback from social partners would be advised to maintain constant update on labour market.

#### **IV. SUMMARY**

The tourism and hotel programme is an important programme for Kaunas College due to the thriving nature of this industry. It is evident to the Review Panel experts how hard the programme team has worked in launching the modular structure and they should be encouraged in their continuing activities in improving the learning outcomes, students' assessment and co-ordination between the teachers, module coordinators and administration.

The Review Team's overall thoughts on the tourism and hotel Management programme that tourism is growing in (Lithuania) but the numbers of students undertaking this programme has decreased. Also, the students are very employable due to the four internships and the teaching team seem to be considering the ever-changing industry conditions when then plan their modules.

The review team note that Kaunas College's students are very motivated and as they study in a productive learning community. Teachers who care about their students both before and after graduation are extremely valuable for every higher education institution. It is also evident that the administration team are very supportive through the joint events that they facilitate and close co-operation that they provide. Both the students and alumni really appreciate the Kaunas College activities in focusing on the practical approach, having practice oriented study methods, good cooperation with the social partners and useful internships included in this tourism and hotel study programme. At the same time, the review team would like to highlight that the programme is still a professional bachelor level therefore, more attention should be given also to the scientific based materials and approaches. The students of professional bachelor studies should be able to use their knowledge and skills in the complex situations and circumstances; therefore, the programme should stretch students also in terms of critical analysis.

The review team would like the teaching team to consider the possibilities of offering this programme to part time students as was done previously. Although, we are very aware that focusing on full time studies makes the programme organisation easier and clear, the teaching team should focus on the emerging trends namely the growing demands of both the adult and working learners which could be achieved through the offering of e-learning/online modules, to attract more students and reduce the high drop-out rate which was discussed in detail but no obvious solution was provided. One of the key of the tourism and hotel management programme

is the focus towards the very practical tourism and hotel industry related modules as the students and social partners find this very effective.

It is evident that the teaching staff are struggling with the formal requirements by offering different supportive services and activities, but the review team would like the teaching team to focus on the programme itself as the it needs updating to reflect the current market changes which will ensure that the important trends and changes in the tourism and hotel sector is reflected in this programme. Hence, more innovative study methods should be used to support these trends and the needs of the labour market incorporated into the modules.

Kaunas Colleges' facilities are very good, classrooms are well equipped and the Review Panel were very impressed. It is good to see that they have made such huge investments to the learning environment. At mentioned already, more attention should be given also to the implementation of scientific based materials and approaches into this programme.

Whether there are many students who are also working in the time of the studies, we expect college to pay more attention to the process and availability of recognition of prior learning or working experiences and find other solutions to support working students and reduce drop-out rate and Kaunas College has done improvements in increasing study quality, study organization and in mobility issues.

## V. GENERAL ASSESSMENT

The study programme *Tourism and Hotel Management* (state code – 653N20007) at Kaunas 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	2
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>16</b>

\*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. Eneken Titov
Grupės nariai: Team members:	Dr. Heinz-Ulrich Schmidt
	Dr. Noëlle O'Connor
	Mr Marius Rimkaitis
	Ms Indrė Surgelytė

**KAUNO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *TURIZMO IR VIEŠBUČIŲ VADYBA* (VALSTYBINIS KODAS – 653N20007) 2017-06-15 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-129 IŠRAŠAS**

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**V. APIBENDRINAMASIS ĮVERTINIMAS**

Kauno kolegijos studijų programa *Turizmo ir viešbučių vadyba* (valstybinis kodas – 653N20007) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>16</b>

- \* 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)

&lt;...&gt;

**IV. SANTRAUKA**

Studijų programa *Turizmo ir viešbučių vadyba* yra svarbi Kauno kolegijai, nes ši sritis sparčiai auga. Ekspertų grupė suvokia, kad Kolegija įdėjo daug pastangų kurdamą modulinę struktūrą ir ragina Kolegiją toliau tobulinti studijų rezultatus, gerinti studentų vertinimo sistemą ir užtikrinti bendradarbiavimą tarp dėstytojų, dalykų koordinatorių ir administracijos.

Vertindama studijų programą ekspertų grupė padarė išvadą, kad turizmo industrija auga (Lietuvoje), bet šią studijų programą studijuojančių studentų skaičius sumažėjo. Studentai turi geras įsidarbinimo galimybes, nes atlieka keturias praktikas, be to dėstytojai, rengdami savo dalykų programas, atsižvelgia į nuolat besikeičiančias rinkos sąlygas.

Ekspertų grupė pastebėjo, kad Kauno kolegijos studentai labai motyvuoti. Jie studijuoja mokymuisi palankioje bendruomenėje. Kiekviena aukštojo mokslo įstaiga labai vertina dėstytojus, kurie rūpinasi savo studentais studijų metais ir po studijų baigimo. Administracijos darbuotojai aktyviai dalyvauja vykdamą studijų programą: rengia bendrus renginius ir glaudžiai bendradarbiauja su dėstytojais ir studentais. Ir studentai, ir alumnai palankiai vertina tai, kad Kauno kolegijoje studijos yra orientuotos į praktinį mokymą, taikomi praktika pagrįsti studijų metodai, palaikomi glaudūs ryšiai su socialiniais partneriais ir į studijų programą *Turizmo ir viešbučių vadyba* įtrauktos praktikos. Tačiau ekspertų grupė pažymi, kad studijų programa yra profesinio bakalauro lygmens, todėl reikia naudoti daugiau mokslo taikomosios medžiagos ir

metodų. Profesinio bakalauro programas studijuojantys studentai turi gebėti panaudoti savo žinias ir gebėjimus ypatingose situacijose ir sudėtingomis aplinkybėmis. Todėl būtina ugdyti studentų kritinį mastymą.

