



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KAUNO KOLEGIJOS
TURIZMO IR VIEŠBUČIŲ VADYBOS PROGRAMOS
(653N20007)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF TOURISM AND HOTEL MANAGEMENT (653N20007)
STUDY PROGRAMME
at KAUNAS COLLEGE

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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	Pirmoji (profesinis bakalauras)
Studijų forma (trukmė metais)	3 metai
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos profesinis bakalauras
Studijų programos įregistravimo data	2000-09-21 Nr. 1182

INFORMATION ON ASSESSED STUDY PROGRAMME

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State code	653N20007
Study area	Social sciences
Study field	Management
Kind of the study programme	Collegial Studies
Level of studies	First (professional bachelor)
Study mode (length in years)	3 years
Scope of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Management
Date of registration of the study programme	2000-09-21 No. 1182

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I. INTRODUCTION

1. General Background

Kauno kolegija/Kaunas College (hereafter - KK) was established on 1 September 2000 after the binary higher education system consisting of two types of higher education provided by colleges and universities was introduced in Lithuania and even in the Baltic area. Today Kauno kolegija/Kaunas College is one of the largest colleges in Lithuania, with a community of over 7 600 students and about 1000 employees, 558 lecturers among them (data of September, 2012). Over 1,800 students graduate from the College every year. The College has 7 faculties and 2 regional departments which are established in 14 buildings.

Currently, there are the following faculties in Kaunas College – Faculty of Economics and Law, J. Vienožinskis Faculty of Arts, Faculty of Landscape, Faculty of Technologies, Faculty of Health Care, Faculty of Business Management, Kedainiai J. Radvila Faculty – and departments in Taurage and Druskininkai. They are the main divisions of the applied research and study process organization.

The mission of KK is to implement high-quality studies of higher education, focused on practical activity and students' and public needs, to develop applied research and professional art, and to take an active part in international area of higher education.

The group of experts appointed by the Centre for Quality Assessment in Higher Education (SKVC) visited Druskininkai Department – as part of the Business Management Faculty. Part-time studies in Tourism and Hotel Management in KK Druskininkai division were initiated on 1/09/2003. Druskininkai division claims to be oriented towards the demand of the region and implements the study programme with the specialisation in Management of Service Marketing.

The current evaluation was conducted in February 2013 by a panel of experts from Germany, Austria and Lithuania, including a student representative.

The Self-analysis report of Druskininkai Department for part-time *Tourism and Hotel Management* studies is prepared according to the requirements of the SKVC. It provides all the needed information for the evaluation. Self-analysis report contains information of previous evaluation which is provided in the Annex; however self-analysis report text do not shows connectivity with the implementation of recommendations of previous evaluation.

During the visit experts had meetings with the managing team of the KK and the managing team of Business Management faculty. Self-analysis report and the quality of the *Tourism and Hotel Management* study program was discussed with the self-evaluation report team, lecturers of the program, students,

alumni and social partners. Experts were introduced to the premises of the Business Management faculty and had possibility to evaluate the quality of students' final thesis and some examples of students' works.

II. PROGRAMME ANALYSIS

Introductory Remark

When preparing for the site visit the experts were wondering whether there was no overriding institutional framework reflecting the strategy on the basis of a mission and vision for the whole institution. In the first meeting the Rector pointed out that there was a Strategy 2020 which was handed out to the experts in one of the following sessions. The strategy 2020 does not mention the various campuses at all. They speak of an integrated strategy 2020 but it is left open to whom the mission, vision and values relate. Even the chapter „Our Institution Today“ (pager 17) does not relate directly to the campuses in Tauragė and Druskininkai. It is only mentioned that the institution has 7 faculties and two regional departments. Looking at the information booklet delivered by the Department of International Relations, seven Faculties are listed but only one Department (Tauragė, supposedly a regional one).

Another contradiction between the strategy paper and the information brochure relates to the study programmes taught in English. Whereas the brochure lists 8 programmes, the strategy outline mentions two only.

Also, it was pointed out that the professional bachelor programmes offered were at level 6b of the European Qualifications Framework for Higher Education. It is correct that there was a discussion when the European framework was designed to introduce sublevels, for example 6a and 6b, but finally this idea was dropped. However, the national authorities could introduce sub-levels within their national framework but – to the knowledge of the experts – this is not the case in Lithuania. Although one could argue, it has to be stated clearly – and this has been the reference point for the experts – a professional bachelor has to meet the same level in terms of learning outcomes as any other bachelor at higher level does.

In the light of this experience the experts suggest that the respective bodies of Kaunas College might consider these issues to achieve an integrated higher education institution with a corporate identity.

1. Programme aims and learning outcomes

The rationale of the programme is well formulated and grounded in the mission and vision of Kaunas College. The experts assume that the information given can be backed up by reliable studies and some other sources (some are mentioned). The College states that “the learning outcomes are related to the

competencies and qualification requirements of the future specialists...” The experts stress that this is by no means in line with the level description of a first cycle. Applying the Dublin Descriptors the European Qualifications Framework clearly outlines that at the end of the first cycle not a specialist is the target but a generalist. This contradiction has to be clarified.

Aims and learning outcomes of the study programme are distinguished by level of detail and linked to study subjects (Table 3). Whereas four aims describe four areas of direction – “to define and apply the key theories..., to be able to collect and analyse data...to be able to plan, organise, implement and assess ..., to be able to communicate...” – three learning outcomes of the study programme specify each aim. It might have been useful to indicate that the aims were written from a teacher’s perspective whereas the learning outcomes are those from a student’s viewpoint – as the experts believe -, following the principle of student-centred learning. The descriptions appear a bit “mechanically”, quite well expressed but not lived, as the discussions with the teachers in particular demonstrated. However, a good written basis is made as outlined in the annex as well - where the relationship between learning outcomes of the study-programme, the ones respectively for the subjects, study methods (rather learning or teaching methods?) and methods of assessing are identified. Overall a good attempt – and hopefully will be “lived“ in future and to be complemented by other learning outcomes indicated by the descriptors of the European Qualifications Framework (Dublin Descriptors), in particular “Learn to Learn” which seem to be missing for the time being as also outlined above.

The link between “study programme learning outcomes” and “study subjects” is questionable as each module/study subject has its own learning outcomes which as a whole – for all subjects – make up the learning outcomes of the study programme.

It is hoped that the management offers regular courses to allow the staff to update and widen their knowledge and understanding of key Bologna features. The experts learned that staff had been encouraged and supported to attend in-house and out-house training sessions. The regular annual revision will definitely benefit the further development. The SAR states as “improvement actions” to organise trainings for teachers. Unfortunately, it is not mentioned when by whom and where these trainings should be initiated.

