



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Šiaurės Lietuvos kolegijos

***RENGINIŲ VERSLO VADYBOS STUDIJŲ PROGRAMOS  
(653N90003) VERTINIMO IŠVADOS***

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**EVALUATION REPORT  
OF *EVENT BUSINESS MANAGEMENT*  
(653N90003) STUDY PROGRAMME  
at Northern Lithuania College**

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Išvados parengtos anglų kalba  
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Renginių verslo vadyba</i>
Valstybinis kodas	653N90003
Studijų sritis	Socialinių mokslų
Studijų kryptis	Verslas ir vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo ir vadybos profesinis bakalauras; Vadybininko profesinė kvalifikacija
Studijų programos įregistravimo data	2009-03-19

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Event Business Management</i>
State code	653N90003
Study area	Social sciences
Study field	Business and management
Kind of 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	Business and management professional bachelor; professional qualification of a manager
Date of registration of the study programme	19-03-2009

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## I. INTRODUCTION

Northern Lithuania College (NLC), a private school, was established in 2003; it was earlier recognised as the Further Education Business School of Northern Lithuania in 2001. Following the guidance of the Centre for Quality Assessment in Higher Education (SKVC), the NLC prepared a self-evaluation document for an Event Business Management (EBM) study programme in the field of Business and Management. This programme was introduced in 2009.

A self-evaluation group was formed by the head of the Management Department, and approved by the NLC director in September 2012. The group comprised three experienced teachers, two managers for academic matters, one full-time 2<sup>nd</sup> year EBM student, and a social partner (Šiauliai City Municipality).

The present review has been carried out under the guidelines and procedures of SKVC. This assessment report is based on the Self-Evaluation Report (SER), received in March 2013, and on a site visit on 23rd May 2013. The external evaluation was carried out by a team of international experts, led by Dr. Michael Emery, together with Assoc. Prof. dr. Rong Huang, Prof. dr. Lukasz Sulkowski, Dr.Saulius Būdvytis, and Mr.Dionis Martinkevichus (student representative). All members of the assessment group individually prepared draft reports. During the site visit, the team had the opportunity to discuss the programme with the faculty administration, teaching staff, students, graduates and social partners. The expert team also visited teaching space, distance learning room, computer rooms, the library and also other facilities associated with the programme. After the visit, the expert group held a meeting in which the contents of the evaluation was discussed and adjusted to reflect the opinions of the College community.

## II. PROGRAMME ANALYSIS

### ***1. Programme aims and learning outcomes***

*1.1 the programme aims and learning outcomes are well defined, and are clear and publicly accessible;*

In the SER, only the main aim of the EBM study programme was mentioned as to “*prepare innovatively and creatively thinking event business managers having sufficient knowledge and abilities to organise and develop successfully event business, able to respond quickly to changing business and cultural environments, take the most appropriate decisions as well as to learn independently and develop their professional qualifications*”. The successful meeting of this aim should allow EBM graduates to enter the labour market to work in different sector business enterprises as event organisers or other area managers. The intended learning outcomes are illustrated in the form of expected knowledge and abilities (e.g. abilities to carry out research, special abilities, social abilities and personal abilities). Overall these abilities express what “students are expected to learn but not what they are expected to achieve”. They should be written in the form of what the students should attain at the end of the programme or modules; they should be both generic and subject specific as indicated in the Bologna guidelines. Furthermore, fifteen learning outcomes are too many and some overlap of abilities can be identified.

The aim, and expected learning outcomes, of EBM have been announced in the Open Information Consulting Guidance System (AIKOS), websites designed to studies, and the NLC website. The aims and outcomes are also promoted through informative leaflets and Studijų kokybės vertinimo centras

presentations in various study events. They are also listed on the NLC website (<http://www.slk.lt/en/event-business-management-en>). The description of the study programme given on the NLC website is brief but accessible in both English and Lithuanian. However a different aim is used for the EBM study programme on the NLC website. Based on the discussion with the college administration and the teaching staff, it is clear that the content was developed by the college students to be attractive to the target market. But the review panel believes it is very necessary to ensure consistency of the programme aim and the learning outcomes is reflected accurately in different promotional materials and are also known among all the stakeholders. The review panel also believes that the use a video to showcase the graduates is a good idea, but the video is very short and appears to be only accessible in Lithuanian. The college should reconsider the video to produce one of better quality and also in other languages (e.g. English, Russian) to attract international students.

*1.2 the programme aims and learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market;*

The EBM study programme parallels the main aim of the State Long-term Strategy (2002) and one of the strategic targets of the NLC (2008-2013). It is clearly based on labour market needs in Northern Lithuania, as shown in NLC's own research of the demand for Event Business Management Specialists, Lithuanian Labour Exchange data and also Cedefop forecast.