Ekspertų grupė pageidautų, kad studijų programos vykdytojai apsvarstytų galimybę dėstyti iššestines studijas, kaip buvo anksčiau. Nors ekspertų grupė suvokia, kad nuolatinės studijas vykdyti yra paprasčiau ir naudingiau, Kolegija turėtų atsižvelgti į naujas tendencijas – visų pirma į tai, kad daugėja besimokančių suaugusiųjų ir dirbančių studentų. Reikėtų parengti e. mokymo ar nuotolinio mokymo modulius, pritraukti daugiau studentų ir sumažinti didelį nubyrejusių studentų skaičių (dėl šios problemos buvo nemažai diskutuota, bet konkretus sprendimas nebuvo priimtas). Vienas iš studijų programos *Turizmo ir viešbučių vadyba* privalumų yra tas, kad dėstomi labai praktiniai turizmo ir viešbučių dalykai. Studentų ir socialinių partnerių nuomone, tai yra labai naudinga.

Akivaizdu, kad personalas labai stengiasi laikytis formalių reikalavimų, siūlydamas įvairias pagalbines paslaugas ir veiklas. Tačiau ekspertų grupė pageidautų, kad dėstytojai labiau sutelktų dėmesį į pačią studijų programą, nes ją reikia peržiūrėti, kad joje atsispindėtų dabartiniai turizmo ir viešbučių rinkos pokyčiai. Todėl dėstant studijų programą reikia naudoti naujoviškesnius studijų metodus, atsižvelgti į darbo rinkos poreikius.

Ekspertų grupės nuomone, Kauno kolegijos patalpos labai geros, auditorijos tinkamai įrengtos. Pagirtina, kad Kolegija investavo į mokymo aplinkos gerinimą. Tačiau, kaip minėta, studijų procese reikia naudoti daugiau mokslinės medžiagos ir mokslinių metodų.

Kadangi dauguma studentų dirba, ekspertų grupė tikisi, kad Kolegija nustatys tvarką, pagal kurią būtų pripažįstamas ankstesnis mokymasis ar darbo patirtis ir ieškos kitų būdų, kaip padėti dirbantiems studentams bei sumažinti nubyrejusių studentų skaičių. Kauno kolegija pagerino studijų kokybę, studijų organizavimą ir padidino studentų ir dėstytojų mobilumą.

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### III. REKOMENDACIJOS

1. Studijų programos *Turizmo ir viešbučių vadyba* paklausa darbo rinkoje ne visai aiški. Reikia geriau išanalizuoti, kokiose darbo vietose įsidarbina studijų programos absolventai.
2. Reikia užtikrinti, kad visi dalykai būtų dėstomi remiantis vykdomais moksliniais tyrimais. Atsižvelgiant į tai, kad dauguma dėstytojų vykdo svarbius tyrimus, jie galėtų įtraukti šiuos tyrimus į savo dalykų turinį.
3. Reikėtų užtikrinti dėstytojų profesinį tobulėjimą, skatinti juos dalyvauti pedagoginėje ir akademinėje mokslinėje veikloje, paremti juos finansiškai.
4. Svarstoma problema tapo akademinis pagrindas ir informacija/nuorodos dėl to, kad nebuvo naudojama plagiato patikros sistema ar kiti būdai.. Ateityje reikėtų tikrinti visų dalykų darbus, ypač baigiamuosius darbus.
5. Studijų programos *Turizmo ir viešbučių vadyba* vykdytojai ir studentų atstovai turi ir toliau ieškoti būdų, kaip įtraukti studentus į formalų sprendimų priėmimo procesą Kauno kolegijoje. Šis procesas gali būti vidinis arba išorinis, kuriame dalyvautų turizmo ir viešbučių vadybos ekspertai, nes vienas iš studijos programos prioritetų yra praktinis mokymas.
6. Kadangi studijų programa lietuvių ir anglų kalbomis nesutampa, studijų programos vykdytojai ir dalykų koordinatoriai turi sutelktai dirbti, kad užtikrintų, jog abiem kalbom dėstomų programų studijų rezultatai ir studijų kokybė būtų vienoda.
7. Skatinti dėstytojus dar labiau tobulinti jų dėstomus dalykus – įtraukti į juos daugiau tarptautinio turinio ir lyginamosios analizės.
8. Praktiniai dalykai, pavyzdžiui, restoranų paslaugos, skaitmeninė rinkodara, klientų aptarnavimo operacijos ir apgyvendinimas, nėra įtraukti į Kauno kolegijos studijų

programą *Turizmo ir viešbučių vadyba*. Šie dalykai yra svarbi turizmo ir viešbučių vadybos sektoriaus dalis, todėl bet kuri tarptautinė turizmo ir viešbučių vadybos studijų programa turėtų juos apimti.

9. Susirūpinimą kelia nemažas nubyrejusiu studentų skaičius, ši situacija turėtų būti stebima ir kontroliuojama. Pasitelkiant visų lygių dalininkus, reikia numatyti strategiją, kaip sumažinti nubyrejusiu studentų skaičių.
10. Nors socialinių partnerių skaičius nemažas, reikėtų juos labiau įtraukti rengiant studijų programos sandarą ir dalykų programas. Studentai teigė, kad norėtų, jog daugiau paskaitų dėstytų socialiniai partneriai. Kad studijų programa atitiktų darbo rinkos poreikius, reikia vykdyti daugiau mokslinių tyrimų projektų ir palaikyti formalų grįžtamąjį ryšį su socialiniais partneriais.

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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)