SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS KOLEGIJOS

**STUDIJŲ PROGRAMOS *TURIZMO VADYBA* (653N15003)
VERTINIMO IŠVADOS**

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**EVALUATION REPORT OF *TOURISM MANAGEMENT*
(653N15003)**

STUDY PROGRAMME

at VILNIUS COLLEGE

Grupės vadovas:
Team leader:

Dr. Michael Emery

Grupės nariai:
Team members:

Eneken Titov
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Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	***Turizmo vadyba***
Valstybinis kodas	653N15003
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), ištęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo profesinis bakalauras
Studijų programos įregistravimo data	2011 m. birželio 30 d.

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme:	***Tourism Management***
State code	653N15003
Study area	Social Sciences
Study field	Business
Kind of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Business
Date of registration of the study programme	30 June, 2011

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CONTENTS

I. INTRODUCTION

Vilnius College (afterwards VK) is a state higher education school providing professional bachelor degree study programmes. It comprises seven faculties and offers 48 study programmes. Currently, there are some 7,439 students and some 465 teaching staff. The study programme for this evaluation is *Tourism Management* (afterwards TM), a professional bachelor programme which was accredited and started in 2011. On this study programme there are 231 full-time and 86 part-time students studying over three and four years respectively; both modes of study are for 180 credits. This *Tourism Management* study programme is based within the Tourism Department, one of seven departments of the Faculty of Business Management.

The collegial governing bodies are the VK Board (the managing body including Rector Gintautas Braziunas) and the VK Academic Council (manages academic affairs). Other crosscollege aspects include the quality assurance system, careers, sports, distance learning, and the Computing Centre.

The Self-evaluation report (SER) provided in advance is informative, detailed, and follows the Centre for Quality Assessment in Higher Education (SKVC) *Methodology for Evaluation of Higher Education Study Programmes (December 2010).* It was prepared by a group containing teaching staff, a student representative, and a business representative, and was led latterly by a lecturer of the Tourism Department, Alina Katunian from 2 September 2013. It is somewhat lengthy at 35 pages and contains considerable descriptions. More self analysis would have been beneficial together with more examples of lecturer improvements made since 2011. Overall, the SER covers the essential groundwork required and is very professionally presented.

The Expert Team visited the College at its campus in Vilnius for the programme evaluation on Tuesday 4 March 2014. This international team was led by Dr Michael Emery (UK, Director of International Higher Education Evaluations, formerly Her Majesty Queen Elizabeth II's Inspector for Higher Education), Eneken Titov (Estonia, Expert for Estonian Higher Education Quality Agency and Quality Manager, Estonian Entrepreneurship University, Tallinn), Jeremy Hutchinson (Ireland/Switzerland, Director of Les Roche International School of Hotel Management, Switzerland), Professor dr. Ausrine Armaitiene (Lithuania, Head of Recreation and Tourism Department, Klaipeda University), Marius Rimkaitis (Lithuania, Business Entrepreneur at StudioV4, Vilnius), and Jolita Ceicyte (Lithuania, master student at Kaunas University of Technology, owner of a woollen products

retail company, Kaunas). The Expert Team thanks the staff, students, and social partners for their cooperation during the site visit. All meetings were held in English and were extremely helpful and cordial.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The purpose of the VK *Tourism Management* study programme is "to train modern tourism specialists for working in the tourism industry, who are well aware of tourism business distinctiveness and are able to independently solve problems and adapt to the continually changing business environment."(SER, p.8) The *Professional Bachelor of Business* is awarded after the completion of the TM programme, which informs employers about strong practical training and good practical abilities of the prospective employees.

The TM programme's aims and learning outcomes (LOs) are well defined, clear and publicly accessible. Aims and learning outcomes of the programme are available at AIKOS system also on the webpage of Study programmes of VK (http://www.viko.lt/uploads/files/StPr-LT/vvf/TURIZMO VADYBA LT.pdf).

The Department now offers an undergraduate programme in TM with full and part-time modes and this is commended as expanding study opportunities. Available Double degree studies with the University College of Northern Denmark (UCN) have added significant value to the study programme and for the attracting of potential students.