The NLC is the only higher education school in Lithuania which offers the EBM study programme. Although related study programmes are presently offered by six colleges and two universities, the EBM study programme in the NLC pays more attention to the teaching of entrepreneurship and the development of managerial skills. Based on the discussion with the faculty administration and also the teaching staff, it is apparent that the NLC uses some dated information to set up this EBM programme and a review is suggested. The NLC should use appropriate terminology to describe the intended learning outcomes and fully correspond to the Bologna process discourse and also relevant programme in other countries

*1.3 the programme's aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered;*

The programme's aims and intended learning outcomes are in conformity with national and European qualification frameworks. As a multitude of subjects are covered in this programme, then by necessity much of the information provided in different subjects remains superficial. The students' actual needs may be better served by more specialisation subjects and also practical courses. It would be wise to benchmark this programme against similar programmes internationally to obtain details of 21<sup>st</sup> century programmes for consideration. This aspect will be further discussed from the perspective of curriculum design.

*1.4 the name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other;*

The programme delivers core knowledge, as well as practical and transferable skills – all of which are reflected in the tables of the SER. The EBM intended learning outcomes are periodically reviewed. Comments are fed to the EBM Study Programme Quality Supervision Committee by social partners, graduates and alumni, current students and teachers. The EBM's current aims and learning outcomes were updated in 2012.

However, it seems that each subject has many intended learning outcomes (for instance, marketing subject in Semester III has 11 learning outcomes). An analysis of learning outcomes

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in different subjects, it is apparent that many learning outcomes can be summarised into one learning outcome if correct terminology and appropriate level of requirements in relation to the European Qualification Frameworks for Lifelong Learning are considered. Furthermore, too many learning outcomes means that a student needs to attain a large number of learning outcomes in order to successfully complete the programme. Moreover, only four out of the 34 subjects are directly related to event specialisation (one in reality is practice). Such a design is very similar to the specialisations (Marketing Management, Finance Management) in the bachelor Business Management programme offered. The limited numbers of subjects that are specialist subjects related to Event Management means that it is very difficult to justify the name of the programme as the Event Business Management.

## **2. Curriculum design**

### *2.1 the curriculum design meets legal requirements;*

The EBM programme is offered in full-time (3 years, 180 ECTS) and part-time (4 years, 180 ECTS). Subjects are laid out within the programme consistently and 5-7 subjects are studied in each semester. General subjects are 15 ECTS, Study Field Subjects 135 ECTS, Specialisation subjects 30 ECTS. There are three practices worth 30 ECTS. In an analysis of the study plan provided in the SER and also the teaching staff, the EBM study programme curriculum design meets legal requirements for higher education study programmes in the Republic of Lithuania 2011 guidelines.

### *2.2 study subjects and/or modules are spread evenly, their themes are not repetitive;*

The study load is distributed as follows; 30 credits per semester in full time (FT) studies, and 45 credits per year in part-time (PT) studies. Between five and seven subjects are studied during each semester, 34 subjects are taught in order to implement the EBM learning outcomes. The study subjects are spread evenly over the period of study.

In semesters I and II, general higher education college study subjects as well as introductory subjects of the study field are taught. During semester III the students are taught the basic subjects of the fundamentals of studies. However only in semesters IV, V and VI, (in FT studies) or in semesters VI, VII and VIII (in PT studies), are subjects taught that are designed to deepen the students' specialist knowledge, and these are studied together with the subjects in the study field. Optional subjects may be selected from the general list of optional subjects taught in the NLC; however, these subjects are generic in nature. The layout of the study subjects enables the performance of consistent studies in consideration of the background knowledge necessary to study a subject. The students and teaching staff were both very positive with the Entrepreneurship course and business simulation games. The students thought such activities were really good to help them apply theories to the real world. Winning different awards for such practice externally certainly gave a strong sense of pride to the NLC and these Event's students.

However, such an arrangement might mean that the students have a reduced interest and low satisfaction in these general subjects, this is because the students may fail to see the connection between these 'background knowledge' subjects and their future professional career. This has been clearly shown in the provided student evaluation results in relation to general subjects such as Aesthetics/Fundamentals of Philosophy, Foreign Language.

Three kinds of practices (the Managerial Activity Practice, the Event Organising Enterprise Operation Practice, and the Final Practice) are included in the curriculum. This is in line with the students' wishes for more practice opportunities. The students were very positive with their practical experience. However they asked whether more international practical experience is possible to embed the programme. But the timing and depth of each type of practice raise a question about how much managerial experience the students actually gain. Again, it would be wise to benchmark this programme against international providers to investigate what practices can be offered.

### *2.3 the content of the subjects and/or modules is consistent with the type and level of the studies;*

The arrangement of subjects (there are not any event-related subjects in Semesters I, II and III), and also the fact that there are only four event-related subjects among all the subjects, raises the following question. How can students demonstrate their ability to critically appraise complex principles and models, and to analyse and/or solve real-life/case study problems and issues through the synthesis of theory and practice, without a sound grounding of relevant event management theories at Level four and five? So far, except for the Event Planning and Organising subject in Semester IV, no other specialisation subjects are at Level 5; other subjects are currently at Level 6. This means students at Level 6 in the current curriculum are expected to firstly understand the inter-relationships of the subject matter, and then integrate knowledge and skills, so as to demonstrate the developed intellectual skills within detailed and more complex topics associated with the study subjects and specialisms. Such a design gives insufficient time for students to develop the necessary abilities to succeed.