The aims and learning outcomes are publicly available, e.g. www.studijos.lt; and a bundle of other measures such as information days at schools, for enterprises and the interested public. Some of the internet sources, however, were protected by a password and none seemed to have a translation into English. Having the objective to attract foreign students it might be necessary to have key elements translated into English. It might also be useful to follow the structure of the “Information Package” published by the EU within the “ECTS User’s Guide” from 2009. The College also attends national and international fairs to present their programmes and activities. The fairs are either organised by educational

institutions or from organisations of the Tourism, Hotel Management organisations. For the international fairs as well, translations are necessary.

The meetings with stakeholders confirmed what the College outlines in the SAR. There is a regular participation, e.g. in the Study Programme Committee and the preparation and implementation of joint projects as outlined in annex 6 so that professional requirements, public needs and labour market developments are respected. This is underlined by the fact that graduates often work in Lithuanian and foreign tourism and hotel management sector enterprises. The employers appear to be satisfied with the profile of the graduates. They also stress that they welcome the regular communication with the College.

The experts noted that there are no references to the health sector and also hospitality / wellness is more or less left out. To this extent some research might be necessary to identify the trends of the future – in Lithuania and abroad – in case these issues have not yet been brought forward by the representatives of organisations or alumni. In the discussion with the employers it seemed that these areas are of great interest. The SAR outlines what the student will be able to do after having finished his studies. These learning outcomes miss an elementary part, the knowledge. Learning outcomes are defined as what a student knows and is able to do after having graduated (see definitions in the Lithuanian regulations, also in the European Qualifications Framework for Higher Education and the European Qualifications Framework for Lifelong Learning). The College may assume that the student, of course, acquires the adequate knowledge first before he is able to, e.g., conduct a market study.

Following Bloom's taxonomy the learning outcomes of the study programme are more at a medium level as they do not really include analysis, synthesis and evaluation. In terms of the Dublin Descriptor "applying knowledge and understanding" is definitely achieved (if the respective knowledge has been acquired first of all), partly as well making judgements but only to a limited amount communication (referred to the English language only) and "learn to learn" is not mentioned at all. The College lists some generic abilities but they appear like lists and not like a conceptual, integrative approach. This is partly different when it comes to the detailed lists. However, the consistency between the various parts is not easy to identify.

Questionable is the overall aim of the programme as outlined above: "The learning outcomes are related to the competencies and qualification requirements of the future specialists ...". The description of bachelor programmes at European level clearly indicates that a bachelor is not a specialist but a generalist. To this extent the College should discuss how this requirement could be fulfilled. Or – as the term "intended learning outcomes" may suggest – these learning outcomes are intended but not necessarily achieved. It is not revealed in which areas the graduate will be a "specialist". The experts assume that the College has been advised by outsiders and are not totally sure how to "translate" these terms into their teaching and learning activities. If the reference to the Dublin Descriptors is meant seriously, the intention could not be to train THM specialists. Within the European Higher Education

Area a graduate of THM could be employed in a variety of jobs and should also be able to continue his studies immediately afterwards or later – most likely in a part-time mode in parallel to an employment – in a wide range of subject areas requiring a bachelor level. To this extent it might be worthwhile that the first part of the SAR (1. Programme Aims and Learning Outcomes) should be revised, also considering Annex 1 analysing opportunities of cooperation also with other programmes in the faculty, in particular *Food Industry Management* and *Sport Management* which could be even options within the THM programme.

Taking into account the various weaknesses outlined above the experts believe that the name THM is basically adequate. Within the study field subjects 18 credits can narrowly be linked to Tourism, i.e. 10% of the whole programme. Additionally, within the optional studies, another 42 credits have to be achieved in one of the two options, either *Tourism Management* or *Hotel Management*. Also in the block of free elective subjects 9 credits have to be achieved. In the latter a choice appears to be possible between 9 and 12. This is not clearly explained but may be related to the “openness” of the block of optional studies; students can choose modules of the whole programme of the College. Overall the direction of THM specific modules comprises modules of at least 69 credits, more than a third of the programme. The bias towards *Tourism Management* is stronger than towards *Hotel Management* as respective courses are already taught within the study field subjects. Missing are elements of *Wellness* and some elements which may be related to *Health Management*. As the situation is similar in OEA as well, the College might re-engineer their programmes to the extent that a number of management modules are identified as “platform” to which some options in the form of modules according to certain professional areas are allocated. One could learn from the car industry which has increased its effectiveness and efficiency by having a common platform for several different brands to which different modules are added with the result of a different car – at least in the eyes of the consumer.

2. Curriculum design

The programme is designed according to the Lithuanian law. The respective references are given and were checked by the experts. This includes the distribution of the various study parts of the programme. Study field subjects 135 credits (75%); general studies 15 credits (8.3%), 30 credits for professional activity practice, optional studies 9 credits (5%) and 9 credits for thesis. Per semester a student has to study 6-7 modules. Overall theory makes up 14,9%, practical classes and practical work 31,5%, self-study 42,2%, consultations 6,2% and final thesis 5% of the study-programme, i.e. 52,8% of the student workload is performed within contact hours (see tables 5-8 of the SAR). It is at least not immediately obvious that the contact hours comprise theory, practical classes and consultation hours. The distribution of credits and forms of learning in percentage of the whole programme may be discussed. The main query refers to the consultation hours and the self-study hours. In the discussion it was mentioned that consultation hours were mainly understood as office hours. The self-study hours are not really described

as regards their objectives and outcomes. The experts had the impression that the make-up of the total workload was not clear to every member of staff, even not to those who had written the Self-Assessment Report, and that the number of consultation hours was rather a definition of a teacher's workload than that of a student. Overall the impression prevails that the credits are allocated "mechanically".

From the outset the programme respects characteristics of qualifications as initiated within the Bologna Process and the creation of the European Higher Education Area. However, the real spirit has not been fully translated into the curriculum design yet. The distribution of credits is uneven. Whereas in the first semester 26 credits can be achieved, the second semester requires 34 in the full-time mode. One can argue that overall the annual workload corresponds to 60 credits and thus fulfils the ECTS key features; however, it should be explained why this significant difference exists. The same is true for the second and third year. According to the ECTS User's Guide of 2009 the student workload in a full-time mode should preferably not exceed 30 credits per semester. A slight variation may be acceptable but 4 credits difference, more than 10% of a semester's work, seems to be too uneven. Again, the experts have the impression that credits are distributed in a rather "mechanical" way, so that outwardly the norms are fulfilled but that the philosophy of ECTS and its objectives are not really achieved. Otherwise the themes of the various subjects or modules are overall not repetitive. It seems to be a bit awkward why *Foreign Language I* begins after *Foreign Language II* but this is an issue of interpretation, so as the plan to run *Foreign Language I* only every other semester, beginning with the second one.