Exceptional feature of the TM programme as well as the competitiveness among other equal study programmes in Lithuania is based on a high level of internationalization. Above mentioned double degree, students' internships abroad and TM study programme in English create perfect conditions for students to develop skills for better integration into national and international tourism job market. Double degree and tourism studies in English were mentioned by students as the most attracting features of TM.

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 positive feature is that the programme was prepared in cooperation with national and foreign partners: within the project activities all programmes at the Business Management Faculty were improved consulting with the partners and particularly in TM at the start of the programme - in cooperation with the State Tourism Department and with the colleagues at the University College of Northern Denmark .

The SER provided before the visit to VK included some interesting and helpful

information but raised the question about evidence of consistency of the programme's aims and learning outcomes with the type and level of studies and the level of qualifications offered. The lack of above mentioned information in the SER was fully fulfilled during the conversations with teachers and students and during familiarization with the overall situation at VK.

The name of the programme would require a larger number of tourism subject study credits. From the amount of 130 ECTS devoted to the studies in the classes only 30 ECTS,y.e.less than fourth have direct relation with tourism subject. The meeting with the students also did not confirm that general business modules such as Economics and others are providing tourism materials and tourism industry cases. The Expert Team strongly recommends paying attention to tourism classes within Tourism Management programme, because it may affect not only the depth of the knowledge, but also to create difficulties for students when researching and analysing tourism problems within Final thesis.

2. Curriculum design

The TM programme fully responds to the legal requirements for curriculum design, methods of subject/module, and the general scope of the programme. Study subjects and modules are spread evenly, their themes are not repetitive. The TM programme meets following legal requirements:

- The size of modules consist of 10 ECTS
- The amount of internship comprise 40ECTS, which together with other practical training encompass no less than one third of the programme
- The number of course units is not acceding 7
- General subjects of the college level studies are no less than 15 ECTS
- Subjects of study field is not less than 135 ECTS
- Final thesis comprise 9 ECTS
- Places of practical training are combined with the final thesis.

The content of the TM programme reflects the latest achievements of the technologies. Several IT programmes are employed: Simventure (business simulation programme), Auto route (for compiling tourist routes), Fidelio FO (educational version of hotel management), SPSS 19 (statistics programme), Stekas (accounting programme). The enthusiastic Head of Tourism Department, Alina Katunian, and programme teachers are concerned about expanding the application of IT in the programme and are planning for 2015 to obtain and introduce into the teaching process Fidelio Front Office Software. The developing use of IT

tools in TM programme is commended.

Active learning methods, individual tasks and practical classes are integrated in the TM programme. Strong feature of the programme is overall practical training. VK has virtual practical firm "Migle", which was created for learning purposes and runs as a real business framework with a real firm's business procedures. The training in the firm "Migle" is useful and well evaluated by students. VK achievements in practical trainings are very much supported by their initiatives to coordinate practical activities on the national level. The "Simulith" Centre, which is a department of VK and was established by Ministry of Education and Science in 1994 and it functions as the central office of Lithuanian practice firms (PF). Practical parts are emphasized in the programme in general and almost in all study subjects, for example, Tourism Resources module contains 2 credits for the Tourism Resources practice, Tourism Services Sales module - two credits for the practical training practice etc.

Professional, generic and social skills in the TM programme are developed applying various learning methods: discussions, concept maps, portfolio approach, problem-based tasks, brainstorming, analysis of best practices, case studies, project work, group work, lectures. The application of blended methods of teaching is commended feature of the programme.

The achievement of basic learning outcomes and students competencies were confirmed by social partners and evaluation of students after completing the practices. A positive evaluation was received from Lithuanian travel agencies and their agents (UAB "Novaturas", UAB "Vestekspresas", UAB "Kauno grūdai" and others), and particularly by international travel agents of "Tez Tour" for the practical activities in Turkey and Bulgaria. An overall positive evaluation of TM student skills was received from social partners. There is a positive conclusion about the skills and abilities of TM students in general corresponding to the requirements of the labour market.