### *2.4 the content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes;*

The subjects in semesters I and II are general higher education college study subjects and introductory subjects of the study field. The students showed low interest and satisfaction (as we saw in the student evaluation survey). Therefore some subjects miss the opportunity to provide the students with the practical knowledge that they are likely to need if they want to successfully compete in the events job market. For example, General Psychology, and Aesthetics are offered in the 1st Semester. Topics for each subject tend to be generic and not directly linked with Event Business Management. This could be improved if these general subjects could be more related in their teaching and learning to the more perceived interesting curricular subjects. Furthermore, some subject taught in Level 6, such as Multimedia Technologies/Web development in fact only match the requirements of Level 5.

Lectures, together with practice and seminars, are used to transfer the study knowledge. The ability to carry out research, and also special and social abilities, are taught by organising practical and project works, together with creative, research, applied nature works; and these are performed by working in teams, groups or individually. Methods such as debates, discussions, and reflection are applied to develop personal abilities. The overall study methods of subjects are consistent with the intended learning outcomes of the study programme.

### *2.5 the scope of the programme is sufficient to ensure learning outcomes;*

Some of the learning outcomes, as already noted, are not specified in the best possible way (see C1 or D1), but the selected learning outcomes are covered broadly by the programme. Given that some of the subjects (e.g. Creative Industries, Cultural Service Marketing, and Human Resource Management) may have to remain on a superficial level, and may not help the students to find jobs or prepare them for further studies in the most useful way, the real learning outcomes of the

programme are not identified entirely. The EBM study programme appears to have been composed of existing components, and even if those components are appropriate, this is not a guarantee that the overall composition is also appropriate. Once again, it would be useful to benchmark this programme internationally and gain from the exemplars.

*2.6 the content of the programme reflects the latest achievements in science, art and technologies.*

The course material contains contemporary references, but the possible language limitations of both the students and the faculty members limit the scope of the current literature they can rely on. Furthermore, recommended references tend to be textbooks instead of academic journals. This should be reviewed by the teachers.

### **3. Staff**

*3.1 the study programme is provided by the staff meeting legal requirements;*

The study programme is provided by the staff meeting legal requirements; this is substantiated in Section 3.1 of the SER. Over 10% of the subjects in the study field are taught by higher education college teachers with doctor degrees of science. 17 teachers from the list of 23 (Annex\_Lectures\_list) have more than 5 years of teaching experience. 18 teachers have at least 3 years practical experience that matches the subjects that they teach.

*3.2 the qualifications of the teaching staff are adequate to ensure learning outcomes;*

The formal qualifications of the teaching staff are appropriate. All higher education college teachers have Master's (or equivalent to Master's) qualification degrees. Six of the teachers have obtained Doctoral qualifications. Five EBM higher education college teachers are currently researching for their doctorate.

*3.3 the number of the teaching staff is adequate to ensure learning outcomes;*

The numbers of the teaching staff are adequate to ensure the desired learning outcomes, as indicated fully and as illustrated below from Table 3 of the SER:

Ratio of EBM Students and Higher Education College Teachers

Academic year	Number of the EBM students	Number of the EBM higher education college teachers	Ratio of the number of students and higher education college teachers (students./teachers)
2009-2010	15	11	1.3/1
2010-2011	54	26	2.1/1
2011-2012	70	31	2.2/1

*3.4 the teaching staff turnover is sufficient to ensure an adequate provision of the programme;*

The turnover of teaching staff (the turnover of permanent higher education college teachers) is of a level so as to be able to ensure an adequate provision of the programme. Statistical data about the average age of academic staff at Lithuanian colleges shows that the team of higher education college teachers teaching the EBM study programme at NLC is a relatively young one. This relatively large number of younger teaching staff for the EBM Programme can provide continuity over time, and can also contribute towards further innovation and developments in

terms of scope, curriculum and teaching methods.

### *3.5 the higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme;*

The NLC organises qualification improvement seminars for its higher education college teachers. During the period being analysed, 24 teachers participated in different seminars. Teachers are encouraged to participate in a number of professional areas including; work groups contributing towards the development of the EBM study programme, self-analysis of the college's performance, study quality supervision committee and other workgroups. They are also encouraged to participating in scientific conferences, internships, seminars, project activities, and, as noted already, to pursue doctoral studies.