In the study plan of THM the experts note that *Philosophy* and *Psychology* are obligatory within the block "*General Studies*" and "*Subjects of the study field*". Looking at the learning outcomes it seems that it is impossible for students to reach what is required with the workload of 3 or 5 credits allocated to them respectively. This is, for example, also documented by the impressive literature list, students are required to cover. In addition the modules "*Lithuanian Language and Business Correspondence*" and "*Business Communication*" don't appear to be adequate at bachelor level in terms of their contents and learning outcomes.

The experts feel that it may not be wise to have a module called "*Management*". It should be more specified in terms of "Principles" or "Strategy" to name but a few. The module "*Basics of EU Common Market*" is questioned at level 6. It may be expected that the elementary parts have been covered in school. However, such subject could be much more geared towards the specific sector towards which the programme is oriented. The same is true for several other subjects but this may also be a problem of translation as the contents is sometimes much more challenging. A bit surprising is to find "*Information Technologies*" in the "*General subjects of collegial studies*" only. The experts feel that the College should follow this matter closely realising the modern trends in *Tourism and Hotel Management*, also in terms of changes in business activities (social media). Also, the complementarity between *Tourism* and *Hotel Management* does not seem to be taken care of. Both areas

are – more or less – presented as alternatives only. In terms of content *Hotel Management* overall seems to be a bit underrepresented. It did not become clear to the experts which role “*Physical Activity*” and “*Introduction to Studies*” play as there are no credits foreseen. They do not seem to be part of the curriculum although they are listed there. The experts want to point out that all parts of a curriculum should carry credits – all within the number of credits foreseen for the whole programme. The SAR gives the impression – but doesn’t mention it explicitly – that credits are used as weights in working out the final grade. The teachers participating in the discussion were not sure either. The experts want to remind the College that credits should have nothing to do with weighting grades – quite in contrast to other credit systems, e.g. in the US.

The experts learned from the group of teachers that they ask the students what their expectations were at the beginning of each semester – as a common rule. To this extent the impression of the experts was stressed that on paper learning outcomes etc. were defined quite well but to which extent they were translated into actual teaching was at least questionable. This was underlined in the various discussions in which teachers were not always aware neither of the learning outcomes nor who had written them and what they meant. It is not necessarily obvious that the forms of learning are the same for each module: lecture – practice – consultation – self-study. The distribution appears to be rather artificial. It seems that no evaluation is made. Again, if the learning outcomes precondition the way of teaching it is impossible that there is always the “same procedure”. Also, what is really meant by “practical hours”. The discussion did not reveal a clear picture. Taking foreign languages as an example: Obviously no lectures are included, only “practice”, which means exercises, i.e. applying knowledge. The experts expressed their surprise that practice is supervised by teachers to this large extent. No clear picture was gained what is being done in self-study periods (in total 2026 hours). Consultancy is scheduled for 7h a week, 310 in total. Looking at the whole programme a third of the study-time is taken-up by “practicals” and “practices”, nearly 40% by self-study work. For lectures less than a seventh only is foreseen, complemented by 240 hours of the final thesis. The experts are point out that there does not seem to be enough time reserved for the basics of the subject area.

In comparison to the same programme offered in Kaunas, the programme at this site lacks the business simulation game which not only students see as a highlight of the programme. In particular for full-time students who hardly have had any business experience so far such practice is really beneficial. This was confirmed by the stakeholders who would even favour a programme in which practical work and study periods follow each other alternatively (“Dual Programmes”).

Quite interesting is the procedure as regards the finding and formulating of theses. The experts noted that “selected topics are discussed at the Department meeting and presented for the Dean’s approval”. The teachers should be very well in the position to identify whether a topic proposed fits the intended learning outcomes (not included in annex 1). Overall the procedure seems to be suitable to assure the quality of

level 6. A relationship to teaching strategy is mentioned but this is just a list – no evidence given. In the discussion it became obvious that it might be useful to intensify the communication between the faculties and departments as regards the description of the study-programmes.

In the study programme THM a modular structure is not yet outlined. As it was already pointed out in the last report by external experts, the programme still comprises quite a large number of subjects. Each of them normally has 3, 4, 5, 6, 7 or 9 credits. Obviously the programme used to have subjects even with 2 credits. The exception is *Practice III* which carries 12 credits. There is no real explanation how the allocation of credits was pursued. For the time being there are no subjects which last more than one semester, a point of criticism which was raised in the past accreditation process. The College is encouraged to modularise their programmes but not in the way the Department of Business did it where modules seem to have been “constructed” by bundling several lectures under one heading. This is not the intention of modularisation as it is understood in the European Higher Education Area. A module has one set of learning outcomes and carries an identified number of credits (quite often the same or an identical basic unit of 5 or 6 and a multiple of it). There is one set of assessment which covers the whole module and credits are awarded only as a whole and not for having passed individual parts. By introducing modules the number of subjects could be further decreased, so as the number of examinations.

It surely is very adequate to offer language courses within the programme. Two foreign languages are foreseen. The College seems to be aware of the needs in the region. It is not indicated, however, which level of competence the students have when starting their programme and what it is when finishing. The College might consider indicating the level according to the European Language Competences Framework. At least the level B2 should be achievable for the students at graduate level. The experts got the impression that the College assumes that the qualification of a manager is identical with a Professional Bachelor. However, it should not be forgotten that a Professional Bachelor is first of all an academic degree which is characterised by an “applied orientation”. A manager may also be qualified through other ways and means and by other forms of learning and may have gained different though related knowledge, skills and competences. A stronger international orientation of the curriculum seems to be needed. On top of learning foreign languages there is only a weak orientation towards internationalisation. The College should think about an introduction of mobility windows, modules being taught in a foreign language or respective literature used. The literature lists included in the module descriptions quite often indicate that they have become of age and should be replaced by new ones.

In their SAR the College puts forward their problem-based as well as their multidisciplinary learning approach. However, the experts are not of the same opinion. There are some steps taken but the approaches have not been put into practice to the full yet. It is not a multidisciplinary approach to bundle different subjects and teach them under one common (or not) headline. Also, it might not be wise to run a study programme which “*responds to the current issues of business world and students’ needs*”. The

graduates will be on the market in the future but the market needs might be very different by then. The College has to find an adequate way to assure the employability of their future graduates. The College states as “*Actions for improvement*”: “...*To prepare integrated modules...*” but does not define yet when this will be accomplished by whom and how. The College is encouraged to complete their transformation to a modular system. This will enable to make use of resources and competences across the College in a much more effective and efficient way.

On top of the incomplete modularisation the College identified as a weakness and respective need for corrective action the student’s self-study work. The expert group is of the same opinion as outlined above. It is not really identifiable what the students have to do in these periods. The College should identify an action plan and indicate when the necessary steps will be taken and by whom. In comparison to the same programme in Kaunas the curriculum at this location lacks even more an international orientation and the business simulation game.