Development of practical side of the programme is very important. However, the latest achievements in science and their reflections in the content of the programme were not fully approved neither in SER, nor during the visit. The lack of the liaison with the science is evident on different layers of academic life of the tourism team. The study content, the research activities of programme teachers and applied research of students presented in their paper works are interrelated parts of the system. However, the Expert Team recommends drawing stronger attention of the tourism team to the need for more applied research development within the TM programme.

3. Staff

Teaching staff of TM programme is meeting legal requirements for the staff of colleges. The Tourism Department particularly is paying attention to the requirement for the staff composition and about 10% of study field subjects' volume has been taught by scientists. Teachers from Mykolas Romeris University are invited to deliver lectures in the TM programme. All programme staff has more than three years practical experience matching to the subjects they teach and provide strong practice based knowledge for TM students.

The TM teaching team is optimal and their perspective in terms of age composition is good and is led by an enthusiastic and energetic leader.

Staff recruitment procedure is clear and requirements for an open contest are placed on the VK webpage. To ensure quality of teaching each year teachers are analysing their activities and achievements in self-evaluation reports. Every five years teachers have to pass assessment procedure based on their self-assessment of professional activity and this helps to encourage teachers' professional growth and to improve the quality of the teaching process.

The number of the teaching staff is adequate for supporting the achievement of the LOs. In the SER (SER, paragraph 62, p.15) the number of 39 teachers is provided. Having in mind, that total number of students in the programme is 317, the number of teachers is enough to ensure qualitative teaching.

Teaching staff turnover is low and the staff is able to keep an adequate provision of the programme. The teaching team for the reporting period was stable. A natural step for retirement of some persons has a place in the TM Department.

TM staff mobility is among the commended features of the programme. Participation of the staff in Erasmus placements, professional networking with foreign colleagues and impressive list of Guest teachers (SER, pp16-17) provides an outstanding feature for the TM programme.

The higher education institution (HEI) creates conditions for the professional development of the teaching staff necessary for the provision of the programme through creating the necessary environment and working conditions, establishing the set of requirements for the teachers, through financial support of participation at conferences and co-financing of the projects, Erasmus staff exchange, and the publishing of teaching material prepared by staff and other means.

The TM teaching staff prepares educational books, methodological materials for lectures. However, the involvement of the teaching staff of the programme in tourism research directly related to the study programme is not sufficient. Closer contacts and

collaboration with university teachers is recommended.

4. Facilities and learning resources

Overall evaluation of facilities and learning resources at VK for TM programme is positive; they are of mixed quality from just adequate to good.

The premises for studies are adequate in their size though some are outdated and old fashioned. The information found in SER states that "the Faculty houses 30 lecture rooms with 1363 seats. Streaming lectures are held in 8 specially adapted lecture rooms. Room 141 (101 seat) and room 143 (108 seats) are equipped with computers, permanently installed 3M XGW projectors and screens; rooms 242 -243 (60 seats in each) are equipped with computers, interactive whiteboards with projectors Toshiba, TLP XD2000EU, SANYO PLC-WK2500, 3M XG4W and screens. Room 243 has the latest equipment donated by ACHEMA group"(p.18, TM SER) and was confirmed during the visit. The renovation of computer funds is permanent; in 2012 Business Management Faculty was supplied with 31 new computers. According to some students' opinion they are satisfied with learning environment generally and modern study atmosphere at the Faculty but there was criticism of lack of library space and lack of modern computer places available.

The teaching and learning equipment (laboratory and computer equipment, consumables) are adequate for the TM programme. "Windows Operating System XP and Windows 8; text driver Ms Word 2007/2010/2013; calculator Ms Word 2007/2010/2013; communication and operational control Ms Outlook 2007/2010/2013; database management programme Ms Access 2007/2010/2013; project management programme Ms Project 2007/2010" (SER,19) tourism programme related training software Auto Route 2012 - compiling travel routes (room 407 and room 411); Fidelio FO - hotel management (room 411and room 141); SPSS 19 - statistics programme (room 411); Stekas - accounting (room 407 and room 411), and the computer classes create effective training conditions. All computers in the Business Management Faculty are connected to the Internet; Wi-Fi covers almost all Faculty area. As noted above, some students mentioned to the Expert Team that there is a shortage of computer places and more are needed together with new computers.