From discussion with the faculty administration and the teaching staffs, it is clear that the NLC provides support (such as favourable timetable arrangement, free entry to different conference materials) to the teachers undertaking doctoral studies. Some part-time teachers are also teaching in the nearby University of Šiauliai. The NLC has developed strong relationship with the University not just for its students to enter the University for a bridging course before their master's study but also for its teachers as the NLC and the University organise joint events and seminars to improve teaching and research ability for their professional development. Both the NLC and the teachers recognise the need to improve the level of English language in order to achieve a more international vision of the NLC, bring international best practice to the teaching and also teaching international students in the future. However there is no formal appraisal system in the NLC as it so far only focused on poor performance of individual teachers or requests from the teachers for an appraisal review.

### *3.6 the teaching staff of the programme is involved in research (art) directly related to the study programme being reviewed.*

The teachers of the EBM study programme have participated in the development and publication of scientific articles; in the period 2009-2012, they have prepared 54 internal publications assigned to the College. Nine teachers, who taught the EBM students, participated in mobility programmes on behalf of the College in 2009-2012.

However it is necessary for NLC to invest in the future development of a professional community so as to create a teaching and related research identity. The need for this identity could be seen from the curriculum vitae that were submitted to the expert team as only a limited number of specific research profiles could be found that were relevant to the scope of this EBM programme, and also the discussion held with the teachers in relation to their research confirmed this point.

## **4. Facilities and learning resources**

### *4.1 the premises for studies are adequate both in their size and quality;*

The NLC has 20 lecture halls, with an average of 30 places in each hall. There are also 40 workstations in the self-study centre. In 2012-2013, the total number of study programmes was 17 full-time student groups and 14 part-time study groups. The average number of EBM students in one group did not exceed 20. Thus even taking in to account the planned growth in student numbers and dividing the groups into sub-groups, then the number of workstations in lecture halls will be sufficient for the foreseeable future.

*4.2 the teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality;*

Ninety-five percent of the area of the NLC is covered by a wireless internet connection. This wifi coverage is almost twice the national minimum requirements for a higher education school in Lithuania. As reported and agreed by the expert team in Section 4.1 of the SER, the teaching and learning equipment is adequate both in size and quality.

*4.3 the higher education institution has adequate arrangements for students' practice;*

The professional practices (work placements/internships etc) of the EBM study programme may be performed in various organisations and enterprises performing cultural activities. The EBM students can either select their practice locations from a list of practice locations recommended by the Management Department, or they themselves can find practice locations. With the aim of finding practice workplaces for all students of the EBM, the time and tasks of professional practices are agreed in advance with stakeholders. The College has signed cooperation agreements with a range of enterprises and organisations as also stated in section 4.1 of the SER in the above mentioned areas of activities. Furthermore, the EBM students may perform their professional practice at the College Business Practical Training Firm (UAB NLC) together with students of other specialities, or in foreign organisations under the extended Erasmus Charter. Therefore it can be seen that NLC has adequate arrangements in place for the students to gain sufficient professional practice.

*4.4 teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible.*

The NLC library has sufficient number of monographs, schoolbooks, dictionaries, encyclopaedias that may be required by students. However very limited range of sources are directly related to Event Management. Free access to databases and printed and electronic resources of the city (Vilnius) libraries are offered for use by students and their teachers. Within the analysed period of time, the teachers developed methodological tools for 24 EBM study subjects; although none of 24 subjects are event-related subjects. They are available to students in the NLC's virtual environment Moodle.

## **5. Study process and student assessment**

*5.1 the admission requirements are well-founded;*

The admission procedure is part of the general admission process for institutions of higher education in Lithuania, so the legal aspects are clear. Both admission scores and student admission numbers have gone down recently (as shown in Table 8 and 9 of the SER); this indicates that the programme cannot be very selective.

*5.2 the organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes;*

The organisation of the study process of the EBM lectures is clear. However it is noticeable that in the VI Semester the students' workload is (relatively) the lowest, as both Final Practice and

Final Theses are allocated to this Semester. An insufficient number of specialisation subjects are included in the current curriculum and this should be rectified.

*5.3 students are encouraged to participate in research, artistic and applied research activities;*

The EBM students are encouraged to participate in scientific applied, artistic as well as consultative activities in the following forms: participation in scientific practical conferences organised periodically at the NLC, periodical publication issued by the NLC, educational activities in the Academy of Arts at Šiauliai Art Gallery, participation in organising international events held in Šiauliai city, organisation of the leisure time and entertainments for the youth of the city, and organisation of exhibitions.

*5.4 students have opportunities to participate in student mobility programmes;*

The students of the NLC have an opportunity to go to study to foreign higher education schools under the international exchange programme Erasmus. Within the analysed period, 11 EBM students participate in such programmes to higher education schools in Hungary, Latvia, Portugal, and Poland. These numbers are satisfactory for a relative small cohort. This exchange trend is important for the students and for the programme, but it should be enlarged.

*5.5 the higher education institution ensures an adequate level of academic and social support;*

A range of teachers in the NLC provide academic support to the students. The NLC implements the adaptation programme for the first year students. Informative lectures in relation to study procedures, and some important documents, are organised at the beginning of an academic year. Every group of students gets its curator who gives comprehensive information to students about the programme. The teachers consult students concerning optional modules, selection of the topic of theses, and a suitable place for practice etc. Career planning events are organised for students every year. Information to students is announced on the NLC websites, in the academic information system on notice boards, and sent to the email address of the students. Overall level of academic support is adequate in the NLC.