3.Staff

The THM programme at the Druskininkai Department is a branch of the programme which is implemented in Kaunas College Faculty of Business Management; however, there is a big difference between the teaching staff in Kaunas and Druskininkai. During the meeting with the management team experts were told that mainly the same lecturer’s work in Druskininkai and Kaunas but students told the expert team, that there are only few lecturers teaching on both sites. The self-assessment report supports this impression as the main problems related to teaching staff are different. Information and data provided in the self-assessment report shows that academic staff meets legal requirements of Lithuanian higher education provisions.

There is a three-step qualification evaluation. Full time teachers are evaluated every 5 years, but they do a self - analysis every year and then discuss it during the meeting of department. There are meetings – roundtable discussions – organised in the department where students can have a possibility to express their opinion about the quality of the lectures. 95.24% of all teachers have more than 3-years pedagogical experience. The ratio between teaching staff and number of students is adequate. This was approved during the meetings with the lecturers and students.

Teaching staff turnover was not high. If someone left the programme was mostly due to objective reasons such as changes of the program or health problems. Lecturers are invited to participate in the skill development workshops which are organized by the Kaunas College. During the analysed period the big attention was given to the development of foreign language and computer literacy skills. This is very much in compliance with the higher internationalization and computerization level (they started to use Moodle and other similar systems) of the institutional activities.

There was a huge attention to development of academic staff skills related with development of student-oriented and learning-outcomes-based studies. Training was organized in the context of bigger project funded by European Union Structural funds. The risk appears for the future development of the same skills of new academic staff. So, it is recommended to organize similar seminars every year and especially for the new teachers.

38% of lecturers are involved in the research directly related with the study programme. Some applied research activities are organized by the Kaunas College when institutions make an order for such activities, however more often it is done personally by the lecturers themselves. The teachers working for the THM study programme perform scientific applied research in the areas of tourism business, economics, management, resort research and sustainable development. Taking into account the new Strategy of Kaunas College with the aim to start to provide professional master degree programs, the applied research activities as well as the quantity of teachers with doctoral degree should be increased.

4. Facilities and learning resources

Lectures are given in 4 Lecture rooms with 32 places, 1 Lecture room with 40 places and one Lecture room with 12 places; the average group size is 22, so there is sufficient space for the students. In 2 Computer Rooms 10 and 15 computerized workplaces are installed. In the Distance Teaching Center there are further 35 workstations. The academic library is small and only a very limited amount of books is in English language. Of course the students can borrow the books they need from the Central Library—but this takes time and administrative efforts.

The Faculty pays attention to business internships. There are three internships foreseen in total, and in the second year Simulation business firms allow to develop students' entrepreneurial and practical skills. This is used effectively to allow students to develop practical skills before placement in real businesses. The Faculty has many cooperation agreements with private companies, municipal and public organisations. These companies and organisations provide a sufficient number of practical placements for students but there is scope for better communication with social partners to inform them of the requirements and expectations of them when they accept students on placements. When on placements students are visited by College staff to ensure the appropriateness of their experiences.

Textbooks, powerpoint presentations and course notes are the main teaching resources employed in the majority of courses, and used via Moodle (by the end of the academic year 2012/13, roughly 80% of the programme materials should be online). Plenty of e-databases are available, but the access to first-class English journals is very limited. Teaching materials, including periodicals and databases, are adequate and easily accessible to students. However, there is little evidence from their work that students use them.

This may be a function of the limited knowledge of English of some staff and students. Students need to be encouraged to draw upon these valuable sources to broaden and deepen their understanding.

5. Study process and student assessment

Since 2009, students' admission is centralized and run by the Association of Lithuanian Higher Schools (LAMA BPO), which determines enrolment conditions and order. The admission of students is based on the candidates past performance, the students are selected through competition. The applicants are required to at least have a secondary education. Past two years the competitive score was estimated in two ways: the school-leaving examination score in Mathematics and Lithuanian plus the school-leaving examination score in a foreign language and the annual score in History or the annual score in a foreign language and the school-leaving examination score in History (the variant more favorable for the applicant is chosen). Students with the best performance are granted scholarships financed by the government. The number of the scholarships is limited, while there is no set limit for fee-paying students. According to the table Nr. 15 provided in the self-analysis report, the number of the students enrolled every year is decreasing, the general competitive score has decreased from 12.09 to 7.09 points in enrollment of students in the past four years. This correlates with the number of student "drop – outs" as shown in table Nr. 16. The faculty takes action to support and help the first-year students adapt – introduction to studies, tutors for groups. It is also commendable that the faculty sees the issue of "drop-outs" as their priority. But a conclusion can be made, that these actions are not sufficient and the faculty should consider new methods to support the first- year students.

In order to assist students through their years of study there is academic and social support. Each subject has ample material and methodological support with reading lists supplied etc. Internet and intranet are used. There is access to computers and wireless internet. There is financial support, as noted before, through fees discounts and social grants, the fees can be segmented and paid by the student month-by-month. Students are awarded one-off grants for their achievements in science, sport; participation in exhibitions, scientific conferences, etc. Additionally, there are student state loans. Overall, the support appears comprehensive and positive. Thus, the students are well catered for and cared for; the students confirmed to the expert team that there are excellent relations with the teaching staff and advice is always available.

KK has developed Students' achievement assessment system which is defined in the Order of Implementing Studies at KK. While assessing learning outcomes, lecturers follow the principles of clarity, objectivity, impartiality, openness of assessment procedures, mutual respect, and goodwill. The subject assessment criteria, publicly available in subject descriptors, correspond to the LOs of each subject and these correlate to those for the programme. As the norm for Lithuania, assessment is based on

a 10-point scale with the final grade for the subject consisting of accumulative grade (IKI) and final examination. Also, as a general rule, the grading system is presented by the lecturers to the students at the first lecture of the subject. It is important, as every subject's accumulative grade percentage and the tasks needed to be carried out to accumulate the points, differ. Dissatisfied with the evaluation the students can appeal their final marks, it is also important to note that the appeal committee includes a member of the student union. The study process is clearly outlined on KK intranet and the documents that define the academic process of the College. Student progress is monitored over the four years. There are meetings with administration, the faculty.

The students stated that they don't have or do not know of any activities regarding research, applied science. There is no organization or society that organizes conferences etc. In addition, the faculty does not seem to encourage students to participate in such activities, there is little to none of interaction between the teaching staff and the students on the grounds of research. In addition – there is no student union in Druskininkai to support the students and consult them on academic matters. Encouraging the establishment of student hobby groups, scientific club etc. is recommended.

All full-time and part time students of KK who have finished the 1st year of studies have a right to apply for the grant of Erasmus programme for studies or an internship abroad. They can also apply for the status of a student of Erasmus programme. However, during their studies, students can but once go abroad to study and once for an internship under Erasmus programme. Mixed mobility is also possible, i.e. some time is meant for studies, and some time is meant for internship. The students stated that none of them have been on Erasmus and that they do not have any colleagues that have went abroad by a mobility program – this shows that the Erasmus program is not efficiently used. The information about Erasmus is published on the website of KK and can also be found in the intranet of the college. Live meetings and discussions with students are encouraged, as by their statements they are held-back by fears and lack of knowledge of the procedures needed to be carried out in order to go abroad, as well as the fear of losing the jobs they have acquired in Druskininkai.