The virtual learning environment (VLE) - the Moodle system- is introduced in the Faculty for assisting the teaching process, where teaching material is available for students at any time. This system is very convenient for part-time students. However, students stated that not all teachers are using VLE and Cloud Computing fully and it is being used for material storage rather than as a teaching facility only by some teachers.

The VK Faculty of Business Management and the Department have adequate arrangements for students' practice: already mentioned the computerized simulation practice firm "Migle" and practical Training Firm "Vilione" are serving student entrepreneurship and practical skills development. TM students carry out a two week practice at the firms. The list of student internships places is impressive. Internships are based at national and international tourism firms and create an opportunity for students for intercultural communication as well as good professional experience. With some of the firms the Tourism Department signed contracts for regular and on-going internships, but overall these are scarce (SER, p.20).

Teaching materials (textbooks, books, periodical publications, databases) are provided but not always sufficient for the TM students. The TM students look to the conveniently situated Faculty library as a recourse. The VK library has 339 seats in general reading rooms and 87 computerised seats. Library funds exceeded 270.4 thousand physical units and 73.5 thousand publications. In 2012 the library acquired over 6 thousands new books. Teachers and students of the Faculty has access to databases: "*EBSCO Publishing (a package of 10 DB), Emerald Management e Journals, Oxford Journals Online, Taylor & Francis, Grove Art Online and Grove Music Online* as well as testing databases through LMBA project *eMoDB.LT "Opening e Research Databases for Lithuania"* (SER, p.21). For TM studies is the important access to the database of the Institute of Hospitality, www.instituteofhospitality.org, that contains the e-books, e-journals and other publications concerning hospitality (not tourism management specifically). The VK library was subscribing e-book collection *eBook on EBSOhost with* more than 112 thousand units.

Internal recreational areas at the VK building are comfortable and equipped by tables, chairs and benches and serve well for short recreation periods. The areas can be used in everyday recreation times between classes and for the Faculty and professional events of students - Tourism Career Days, Marketing Fairs, etc. However, the Expert Team did not see students making use of these facilities during the site visit.

The Expert Team saw during the site visit that some classrooms used by the TM students are outdated, are dull and need modernising to support the student learning; this also includes the Faculty library. Additionally, the Faculty library book and journal stock for Tourism Management needs increasing with the latest international specific and generic stock for tourism management to support better student and also staff research. It was discovered during the site visit that TM students found the Faculty library small and outdated and often used other libraries in Vilnius such as the modern Vilnius University Library, now open 24 hours, and the city library.

5. *Study process and student assessment*

The study process and student assessment is well organized in VK. Lectures and practical work are organized according to *VK Requirements for studies*, students are acquainted with the independent work requirements and evaluation procedures during first meeting.

The admission requirements are well-founded; students are admitted through national LAMA BPO website. Detailed information on admission procedures and terms is provided on VK's website. No special admission requirements are applicable. The number of students by first priority fluctuates from 172 to 264; these are high admission numbers. TM programme is on demand and among the top overall 10 college study programmes on the national level.

The organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes. In 2011 European credit transfer and accumulation system (ECTS) introduced into the study process that supports credit transfer for students' academic mobility.

Professional practices are organised by the Order No. V- 28A 'Requirements for Student Professional Practices of the Faculty of Business Management' of the Dean. The organisation of the practices received a positive evaluation from the students and the social partners.

The dynamism was observed in the improving of the organization of study process in the TM programme since 2011. The survey on the student opinion showed that students were not satisfied with modular studies and changes in the process were introduced. This is a feature of responsive programme management. The overall evaluation by students of the reaction of management staff and teaching staff to their problems and requests was positive.

In the Faculty is established the Distance Learning Centre which coordinates the distance learning process through applying information and communication technologies. The Faculty is prepared to expand and to manage new teaching methods based on technologies.