The procedures of social support (Tuition tax rebate system, social grants, government-backed loans, lump sum benefits etc) are introduced to students during the introductory week. The students are provided with advice concerning the issue of financing their studies, and are helped to manage their documents in relation to financial support. The NLC supports students' participation in competitions in relation to their studies, and organises for its students various events and on-going lectures/seminars in the stakeholders' enterprises. However the drop-out rate of the EBM programme is very higher in relation to similar programmes in the country.

*5.6 the assessment system of students' performance is clear, adequate and publicly available;*

Assessment criteria are introduced to students during the introductory lecture of each of the study subjects. It is unclear whether the students can access such information at other times or through other channels. Procedures for assessment of final theses are clear and adequate. Although there is the Procedure of the Assessment of the Learning Outcomes of the College, there is no evidence that samples of assessed work are moderated internally.

*5.7 professional activities of the majority of graduates meets the programme providers' expectations.*

As six out of fifteen students drop-out from the EBM programme, only nine students graduated among the first cohort of the EBM students in 2012. This is a rather high drop-out rate. Six months after graduation, the survey of graduates' employment was performed and all nine graduates were successfully employed within a period of six months. Hence their professional activities meet the programme providers' expectations.

## **6. Programme management**

*6.1 responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated;*

The EBM study programme has been coordinated by the EBM Study Programme Quality Supervision Committee (the Committee). This committee is managed by Saulius Vaivada (the Head of the Management Department). The role of the Committee is clearly stated in the SER and it is responsible for the following; implementation of the aims of the EBM study programme; the study programme quality supervision; and that the Committee acts in compliance with the Committee Regulations.

*6.2 information and data on the implementation of the programme are regularly collected and analysed;*

Research into the quality of the EBM Study Programme has been regularly collected as shown in Table 16 in the SER. The Study Division Manageress is responsible for the analysis of the data in relation with the performance of the study programme and this is undertaken on a regular basis.

*6.3 the outcomes of internal and external evaluations of the programme are used for the improvement of the programme;*

The documentation of researches in relation to the quality of the EBM programme is kept in the archive of the College. Discussion with the teachers reveals that the teachers are required to make changes to their teaching if students' evaluation of the subject is not satisfactory. Opinions from different stakeholders have been regularly collected. Some of them have been adopted to improve the quality of the programme.

*6.4 the evaluation and improvement processes involve stakeholders;*

The following stakeholders of the College have been involved in the programme management process; higher education college teachers, students, representatives of employers, and representatives of other higher education schools. The evaluation and improvement process involves students, higher education college teachers, and the representatives of employers. The opinion of teachers from higher education colleges are heard through the medium of department meetings and also their proposals concerning the improvement of the programme including introduction of new optional subjects. Students' opinion about the performance of the programme is illustrated by the results of the study quality assessment. However, discussion with the students and graduates reveals that they had no information from the results of their evaluation of different subjects and their teachers. Feedback from employers is obtained by

contacting them during organised professional practices, by meetings with stakeholders, and also by surveys. However, no alumni were consulted for future improvement and this should be rectified. Formal minuted meetings should be held with an agenda and a resultant action plan drawn up.

#### *6.5 the internal quality assurance measures are effective and efficient.*

The NLC has established a system of internal quality assurance measures. Monitoring and review processes are clearly described and communicated to those who are involved in them. These processes, for the main, seem to be effective and adequate. However, the involvement of representatives from other higher education schools should be clarified. The Committee should use such representatives during the key stages of the review of the programme; this is because independence and objectivity are essential to provide the confidence that the standards and quality of the programme are appropriate.

### III. RECOMMENDATIONS

1. Programme learning outcomes should be reduced as they can be better summarised. Furthermore they should have been written as what students are expected to achieve, hence outcome-based instead of process-based. Furthermore given the importance of sustainability to future development and growing public concern in this aspect, the EBM study programme should promote the development of skills, attitudes and attributes relevant to living and working in a more sustainable society and hence sustainability should be explicitly reflected in the intended learning outcomes.
2. In order to help students to achieve the intended learning outcomes at level four (Semesters I and II), an introduction to event-related subjects should be included in the curriculum. This will enable the students to develop a sound grounding in the theoretical and knowledge based aspects of the subject, and also to demonstrate the ability to communicate this knowledge in a variety of ways. General subjects should use practical examples in relation to the EBM programme in order to attract the students' interest and help them apply relevant theories to their profession. At Level five (Semesters III and IV) as well as the rest of subjects in the study field, more emphasis in event-related subjects should be placed on the operational skills and inter-relationships between subject matters. At Level six (Semester V and VI), more in-depth specialisation subjects such as Event Innovation or Current Event Issues should be introduced to help students to achieve the intended learning outcomes.
3. In order for the students to develop critical and innovative minds and to also match the requirements of Level 6 in European qualification frameworks, then using up-to-date academic journals is recommended. In order to educate students for an internationalised society, benchmarks and good practice for the relevant programme from other countries such as UK, Australia, and USA should be consulted.
4. An annual appraisal system for all teachers, their workload, and their continuing professional development (CPD) is recommended. Detailed records should be kept, counter-signed by the individual teacher, and be on file.
5. Improvement in library resources specific to the field of Event Management is necessary.