Every year the Department studies graduates' employment and conducts surveys. KK and the Faculty of BM also receive information about graduates' registration in the Lithuanian Labour Exchange from the Department of Services and Monitoring of Labor Market. In order to ascertain specialist demand, every year KK Druskininkai Division organises round-table talks with at least 5 most significant social partners. At all meetings representatives of enterprises maintained that they appreciate professional readiness of their employees who finished the study programme of BM at KK Druskininkai Division. They also claimed that such employees are very welcome in business enterprises. According to the data of annual surveys (Table 22), the demand of business management specialists depends of economic and market conditions. The study program and the department of Druskininkai suit the needs of the region.

Attention in the Faculty is paid to the students' honesty. During the course of Introduction to Studies, students are acquainted with the requirements of academic ethics, and sanctions for violating its norms. Academic staff teaches students how to compose papers honestly citing references and set tasks that prevent academic dishonesty. All the students of the study programme of BM who write final papers sign declarations prepared and approved by the Department. But, plagiarism verification software, which would fully ensure academic honesty, is not installed yet.

6. Programme management

The *Tourism and Hotel Management* programme is managed by KK Druskininkai Division, which is supervised by Department of Tourism and Hotel Management (Department), which belongs to the Faculty of Business Management (Faculty). The Division is responsible for administration, supervision of the academic staff, and distribution of material resources. The Department is responsible for programme management and quality assurance. The department is run by the Head, who is responsible for the activity results of the department. Head of Department is a lecturer with extensive managerial, educational and research experience. He is accountable to the Dean and Deanery and delivers plans to them which are then checked to be in line of those of Faculty. He is responsible for the methods of studies implemented, study subjects quality (innovativeness, compliance with demand of labour market) and quality improvement, development of qualification of teachers (associate professors, lecturers, assistants), international exchange of students, research development. The department collaborates with Quality and Management Committee of Academic Board, social partners, employers, university scientists and students.

The responsibility of Faculty lecturer is to prepare plans of study subject, methodological material, to apply innovative evaluation methods of studies and learning outcomes, and to foster general and specific competencies of students. Lecturers are accountable to the Head, who assesses their activity results in written report. The summary of lecturers activity assessment report is presented to Deanery. The Faculty is managed by the Dean, which is accountable to the Director of KK. The Dean makes annual and strategic (for 5 years) plans of Faculty. Annual plans are approved in Deanery, while strategic plans and activity programme for the period of 5 years are approved by Director of KK. The Dean is responsible for academic and economic results of Faculty. Study Programme Committee (SPQ) is responsible for design, quality assurance, implementation, operation of each study program, evaluation of potential and enrolled students opinions, provision of recommendations for improvement. It consists of the Head of Department, business representatives and a student. Frequency of Study Programme Committee meetings is not set; it depends on the needs of programme changes.

The Department regularly collects and analyzes the data from Department and Faculty meetings, self-assessment surveys, reports of the chairperson of the Qualifying Board, the results of the investigations

conducted by the Department, students' surveys about study quality, surveys from social partners, statistics of students' and lecturers' mobility, student "drop-out" statistics. Internal study quality assurance system (SQAS) in the Faculty was developed and has been constantly improved, according to Total Quality Management system, which is implemented and used in the College. It is implemented through cycles and self-assessment. SQAS is focused on quality and management of study programmes and study subjects, the field of activities of staff and material resources.

As stated in SAR, the study programme evaluation is carried out annually based on SQAS. During the self-evaluation, emphasis is given to following performance areas: management of the study programme, preparation, implementation and development, staff qualification, international relations, scientific applied research, facilities and learning resources. Outcomes of the study programme and Department performance are compared with outcomes of other study programmes implemented in the faculty to prepare an annual Faculty and College performance report. It is not clear if SQAS is effective and extensively used to what extent it is developed. The autonomy and objectiveness of implementation of the system and data collected is unclear. It is also undefined how collected data is processed and used in further improvements of the programme quality. SQAS is constantly being developed based on recommendations of external quality control and government institutions. It has been reported that the quality of studies is also being constantly improved, however the current situation and progress achieved is not clear.

The student drop-out rate is low in the programme. The analysis of students' surveys led to introduction of more innovative studies, modified methods of evaluation, more flexible working hours of College facilities, increased focus on practical training. Also the lecturers' opinion is taken into account - improvement to study environment have been implemented, the number of computerized working places was increased.

Activity of Department, lecturers, Faculty are analyzed and assessed in annual self-assessment report which is presented to departments, Deanery, lecturers, students, Director of the College. Report includes assessment of lecturers' pedagogical activity and qualification development. Department is assessed by to the level of study program quality, level of qualification of academic staff, results achieved in research development. Faculty is assessed according to the following criteria: management, implementation of study programmes, staff qualification, international activity, research development, material resources. Deanery is eventually responsible for studies quality. Based on information provided in SAR, lecturers' job satisfaction survey is implemented annually since 2009. 2011 survey showed that tasks and responsibilities set by the heads of departments were assigned adequately (59% of participants); lecturers have affirmed that they receive feedback on their performance from the heads of their departments (66% of participants).

As a result of changes made based on evaluations and analysis mentioned above, the quality of studies improved, however it is difficult to measure this improvement. It has been mentioned in SAR of the programme that student thesis quality has improved, however it is not clear by how much and how the thesis quality was evaluated. Overview of the student thesis by the experts indicated that theses' quality is average. Study programme assessment and improvement activity is attended and positively influenced by stakeholders (students, staff, lecturers, employers and graduates). Students participate in surveys related to the quality of the studies and teaching. Graduates participate in the Alumni club, although its participation level is low. Employers surveys are organized, which results are taken into account when learning outcomes modified, content of study subject adjusted, new subjects introduced. Stakeholders participate in career days, round table discussions, Qualification Commission of final theses of students, deliver public lectures and seminars. As stated in the SAR, stakeholders submit proposals regarding study programme content participate in the study subject and teacher performance accreditation commissions as well as in final theses assessment qualification committees. They also participate in the activities of Study Programme Committee. As the members of the study programme committee, stakeholders cooperate in preparation and implementation of the projects focusing on the study programme improvement processes, e.g. EU structural funds projects "Student practical skills enhancement in the hotel and restaurant sector", Leonardo da Vinci innovation transfer project "Innovative methods and procedures of the informal and self-directed learning recognition in the tourism sector". Courses and seminars are delivered by training staff of business enterprises (hotels, tourism and information centres, municipalities).