In the SER (p.27) is provided the case of an international team of student participation in Erasmus IP Days event "Green Sustainable Economics" and a presentation of their project results at the conference in Alborg (Denmark). Student Scientific Society is established in the Faculty, but it is not popular and a large part of TM students did not know about the Society. Encouragement of student participation in applied research activities might be more active in the programme and is recommended by the Expert Team as an issue for

improvement.

Students have opportunities to participate in student mobility programmes within Erasmus mobility scheme, including studies and internships. Students are very active concerning Erasmus programme and participate in high competition for Erasmus mobility places. Very specific and commended feature was noticed in the TM programme student mobility: the numbers of incoming students are four times higher (22) than departing students (5) (SER, p.27-28). It proves that studies at TM are attractive for international students.

The assessment system of students' performance is clear and publicly available. Assessments of learning outcomes are carried out according to *Description of Requirements for VK Learning Outcome Assessment (2011)*, Cumulative assessment and 10 - point scoring system is applied in VK programmes. Some coursework read by the Expert Team during the site visit was overmarked and the referencing of the work was inadequate.

Commended feature of the TM study process organization is the availability of programme teachers for consultations with the TM students not only during classes, but also by telephone and by e-mails and occasionally by Moodle.

The social support system is developed in VK. TM students, as well as the students of other faculties, are provided with social support through incentive grants, one-off payments (benefits) and bonus grants. TM students receive scholarships due to outstanding activities: participation and organization of events, sport competitions, participation in VK Dance Ensemble and Chorus and other activities. All students are provided with the places in dormitories.

There are not yet graduates in TM programme and the evaluation of professional activities of graduates and their career is not yet applicable.

6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated between Deans Office, BM Faculty Board, Tourism Department, and Committee of the TM study programme. The Committee of the Tourism Management Study Programme is the main body on the level of Department responsible for the quality of TM programme. Proposals for improvement came from TM Study Programme Committee based on the monitoring of the programme and teachers, students and social partners opinions. The Tourism Department is an executive body and decision maker on the development of the programme advantages and its competitiveness among analogue national and foreign study

programmes.

Information and data on the implementation of the programme are regularly collected and analysed. Teachers and students confirmed that investigation of the opinion of students about the study subject is collected in the end of each course. Teachers' annual self assessment procedure and Departments' revision of the achievements and the shortages' of activities helps to monitor the dynamic of the quality assurance elements.

The evaluation and improvement processes involve TM programme stakeholders. TM stakeholders provide programme developers with the evaluation of the abilities of practising students'. The meeting with the stakeholders during the site visit showed that they are stressing the lack of personal abilities of the TM students rather than professional knowledge. Among desirable improvements were mentioned students ability to learn "on a fly", to speak in public, to use more creativity, to learn faster and to find independently necessary information. The only requirement which might be directly addressed to the TM programme was the lack of Russian language knowledge. Social partners confirmed during the site visit that they would agree to participate in the discussion about the programme more frequently; the Expert Team therefore recommends establishing a formal Business Committee specifically for this TM programme. Evaluation of TM programme by social partners was in general positive.

From the management perspective the decision of the Business Management Faculty to offer paid language courses for students willing to learn a third language or significantly improve foreign language knowledge and competency is commended as it widens opportunities for professional student growth.

The TM programme management area, as well as other areas of the SER was lacking the SWOT analysis, which is an important part of the management process. The main recommendation concerning TM programme management for programme developers would be not to avoid selfcriticism but to apply SWOT analysis for the evaluation of every aspect of the TM study programme.

III. RECOMMENDATIONS

1. The name of the programme and usual requirements for the proper recognition and the analysis of tourism problems would require a larger number of subject study credits in the programme than 30 ECTS and internships. The Expert Team strongly recommends paying attention to tourism studies within Tourism Management programme and increase the credits devoted to Tourism subjects.

2. The study content, the research activities of teachers and applied research of students presented in their course works are interrelated parts of the system. However, the External Team recommends drawing stronger attention of the tourism theme to the applied research development within the TM programme and higher requirements needed for the coursework.

3. TM teaching staff prepares educational books and methodological materials for lectures. However, the involvement of the teaching staff of the programme in tourism research directly related to the study programme is not sufficient. Closer contacts and collaboration in research with university teachers is recommended.