6. It is very important that more Level 6 specialisation subjects, and more organised involvement in scientific research, are introduced in to the EBM programme. The NLC needs to take every measure to address high drop-out rate by clearly understanding financial situation of each student, better knowledge of students' intention of immigration, and also more strict admission requirements for recruiting a better quality of students. Samples of assessed work are better to be moderated internally to ensure the standards and quality of students' work is consistent with the type and level of bachelor studies.
7. Student evaluation results of their subjects and the teachers should be announced to students through different channels. In future, alumni of the EBM programme should be consulted for future development of the programme; there should be regular and formal meetings held and minuted with an action plan drawn up.

#### IV. SUMMARY

##### *1. Programme aim and learning outcomes*

The EBM programme has appropriate aims but outdated learning outcomes. The terminology used to describe them is not fully corresponding to the Bologna process discourse and also relevant programme in other countries. The programme is based on clear labour market needs and is welcomed by the employers. But limited content in event-related aspects means that it is very difficult to justify the name of the programme.

##### *2. Curriculum design*

The curriculum design of the EBM programme meets legal requirements. The study subjects and/or modules are spread evenly. However, outdated standards instead of appropriate benchmarks for event related programmes were used to set up the EBM programme. Although the layout of the study subjects enables the students to have background knowledge, the students are difficult to see the connection as limited practical examples were used in such course. Introductory event-related knowledge and skills are missing in the curriculum. The content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes, and the articulation of learning outcomes. Sources and texts in different courses are current but there is a lack of recommendations of relevant academic journal at Level 6.

##### *3. Staff*

The number and qualification of the staff complies with the requirements of the Lithuanian legislation; NLC employs a sufficient number of qualified teachers. The college supports teacher's professional development but there is no formal system to record the professional development of each teacher.

##### *4. Facilities and learning resources*

The premises for studies are excellent in size or quality. However, there is only a limited range of textbooks, journals and other teaching materials directly related to event business management and this should be rectified to support the learning process.

##### *5. Study process and student assessment*

The admission requirements are well-founded and the student support system is adequate. The assessment system is clear and understandable for students. However there is lack of level 6 specialisation subjects and also a lack of serious measures to address the high drop-out rate of the programme.

## 6. Programme management

Responsibilities for decisions and monitoring the programme are clearly allocated. NLC has established a system of internal quality assurance measures, including intense collaboration with stakeholders. The system is efficient and adequate. However, the students were not aware of any evaluation results and also alumni were not consulted formally for future programme development; these aspects need correcting.

Overall, the assessment of the review panel is that, the study programme *Event Business Management* is at a satisfactory level.

*The main recommendations of the review panel:*

1. Programme learning outcomes should be reduced as they can be better summarised. Furthermore, they should have been written as what students are expected to achieve, hence outcome-based instead of process-based learning outcomes.
2. Introductory knowledge and skills in relation to the EBM programme should be embedded in the programme. Practical examples should be used in general subjects and relevant subject of the study field. Academic journals should be recommended for Level 6. In order to educate students for an internationalised society, benchmarks and good practice for the relevant programme from other countries such as UK, Australia, and USA should be consulted.
3. An annual appraisal system for all teachers, their workload, and their continuing professional development (CPD) should be adopted. Detailed records should be kept, counter-signed by the individual teacher, and be on file.
4. Improvement in library resources specific to the field of Event Management is necessary.
5. It is very important that more Level 6 specialisation subjects, and more organised involvement in scientific research, are introduced in to the EBM programme. The NLC needs to take every measure to address high drop-out rate by clearly understanding the financial situation of each student, better knowledge of students' intention of emigration, and also more strict admission requirements for a better quality of students. Samples of assessed work are better to be moderated internally to ensure that the standards and quality of students' work are consistent with the type and level of studies.
6. Student evaluation results of their subjects and the teachers should be announced to students through different channels. In future, alumni of this EBM programme should be consulted formally for the development of this programme and regular minuted meetings held and an action plan produced.