The system for assuring the quality of the study programme exists and all stakeholders have possibility to affect the quality of the study programme, however it needs to be improved continuously. Internationalization and mobility of the college and this particular programme needs to be increased. International cooperation has been strengthened, network of foreign partners has expanded, mobility of teachers has increased. The number of courses taught in English increased, however it might not be sufficient for the current needs of the labour market. College teachers, departments and faculties prepare self-assessment reports, however there are no external quality evaluation by a separate institution in the College. Internal quality assurance system is functioning, but not sufficient and not effective enough. The feedback system (such as evaluation of teachers) has been developed. Furthermore, in currently existing quality assurance system the participation rate is not clear, also unclear feedback provision and receiving process. It is not clear how the program's quality has been evaluated in the past, what is the level of improvement from year to year. Plans for further quality development are in place, areas of responsibility are defined well. Stakeholders and faculty community participate in the process of quality development. The benchmarking of study quality could be used. In conclusion, there is no well working, fully implemented quality assurance system, as College lacks external (independent) quality assurance system.

The management structure of faculty is clear and effective, tasks and responsibilities allocated adequately. However, it is not clear, why Faculty of Business and Management has two *Tourism and Hotel*

Management programs which have the same LOIs and study subjects. It could be more effective to control and increase the quality of one program instead of supporting and developing two identical programmes in the same Faculty. In fact, *Tourism and Hotel Management* programme in Druskininkai Division of KK is managed and its quality is assured by the same *Business Management Department* and *Faculty of Business Management* as *Tourism and Hotel Management* programme which is taught in Kaunas.

III. RECOMMENDATIONS

1. Be aware that at the end of a first-cycle programme, in Lithuania a bachelor degree, the learning outcomes do not relate to a specialist but a generalist. Also a professional bachelor is still a generalist at this level and is – first of all – an academic degree with a professional bias. It is not a qualification of a specific narrow profession.
2. The College should make sure that writing the learning outcomes is not an exercise on its own right using the right terms but should reflect the profile of the programme and should be implemented throughout the programme in teaching, learning and assessment supported by personnel and material resources. The staff is encouraged to develop further their modularization of the programme.
3. As Bloom’s terminology is used to describing learning outcomes it might be wise to use the full scale, strengthening analysis, synthesis and evaluation or in terms of the Dublin Descriptors in particular “communication” and “learn to learn”. Also, “making judgements” on the basis of academic argumentation could be underpinned. Elements of the “affective” and “psychomotor” domains are hardly identifiable. To this extent business simulation games would be perfectly suitable (see also 9).
4. More efforts might be useful to successfully develop a stronger international orientation of the curriculum and the programme as such, e.g. the introduction of a mobility window – both for practical work and study-periods abroad -, English as the language of teaching and learning. It is surprising that the programme does not reflect the environment of Druskininkai.
5. If international students are to be attracted information and course material has to be available for anyone “at a mouse-click”. The ECTS User’s Guide of 2009 gives a good overview of the material needed.
6. THM might include much more the wellness, health, leisure and sports sector. The complementarity between Tourism and Hotel Management does not seem to be considered.
7. The distribution of credits to be achieved per semester appears to be uneven. Although in the full-time mode the guideline of 60 is respected, the significant difference between winter and summer semester have to be discussed. The logic behind is not obvious – at least not for an outsider.
8. The allocation of credits per modules should be revised in the light of the workload needed. As an example Philosophy and Psychology could be looked at. There seem to be still too many subjects for the programme. It seems to have improved since the last accreditation but should still be improved in the light of modularising the programme. Bundling subjects is not regarded as modularization, neither automatically a multidisciplinary approach.
9. Also, some modules, e.g. “Lithuanian Language and Business Correspondence”, “Business Communication” or “Basics of EU Common Market” might be questioned as regards reaching bachelor level. There might be a closer link to the THM sector. A module “Management” might be much too general. Overall, it might be adequate to revise the structure of the modules, e.g. “Philosophy” and “Psychology” are in different blocks; “Information Technology” part of the block “General subjects of collegial studies”. Do social media, e.g., not play a role within the foreseeable future? In addition the college might consider indicating the level of competence of the language classes. The level could be linked to the European Competence Framework for Languages

10. There is no need to have the same forms of learning for each module. The distribution – in particular as regards self-study and consultation seems to be quite arbitrary. The role of “practices” and “practicals” has to be clarified for full-time students. The curriculum should foresee business games/simulation as it does at Kaunas.
11. A transparent and clear assessment system should be designed. It appears as if credits are taken as weighting factor for marks. Credits are purely based on workload and have nothing to do with the performance how they were achieved.
12. The development of staff is key for the future of the programme. The initiatives taken so far should be continued.
13. The College uses a transparent admission system for selection of candidates. Organization of teaching process and social support is beneficial for achieving intended learning outcomes and the grading system in place enables correct assessment of achieved learning outcomes. The academic support system could be improved, as many first year students drop out to due academic failure or leave the studies by their own request. Also, the faculty should take proactive measures to encourage students to participate in research and other scientific activities, to establish a student union, hobby groups etc. In addition, it is recommended to implement an anti-plagiarism program to fully ensure academic fairness.
14. The under-equipment of the library is well-known throughout several countries. The College should do something to amend the situation and give access to students to improve their academic skills. It is understood that the situation in Druskininkai is even more difficult. However, the students cannot be expected to go to Kaunas to get adequate literature. The experts noticed some thoughts in the right direction. Additionally, the space for self-studies should be amended. The space is such is available but not yet equipped for self-study purposes.
15. The College should continue to involve students and to listen to them. Also the relationship with other stakeholders is very good. Perhaps a thought to stabilize the situation on a more formal level might be adequate. A proposal was made, for example, to think in terms of a “Dual Programme” to integrate College and the business world on a very formal basis within a programme.
16. Students and alumni emphasized practical experience during the lectures as the biggest value of the study program which opens the doors to the work. During the meeting with social partners experts were told, that the graduation of KK is a good business card for a student. Social partners emphasized that students are stronger and stronger every year and there are more relationships between theory and practice. Students are capable to answer the questions of practitioner and usually demonstrate capabilities to implement their ideas/projects.
17. The internal quality system seems to need more effectiveness and efficiency. An Internal Quality processes is not really established. The evaluation of the different classes is left to the lecturer and he collects the evaluations from the students directly. Changes as consequence of critique are left to the lecturer, and depend on his/her wish to answer to student/social partner suggestions.
18. The College should establish a programme change process. In such a process/design different time-checkpoint must be included. It must contain who can initiate a change of the programme, when, why, with what support and what are the stages that such an initiative has to run through. The process must produce reports with action items and identify named-persons (not units) to fulfil the required activity.