4. To increase the Faculty library book and journal stock for TM with the latest internationally specific and generic stock for tourism in order to support better student and also staff research.

5. Encouragement of student participation in applied research activities should be more a part of the studies and is recommended as an issue for improvement by the External Team. Modernise some of the outdated rooms. Add more new computers as required.

6. The TM programme management area, as well as the other areas of the SER, was lacking the SWOT analysis, which is an important part of programme management. The main recommendation for TM programme management for programme developers would be not to avoid self-criticism but to apply SWOT analysis for the evaluation of every aspect of the TM study programme. Establishing a specific Business Committee is recommended for greater contact with TM social partners with a chairman and agenda.

IV. SUMMARY

Strenghts of VK Tourism management study programme:

1. Various forms of studies of Tourism Management programme are offered: full and parttime modes, distance learning, programme in English, double programme. This is commended as it expands study opportunities.

2. Exceptional feature of Tourism management programme as well as its competitiveness among other equal study in Lithuania is supported by high level of internationalization, which is based on available double degree studies with the University College of Northern programmes Denmark (UCN) and has significant added value to the study programme and for the attracting of potential students, TM studies in English, and for the Erasmus-assisted mobility of TM staff and students.

3. TM staff mobility is among commended features of the programme. Participation of the staff in Erasmus placements, professional networking with foreign colleagues, a list of guest teachers and also an amount of Erasmus-financed incoming students provides for some of the TM programme's positive features.

4. Excellent technological supply for the TM programme is commended feature. The use of IT tools in TM programme is wide. Some well equipped computer classes in the Business Management Faculty create good training conditions.

5. Application of blended methods of teaching is a commended feature of the TM programme.

6. A strong feature of the programme is the overall practical training and simulation exercises.

7. A positive evaluation of TM student skills from social partners was received. The skills and abilities of TM students correspond to the general requirements of the labour market.

8. TM teaching team is optimal and aligned in terms of age composition and is led by an enthusiastic and energetic leader.

9. Student friendly services, recreational spaces and equipment include well equipped recreational areas, WI-FI coverage of the Faculty premises, hostels, and the supply of attractive leisure activities.

10. Commended feature of TM study process organization is the availability of teachers for individual consultations with TM students not only during classes but also at

other working times.

From the management perspective the decision of the Business Management Faculty to offer paid language courses for students willing to learn a third language or significantly improve foreign language knowledge is commended as this widens opportunities for professional student growth.

11. TM programme is on demand and among the top overall 10 college study programmes on the national level.

Weaknesses of VK Tourism Management programme:

1. 30 ECTS of classes credits devoted to tourism is too small amount for Tourism Management programme. It may create difficulties for students when researching and analysing tourism problems within Final thesis.

2. The level of applied research development in the TM programme is low.

3. TM teaching staff prepares educational books and methodological materials for lectures. However, the involvement of the teaching staff of the TM programme in tourism research directly related to the study programme is not sufficient.

4. Some classrooms are dated, are dull and need modernising to support student learning for the TM professional bachelor programme. The library book and journal stock for tourism management needs increasing with the latest internationally specific and generic stock for tourism to support TM student and TM teaching staff research. Some students complained of a lack of space and modern computer places.

5. Encouragement of student participation in applied research activities is low and the evaluation of student applied research and analysis results' in coursework is often overestimated; source references are sometimes inadequate..

6. TM programme management is lacking the SWOT analysis, which is an important part of the programme management process and provides good opportunities to receive information on activity improvement and quality assurance. Establishing a specific TM Business Committee is recommended to provide advice.