## V. GENERAL ASSESSMENT

The study programme *Event Business Management* (state code –653N90003) at Northern Lithuania College is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	2
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	<b>Total:</b>	<b>17</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. Michael Emery

Grupės nariai:  
Team members:

Prof. dr. Lukasz Sulkowski

Assoc.prof. dr.Rong Huang

Dr.Saulius Būdvytis

Mr.Dionis Martsinkevichus

**ŠIAURĖS LIETUVOS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS  
RENGINIŲ VERSLO VADYBA (VALSTYBINIS KODAS – 653N90003) 2013-07-18  
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-284 IŠRAŠAS**

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Šiaurės Lietuvos kolegijos studijų programa *Renginių verslo vadyba* (valstybinis kodas – 653N90003) 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	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>17</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***1. Programos tikslai ir numatomi studijų rezultatai*

RVV programa turi atitinkamus tikslus, tačiau pasenusius mokymosi rezultatus. Juos apibūdinanti terminologija ne pilnai atitinka Bolonijos proceso terminiją, o taip pat atitinkamas kitų šalių programas. Programa pagrįsta aiškiu darbo rinkos poreikiais ir yra darbdavių pageidaujama. Tačiau ribotas su renginiais susijusių dalykų skaičius reiškia, kad pateisinti programos pavadinimą yra pakankamai sudėtinga.

*2. Programos sandara*

RVV programos mokymo plano modelis atitinka teisinius reikalavimus. Tolygiai paskirstyti studijų dalykai ir (arba) moduliai. Tačiau RVV programos vykdymui skirti su renginiais susijusių programų standartai yra pasenę. Nors studijų dalykų išdėstymas ir leidžia studentams

įgyti pagrindinių žinių, tačiau jiems sudėtinga pamatyti ryšį, kadangi mokymo kursas pateikia ribotą praktinių pavyzdžių skaičių. Mokymo programoje trūksta įvadinės dalies – su renginiais susijusių žinių ir įgūdžių. Dalykų/modulių turinys bei metodai tinkami pasiekti norimų mokymosi rezultatų bei jų išraiškos. Įvairios mokomosios medžiagos šaltiniai ir tekstai pakankami, tačiau trūksta atitinkamų akademinių 6 lygmens žurnalų rekomendacijų.

### 3. *Personalas*

Personalo skaičius ir kvalifikacija atitinka Lietuvos įstatymus. ŠLK dirba pakankamas kvalifikuotų dėstytojų skaičius. Kolegija palaiko dėstytojų profesinės kvalifikacijos kėlimą, tačiau nėra formalios sistemos, kurios pagalba būtų galima registruoti kiekvieno dėstytojo profesinės kvalifikacijos kėlimą.

### 4. *Materialieji ištekliai*

Studijoms skirtos patalpos yra puikios kokybės bei dydžio. Tačiau turimas ribotas vadovėlių, žurnalų bei kitokios mokymo medžiagos, tiesiogiai susijusios su renginių verslo vadyba, kiekis, tad šį trūkumą reikėtų panaikinti, kad patobulėtų mokymo procesas.

### 5. *Studijų procesas ir jo vertinimas*

Priėmimo reikalavimai suformuoti gerai, studentų palaikymo sistema adekvati. Vertimo sistema aiški ir suprantama studentams. Tačiau trūksta 6 lygmens specializacijos dalykų ir taip pat trūksta rimtų priemonių, skirtų aukštesnio lygio programoms.

### 6. *Programos vadyba*

Atsakomybė už sprendimus bei programos stebėjimas aiškiai nustatytas. ŠLK sukūrė vidaus kokybės priemonių užtikrinimo sistemą, įskaitant intensyvų bendradarbiavimą su socialiniais dalininkais. Sistema efektyvi ir proporcinga. Tačiau studentai nežinojo apie vertinimo rezultatus, o su absolventais taip pat nebuvo konsultuojamasi programos tobulinimo klausimais, taigi, šie aspektai turėtų būti ištaisyti.

Apskritai, įvertinimas yra toks – *Renginių verslo vadybos studijų programa* vertinama patenkinamai.

### *Pagrindinės ekspertų grupės rekomendacijos:*

1. Programos numatomų studijų rezultatų skaičius turėtų būti sumažintas, kad lengviau būtų sudaryti santrauką. Be to, jie turėtų būti suformuluoti taip, kad atspindėtų tai, ką studentai tikimasi, pasieks, taigi, labiau reikėtų remtis rezultatais nei pačiu procesu.
2. Į programą reikėtų įtraukti įvadinės žinias bei įgūdžius, susijusius su RVV programa. Bendruosiuose dalykuose reikėtų naudoti daugiau praktinių pavyzdžių, atitinkančių studijų sritis. 6 lygmeniui rekomenduojami akademiniai žurnalai. Siekiant išugdyti tarptautinei visuomenei tinkančius studentus, reikėtų imti pavyzdį iš atitinkamų programų, vykdomų tokiose šalyse kaip Jungtinė Karalystė, Australija, Jungtinės Amerikos Valstijos.
3. Rekomenduojama metinė visų dėstytojų, jų darbo krūvio, taip pat ir jų nuolatinio profesinio tobulinimosi įvertinimo (CPD) sistema, atliekant išsamią registraciją, darant įrašus, individualiai pasirašant ir saugant laikmenose.
4. Būtina gerinti bibliotekos išteklius, susijusius su renginių vadybos sritimi.
5. Labai svarbu, kad daugiau 6 lygmens mokomųjų dalykų bei daugiau organizuoto įsitraukimo į mokslinius tyrimus būtų įvedama į RVV programą. ŠLK turėtų imtis visų priemonių tam, kad kuo geriau suprasti kiekvieno studento finansinę situaciją, geriau žinoti apie studentų ketinimus emigruoti, ir taip pat kelti griežtesnius reikalavimus,

siekiant priimti kuo geresnius studentus. Kalbant apie baigiamųjų darbų pavyzdžius, reikėtų užtikrinti, jog studentų darbo standartai bei kokybė atitinka studijų rūšį ir lygį.