IV. SUMMARY

To be maintained and consolidated

- Training of staff to maintain motivation and improve understanding of teaching, learning and assessing in the light of a student-centred approach based on a modularised philosophy using credits to protect students, respecting ECTS and other tools applied within the European Higher Education Area in the light of the Lithuanian laws and regulations, such as the Lithuanian Qualifications Framework.
- Relationship to all stakeholders embedding regional needs.
- Communication between all staff and students within a programme, between programmes and between faculties.
- Consider the introduction of platforms to design study-programmes effectively and efficiently to also allow for mobility between programmes, faculties and locations.
- The motivation of staff to get involved at all sites and think of the programme as „their baby“ which has a common core but has to be oriented towards the needs of the respective location.

To be reflected on and developed further

- Potential link to health, wellness, leisure and sport for further growth of the programme.
- Internationalisation of curriculum, including cultural awareness and communication skills of students and staff, not focused on English only, considering the location of the programmes on offer.
- Equipment of library and learning resources for students and staff, in particular for self-studies; exploit any sources for support in Kaunas and also at European level (library, funds through European programmes).
- Profiling full-time student programmes, taking advantage of diversity but respecting limitations in terms of workload and distribution of modules. Investigate whether part-time programmes might better suit the needs of the stakeholders.
- Assure quality on the basis of a sound internal quality system which operates independently with the support of the decision making bodies. A fair and transparent assessment system is part of it as well .
- Design a work-and time-schedule to determine what has to be done when by whom. Include all proposals which were made in the past accreditation process, eg the design of a transparent assessment procedure.

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 fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	2
3.	Staff	3
4.	Material resources	2
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	2
	Total:	14

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

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KAUNO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *TURIZMO IR VIEŠBUČIŲ VADYBA* (VALSTYBINIS KODAS – 653N20007) 2013-06-11 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-191 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

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

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	14

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Palaikyti ir stiprinti:

- Darbuotojų mokymą siekiant palaikyti motyvaciją ir pagerinti supratimą apie mokymą, mokymąsi ir vertinimą, atsižvelgiant į studentus orientuotą požiūrį, pagrįstą modulių filosofija, naudojant kreditus studentams apsaugoti, laikantis ECTS ir kitų Europos aukštojo mokslo erdvėje taikomų priemonių, atsižvelgiant į Lietuvos įstatymus ir reglamentus, pavyzdžiui, Lietuvos kvalifikacijų sandara.
- Ryšius su visais socialiniais dalininkais, įtvirtinančius regiono poreikius.
- Visų darbuotojų ir studentų bendradarbiavimą įgyvendinant programą, ryšį tarp programų ir tarp fakultetų.
- Apsvarstyti platformų, kurios padėtų sukurti veiksmingas studijų programas, diegimą, taip pat užtikrinti mobilumą tarp programų, fakultetų ir vietovių.
- Darbuotojų motyvavimą dalyvauti visose srityse, o programą laikyti „savo kūdikiu“, kurios pagrindas bendras, bet kuri turi būti orientuota į atitinkamos vietovės poreikius.

Apsvarstyti ir toliau tobulinti (gerinti):

- Galimą ryšį su sveikata, grove, poilsiu ir sportu, užtikrinant tolesnį programos augimą.

- Studijų programos internacionalizavimą, įskaitant studentų ir darbuotojų supažindinimą su kultūra ir komunikavimo įgūdžiais, neakcentuojant vien tik anglų kalbos, atsižvelgiant į programų įgyvendinimo vietą.
- Bibliotekos įrangą ir materialiuosius išteklius, skirtus studentams ir darbuotojams, ypač savarankiškomis studijoms; panaudoti visus šaltinius iš Kauno, taip pat ir europinius (biblioteka, Europos programų lėšos).
- Nuolatinių studijų studentų programų profiliavimą, pasinaudojant įvairove, kartu laikantis apribojimų darbo krūvio ir modulių paskirstymo atžvilgiu. Ištirti, ar išstėtinių studijų studentams skirtos programos negalėtų geriau atitikti jų socialinių dalininkų poreikių.
- Užtikrinti kokybę remiantis tvirta vidaus kokybės sistema, veikiančia nepriklausomai, padedant sprendimus priimančioms institucijoms. Sąžininga ir skaidri vertinimo sistema taip pat yra šios programos dalis.
- Nustatyti darbų ir laiko grafiką, kuriame būtų nurodyta, kas, kada ir ką turi padaryti. Įtraukti visus pasiūlymus, pateiktus ankstesnių akreditavimo procedūrų metu, pvz., nustatyti skaidrią vertinimo procedūrą.

III. REKOMENDACIJOS

1. Reiktų nepamiršti, kad pasibaigus pirmos pakopos studijų programai – Lietuvoje tai bakalauro laipsnis – studijų rezultatai siejami ne su specialiuoju, o su bendruoju dalykų žinojimu. Be to, profesinio bakalauro laipsnį gavęs absolventas yra tik šio lygmens eruditas; visų pirma, jis yra įgijęs mokslinį laipsnį su profesine pakraipa. Tai nėra konkrečios siauros specialybės kvalifikacija.
2. Kolegija turėtų užtikrinti, kad numatomų studijų rezultatų formulavimas nereiškia vien tik teisingų terminų vartojimą – reiktų atspindėti programos sandarą ir įgyvendinti ją taikant konkrečią dėstymo, mokymosi ir vertinimo programą, palaikomą darbuotojų ir materialiaisiais ištekliais. Darbuotojai raginami toliau kurti programos modulius.
3. Kadangi numatomiems studijų rezultatams aprašyti naudojama Bloomo terminologija, būtų išmintinga naudoti visą skalę, sustiprinant analizę, sintezę ir vertinimą, arba, kalbant Dublino deskriptoriaus terminais, visų pirma „komunikaciją“ ir „išmokyti mokytis“. Be to, galėtų būti įtrauktas „spendimų priėmimas“ remiantis mokslo argumentais. Sunku įžiūrėti „emocinės“ ir „psichomotorinės“ srities elementus. Tam puikiai tiktų verslo imitavimo žaidimai (dar žr. 9 punktą).
4. Būtų naudinga pasistengti, kad programos dalykai ir pati programa būtų labiau orientuota į tarptautinį lygmenį, pavyzdžiui, būtų įdiegtas mobilumo langas (*informacinis portalas*), kuriame nurodomi praktinio darbo ir studijų užsienyje laikotarpiai, anglų kalba taptų mokymo ir mokymosi kalba. Stebėtina, kad ši programa neatspindi Druskininkų aplinkos.
5. Jei ketinama pritraukti užsienio studentus, informacija ir studijų medžiaga turi būti prieinama kiekvienam „vienu pelės spustelėjimu“. 2009 m. ECTS vartotojo vadove pateikta puiki reikalingos medžiagos apžvalga.