V. GENERAL ASSESSMENT

The study programme *Tourism Management* (state code – 653N15003) at Vilnius 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	3
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
	Total:	**18**

*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: Eneken Titov
Team members: Jeremy Christopher Hutchinson
                        Prof. dr. Aušrinė Armaitienė
                        Marius Rimkaitis
                        Jolita Čeičytė

Studijų kokybės vertinimo centras

VILNIAUS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *TURIZMO VADYBA* (VALSTYBINIS KODAS – 653N15003) 2014-05-21 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-250-4 IŠRAŠAS

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V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus kolegijos studijų programa *Turizmo vadyba* (valstybinis kodas – 653N15003) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	**18**

* 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

Vilniaus kolegijoje įgyvendinamos studijų programos „Turizmo vadyba" stiprybės:

1. Siūlomos įvairios *Turizmo vadybos* programos studijų formos: nuolatinės, ištęstinės, nuotolinės studijos, programa anglų kalba, dviguba programa (lietuvių ir anglų kalbomis). Tai pagirtina, nes išplečiamos studijų galimybės.
2. *Turizmo vadybos* studijų programos išskirtinumą ir konkurencingumą su kitomis panašiomis Lietuvoje įgyvendinamomis studijų programomis lemia aukštas programos tarptautiškumo lygis, didinantis studijų programos vertę ir padedantis pritraukti studentų. Tarptautiškumo pagrindą sudaro galimybė gauti du aukštojo mokslo diplomus (Vilniaus kolegijos verslo profesinio bakalauro diplomą ir Šiaurės Jutlandijos universitetinio koledžo Olborge (Danija) bakalauro diplomą), galimybė *Turizmo vadybos* programą studijuoti anglų kalba ir šios programos dėstytojų bei studentų judumas pagal *Erasmus* programą.
3. Viena iš pagirtinų *Turizmo vadybos* programos savybių yra dėstytojų judumas. Kiti teigiami šios programos aspektai – darbuotojų praktika pagal *Erasmus* programą, profesiniai ryšiai su užsienio kolegomis, atvykstančiųjų dėstytojų gausa ir pagal *Erasmus* programą finansuojamų atvykstančių studentų skaičius.
4. Gerai vertintinas techninis šios programos aprūpinimas. Plačiai naudojamasi IT priemonėmis, Verslo vadybos fakultete gerai įrengtos kompiuterių klasės užtikrina puikias mokymosi sąlygas.

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5. Pagirtina tai, kad *Turizmo vadybos* programos mokymo metodai yra įvairūs.
6. Stiprus šios programos aspektas yra bendras praktinis mokymas ir simuliacinės užduotys.
7. Socialiniai partneriai teigiamai įvertino *Turizmo vadybos* programą. Šios programos studentų įgūdžiai ir gebėjimai atitinka bendruosius darbo rinkos reikalavimus.
8. *Turizmo vadybos* programos dėstytojų komanda yra tinkama ir dera pagal amžių, jos vadovas entuziastingas ir energingas.
9. Teikiamos studentams patrauklios paslaugos, fakulteto patalpose, bendrabučiuose yra bevielis ryšys, įrengti poilsio kambariai, kur studentai gali maloniai leisti laisvalaikį.
10. Pagirtinas *Turizmo vadybos* programos proceso organizavimo aspektas yra individualios dėstytojų konsultacijos, kurias jie teikia studentams ne tik per paskaitas, bet ir kitomis darbo valandomis.
11. Kalbant apie vadybą, teigiamai vertintina Verslo vadybos fakulteto suteikta galimybė lankyti mokamus kalbų kursus studentams, norintiems išmokti trečią kalbą arba pagerinti užsienio kalbos įgūdžius, nes tai padeda studentams profesiškai tobulėti.
12. *Turizmo vadybos* programa turi paklausą; ji yra stipriausių šalies koleginių studijų programų dešimtuke.

VK studijų programos „Turizmo vadyba" silpnybės:

1. Skirti 30 ECTS kreditų turizmo dalykui *Turizmo vadybos* programoje yra per mažai. Dėl to studentams gali kilti sunkumų, atliekant mokslinius tyrimus ir analizuojant turizmo problemas baigiamuosiuose darbuose.
2. Žemas pagal *Turizmo vadybos* studijų programą atliekamų taikomųjų mokslinių tyrimų plėtros lygis.
3. *Turizmo vadybos* studijų programos dėstytojai rengia vadovėlius ir metodinę medžiagą. Tačiau jie atlieka per mažai turizmo srities mokslinių tyrimų, tiesiogiai susijusių su šia studijų programa.
4. Kai kurios auditorijos yra senos, niūrios; jas reikia atnaujinti, kad studentai galėtų tinkami studijuoti šią profesinio bakalauro programą. Bibliotekos knygų ir žurnalų išteklius reikia papildyti naujausiais tarptautiniais leidiniais, specializuotais ir bendraisiais, kad *Turizmo vadybos* programos studentai ir dėstytojai galėtų kokybiškiau atlikti mokslinius tyrimus. Kai kurie studentai skundėsi, kad trūksta patalpų ir vietos moderniems kompiuteriams.
5. Studentai mažai skatinami dalyvauti taikomuosiuose moksliniuose tyrimuose, jų taikomieji moksliniai tyrimai ir analizės rezultatai baigiamuosiuose darbuose dažnai pervertinami; nuorodos į šaltinius ne visada atitinka reikalavimus.
6. Trūksta *Turizmo vadybos* programos SSGG analizės, kuri yra svarbi programos vadybos proceso dalis ir kuri užtikrina gerą galimybę gauti informacijos apie veiklos gerinimą ir kokybės užtikrinimą. Rekomenduojama įsteigti specialų *Turizmo vadybos* programos Verslo komitetą, kuris konsultuotų.

III. REKOMENDACIJOS

7. Atsižvelgiant į programos pavadinimą ir įprastus reikalavimus dėl tinkamo turizmo problemų pripažinimo ir nagrinėjimo, šios programos studijų krypties dalykams reikėtų skirti daugiau kaip 30 kreditų, taip pat studentai turi atlikti praktiką. Ekspertų grupė labai rekomenduoja atkreipti dėmesį į turizmo dalykus *Turizmo vadybos* programoje ir padidinti jiems skiriamų kreditų skaičių.

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8. Studijų turinys, dėstytojų mokslinė veikla ir studentų taikomieji moksliniai tyrimai, pateikti jų baigiamuosiuose darbuose, yra tarpusavyje susijusios sistemos dalys. Tačiau ekspertų grupė rekomenduoja, kad, atliekant taikomuosius mokslinius tyrimus pagal *Turimo vadybos* studijų programą, daugiau dėmesio būtų skiriama turizmo temai, o baigiamajam darbui būtų keliami aukštesni reikalavimai.

9. *Turimo vadybos* programą įgyvendinantis akademinis personalas rengia vadovėlius ir paskaitų metodinę medžiagą. Tačiau šios programos dėstytojai atlieka per mažai mokslinių tyrimų turizmo tema, kuri tiesiogiai susijusi su šia studijų programa. Rekomenduojama glaudžiau bendradarbiauti su universitetų dėstytojais mokslinių tyrimų srityje.

10. Didinti *Turizmo vadybos* studijų programai įgyvendinti reikalingus bibliotekos knygų ir žurnalų išteklius, papildant juos naujausiais tarptautiniais leidiniais, specializuotais ir bendraisiais, kad studentai ir dėstytojai galėtų kokybiškiau atlikti mokslinius tyrimus.

11. Studentų dalyvavimo mokslo taikomųjų tyrimų veikloje skatinimas turėtų būti neatskiriama studijų dalis, todėl vertinimo grupė rekomenduoja gerinti šį darbą. Atnaujinti kai kurias senas patalpas. Įsigyti reikiamą skaičių naujų kompiuterių.

12. Neatlikta *Turizmo vadybos* programos vadybos srities, taip pat ir kitų savianalizės suvestinėje aprašomų sričių SSGG (stiprybių, silpnybių, galimybių ir grėsmių) analizė, kuri yra svarbi programos vadybos proceso dalis. Pagrindinė mūsų rekomendacija dėl programos vadybos *Turizmo vadybos* programos tobulintojams – nevengti savikritikos ir taikyti SSGG analizę, kad būtų įvertintas kiekvienas šios studijų programos aspektas. Rekomenduojama įsteigti Verslo komitetą, kuris turėtų pirmininką ir darbotvarkę, kad pagerėtų ryšiai su socialiniais partneriais.

<…>   _____

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso[1] 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

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[1] Žin., 2002, Nr.37-1341.

Studijų kokybės vertinimo centras