6. Studentai įvairiais kanalais turėtų būti dėstytojų informuoti apie jų vertinimo rezultatus. Ateityje, su RVV programos absolventais oficialiai turėtų būti konsultuojamasi dėl programos tobulinimo, reguliariai organizuojant susirinkimus, taip pat rengiant veiksmų planus.

### III. REKOMENDACIJOS

1. Programos numatomų studijų rezultatų skaičius turėtų būti sumažintas, kad lengviau būtų sudaryti santrauką. Be to, jie turėtų būti suformuluoti taip, kad atspindėtų tai, ką studentai tikimasi, pasieks, taigi, labiau reikėtų remtis rezultatais nei pačiu procesu. Be to atsižvelgiant į nenutrūkstamo tobulėjimo ateityje svarbą ir augantį visuomenės rūpestį dėl to, ŠLK studijų programa turėtų skatinti įgūdžius, požiūrį ir nuostatas, svarbius gyvenimui ir darbui tvarioje visuomenėje, ir šis palaikymas turėtų atsispindėti numatomuose studijų rezultatuose.
2. Padedant studentams pasiekti numatomus studijų rezultatus ketvirtame lygmenyje (I-ame ir II-ame semestruose), įvadas į su renginiais susijusius dalykus turėtų būti įtraukiamas į mokymo programą. Tai įgalintų studentus išsiugdyti tvirtas teorines ir praktika pagrįstas žinias, o taipogi ir pademonstruoti gebėjimą perduoti šias žinias pačiais įvairiausiais būdais. Bendriesiems dalykams turėtų būti pateikiami praktiniai pavyzdžiai, susiję su RVV programa, patraukiant studentų dėmesį bei padedant jiems pritaikyti atitinkamas teorines žinias jų profesijoje. Penktajame lygmenyje (III-ame ir IV-ame semestruose), taip pat ir kituose studijų srities dalykuose, labiau reikėtų atkreipti dėmesį į su renginiais susijusius dalykus, darbo įgūdžius bei tarpusavio santykius. Šeštajame lygmenyje (V-ame ir VI-ame semestruose) reikėtų įvesti daugiau gilesnės specializacijos dalykų, tokių kaip reginių inovacijos arba esamų renginių klausimai, padedant studentams pasiekti numatomus studijų rezultatus.
3. Tam, kad studentai galėtų išsiugdyti kritinį ir inovatyvų mąstymą, taip pat atitiktų Europos kvalifikacinės sistemos 6 lygmens reikalavimus, rekomenduojama naudoti akademinis žurnalus. Siekiant išlavinti tarptautinei visuomenei tinkančius studentus, reikėtų imti pavyzdį iš atitinkamų programų, vykdomų tokiose šalyse kaip Jungtinė Karalystė, Australija, Jungtinės Amerikos Valstijos.
4. Rekomenduojama metinė visų dėstytojų, jų darbo krūvio, taip pat ir jų nuolatinio profesinio tobulinimosi įvertinimo (CPD) sistema, atliekant išsamią registraciją, darant įrašus, individualiai pasirašant ir saugant laikmenose.
5. Būtina gerinti bibliotekos išteklius, susijusius su renginių vadybos sritimi.
6. Labai svarbu, kad daugiau 6 lygmens mokomųjų dalykų bei daugiau organizuoto įsitraukimo į mokslinius tyrimus būtų įvedama į RVV programą. ŠLK turėtų imtis visų priemonių tam, kad kuo geriau suprastų kiekvieno studento finansinę situaciją, geriau žinotų apie studentų ketinimus emigruoti, ir taip pat keltų griežtesnius reikalavimus, siekiant priimti kuo geresnius studentus. Kalbant apie baigiamųjų darbų pavyzdžius, reikėtų užtikrinti, jog studentų darbo standartai bei kokybė atitinka bakalauro studijų rūšį ir lygį.

7. Studentai įvairiais kanalais turėtų būti dėstytojų informuoti apie jų įvertinimo rezultatus. Ateityje, su RVV programos absolventais oficialiai turėtų būti konsultuojamasi dėl programos tobulinimo, reguliariai organizuojant susirinkimus, taip pat rengiant veiksmų planus.

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Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso<sup>1</sup> 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

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<sup>1</sup> Žin., 2002, Nr.37-1341.