6. Į *Turizmo ir viešbučių vadybos* programą galėtų būti įtraukta daugiau informacijos apie sveikatingumą, sveikatą, poilsio ir sporto sektorių. Panašu, kad nesvarstyta, kaip *Turizmas ir viešbučių vadyba* papildo vienas kitą (skirtinguose padaliniuose).
7. Atrodo, kad kreditai, kuriuos reikia gauti per semestrą, paskirstomi nevienodai. Nors nuolatinių studijų studentams pagal rekomendaciją skiriama 60 kreditų, reikia aptarti, kodėl toks didelis skirtumas tarp žiemos ir vasaros semestrų. Logika, bent jau žiūrint iš šalies, neaiški.
8. Kreditų skyrimą pagal modulius reikėtų pakoreguoti atsižvelgiant į reikalingą darbo krūvį. Pavyzdžiui, būtų galima panagrinėti filosofijos ir psichologijos dalykus. Panašu, kad ši programa apima per daug dalykų. Nuo paskutiniojo akreditavimo programa tarsi buvo patobulinta, bet vis dėlto ji dar tobulintina atsižvelgiant į programos moduliavimą. Sujungti dalykus nėra moduliavimas, taigi nėra ir daugiadalykinio požiūrio.
9. Be to, abejonės kelia kai kurių modulių, pvz., „Lietuvių kalba ir verslo korespondencija“, „Verslo komunikacija“ ar „ES bendrosios rinkos pagrindai“, tinkamumas bakalauro laipsniui suteikti. Galėtų būti glaudesnis ryšys su turizmo ir viešbučių vadybos sektoriumi. Panašu, kad modulis „Vadyba“ pernelyg abstraktus. Būtų tikslinga peržiūrėti modulių sandarą: pvz., „Filosofija“ ir „Psichologija“ yra skirtinguose paketuose; „Informacinės technologijos“ įeina į paketą „Bendrieji koleginių studijų dalykai“. Ar, pvz., socialinė žiniasklaida, neturės jokio vaidmens netolimoje ateityje? Be to, kolegija galėtų apsvarstyti, ar nereikėtų kalbos dalykuose nurodyti kompetencijos lygio. Šis lygis galėtų būti susietas su Europos kompetencijos kalbų srityje gairėmis.
10. Nebūtina kiekvienam moduliui taikyti tas pačias mokymo formas. Atrodo, kad šis paskirstymas, ypač susijęs su savarankišku studijavimu ir konsultavimu, yra pakankamai arbitriškas. Nuolatinių studijų studentams reikia paaiškinti „praktikos“ ir „pratybų“ vaidmenį. Studijų programoje reikėtų numatyti verslo žaidimus/modeliavimą (imitavimą), kaip yra daroma Kaune.
11. Reikėtų sukurti skaidrią ir aiškią vertinimo sistemą. Panašu, kad kreditai laikomi svertiniu veiksniu pažymiams nustatyti. Kreditai grindžiami tiktai darbo krūviu, jie visiškai nesusiję su tuo, už kokius rezultatus buvo gauti.
12. Darbuotojų kvalifikacijos tobulinimas yra programos ateities sąlyga. Pradėtos iniciatyvos turėtų būti tęsiamos.
13. Kolegijos taikoma studentų priėmimo sistema yra skaidri. Tai, kaip organizuojamas mokymo procesas ir socialinė parama, leidžia pasiekti numatomus studijų rezultatus, o įdiegta vertinimo sistema – teisingai įvertinti pasiektus studijų rezultatus. Akademinio rėmimo sistema galėtų būti tobulesnė, nes daugelis studentų nubyra dėl nepatenkinamų mokymosi rezultatų arba atsisako studijuoti savo prašymu. Be to, fakultetas turėtų imtis aktyvių priemonių, skatinančių studentus dalyvauti tyrimų ir kitoje mokslinėje veikloje, įkurti studentų sąjungą, grupes, vienijančias studentus pagal jų pomėgius. Siekiant visiškai užtikrinti akademinį sąžiningumą, rekomenduojama įgyvendinti antiplagijavimo programą.
14. Apie tai, kad biblioteka neaprupinta, gerai žinoma keliose šalyse. Kolegija turėtų kažką daryti, kad pakeistų padėtį ir suteiktų studentams galimybę tobulinti akademinį

gebėjimus. Manoma, kad Druskininkuose padėtis dar blogesnė. Tačiau negalima tikėtis, jog studentai vyks į Kauną, kad gautų ten tinkamos literatūros. Ekspertai pastebėjo, kad kai kas mąsto teisingai. Be to, reikėtų pagalvoti apie savarankiškoms studijoms skirtą vietą. Ploto pakanka, bet dar neįrengta vieta savarankiškam mokymuisi.

15. Kolegija turėtų ir toliau stengtis įtraukti studentus ir įsiklausyti į jų nuomonę. Ryšiai su kitais socialiniais dalininkais labai geri. Būtų gera mintis oficialesniu lygiu stabilizuoti padėtį. Buvo pasiūlyta, pavyzdžiui, pagalvoti apie „dvigubą programą“, kuri apjungtų kolegiją ir verslą oficialiu lygmeniu.
16. Studentai ir absolventai pabrėžė, kad praktinė patirtis paskaitų metu yra didžiausia studijų programos vertybė, atverianti duris darbui. Per susitikimą su socialiniais partneriais ekspertams buvo išsakyta, kad Kauno kolegijos baigimo diplomai yra gera vizitinė kortelė studentui. Socialiniai partneriai pabrėžė, kad studentai kiekvienais metais yra vis stipresni, o teorija vis labiau siejama su praktika. Studentai sugeba atsakyti į specialisto klausimus ir paprastai parodo savo gebėjimą įgyvendinti jų idėjas/projektus.
17. Vidinė kokybės sistema, atrodo, galėtų būti veiksmingesnė. Vidinės kokybės užtikrinimo procedūros iš tikrųjų nesukurtos. Paskaitos vertinimas paliktas dėstytojui, jis surenka studentų atsiliepimus. Pakeitimus, atsižvelgdamas į kritiką, įgyvendina irgi tik dėstytojas, ir pakeitimai priklauso tik nuo jo/jos noro priimti studento/socialinio partnerio pasiūlymus.
18. Kolegija turėtų nustatyti programos keitimo procedūrą (procesą). *Į šią procedūrą/projektą būtina įtraukti kitokį kontrolinį tašką laike (time-checkpoint)*. Jame būtina nurodyti, kas, kada, kodėl ir kam padedant gali inicijuoti programos keitimą ir kokie turi būti keitimo etapai. Procesu metu turi būti pateiktos ataskaitos, kuriose pagal punktus nurodomi veiksmai ir asmenys (ne padaliniai), kurie vykdytų būtiną veiklą.

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Paslaugos teikėja patvirtina, kad yra susipažinusi su Lietuvos Respublikos Baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

¹ Žin., 2002, Nr. 37-1341.