



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus kooperacijos kolegijos
STUDIJŲ PROGRAMOS
MAITINIMO VERSLO ORGANIZAVIMAS
(valstybinis kodas – 653N15005)
VERTINIMO IŠVADOS

EVALUATION REPORT
Of CATERING BUSINESS ORGANIZATION
(state code –653N15005)
STUDY PROGRAMME
at Vilnius cooperative college

1. **Prof. dr. Tiiu Paas (team leader)**, *academic*,
2. **Dr. Brenda Eade**, *academic*,
3. **Dr. Detlev Remy**, *academic*,
4. **Ms. Vitalija Freitakaitė**, *representative of social partners*,
5. **Ms. Jurgita Šarkovaitė**, *students' representative*.

Evaluation coordinator –
Ms. Natalja Bogdanova

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Maitinimo verslo organizavimas</i>
Valstybinis kodas	653N15005
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas
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	Paslaugų verslo administravimo profesinis bakalauras
Studijų programos įregistravimo data	2012-03-20

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Catering business organization</i>
State code	653N15005
Study area	Social sciences
Study field	Business
Type of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time (3), Part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor's Degree in Services Business Administration
Date of registration of the study programme	20-03-2012

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter– HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1	Programme Development and Updating Process Descriptor, Nr.1, 2014-05-05; (in Lithuanian)
2	Minutes of the recent programme committee meetings (in Lithuanian)
3	Documentation on teachers certification process (in Lithuanian)
4	Methodological guidelines for BA thesis
5	List of professional practice mentors

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

Vilnius Cooperative College (VCC) is a Lithuanian non-state higher-education institution, acting as a public body and providing the professional bachelor's qualification degree. Its founder is the Cooperative company Lithuanian Cooperative Union. The College was established in 2000 on the basis of Vilnius Higher Cooperative School, founded in 1991. In 2014, the College was accredited for 6 years (Centre for Quality Assessment in Higher Education Director's Order No. SV6-52 on 9 September, 2014). The study program in Catering Business Organisation is one of the five study programmes of the College. The first evaluation of this programme was performed in 2012. Following the external evaluation results of the previous evaluation, the study programme has been accredited for three years without conditions, i.e. until 30 June, 2015. The Self-Assessment Report (SER) for the next evaluation (2015) of the programme in Catering Business Organisation was prepared by the work group established according to the Vilnius Cooperative College (VCC) Director Order No. 1-27 on 18 April, 2015 and submitted to the Centre for Quality Assessment in Higher Education.

1.4. The Review Team

The review team was completed according *Description of experts recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 29th October, 2015.

- 1. Prof. dr. Tiiu Paas (team leader),** *Professor at Faculty of Economics and Business Administration, University of Tartu, Estonia.*
- 2. Dr. Brenda Eade,** *Reviewer for Quality Assurance Agency, UK, Education Consultant, BE Education Consultants, Associate of the UK Higher Education Academy.*
- 3. Dr. Detlev Remy,** *Lecturer at Les Roches International School of Hotel Management, Educational Consultant, Switzerland.*
- 4. Ms. Vitalija Freitakaitė,** *Director of JSC "Javinės būstas", Lithuania.*
- 5. Ms. Jurgita Šarkovaitė,** *Master student of International Management, Rotterdam School of Management, Erasmus University, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The study programme in Catering Business Organisation (hereafter CBO) aims to prepare qualified business organizers in catering to be able to plan and organize business and management activities and to be innovative and flexible in responding to the quickly changing economic environment. According to the Self-Evaluation Report (hereafter SER), the programme has been elaborated and implemented by the Vilnius Cooperative College (hereafter College) taking into account that there is a remarkable demand for catering business specialists in the Lithuanian labour market and evidently these specialists can be easily employed. Thus, according to the expectations of the College, the programme corresponds to the needs of the labour market and the public.

The aims and main objectives of the study programme correspond to the mission and vision of the College publicly presented in the College website (see: <http://old.vkk.lt/en/about-us/mission-and-vision>). Following the mission and vision, the College and its study programmes try to create the necessary preconditions for providing high-quality, innovative and experience-based education and research taking into account the interests of all stakeholders (national and international students, social partners, and faculty members). The aims, objectives and expected study outcomes of the College's programmes are as a rule clearly defined and are publicly assessable.

Faculty members of the College have put considerable effort into elaborating the expected learning outcomes of the CBO study programme and study subjects' syllabuses to make them consistent and compatible with the aims, objectives and learning outcomes of the programme (see also Annexes 4 and 5 of the SER). The aims and learning outcomes of the study programme in CBO are consistent with the name of the programme, the expected qualification of the graduates and with studies at undergraduate level. But developments are unavoidable (see recommendations afterwards) taking into account that the implementation and development of the study programme in CBO has first, to continually follow international trends in catering business and education and second, to be in line with the demographic situation of the country and the increasing international mobility of young people.

Relying on the information presented in the SER and collected during the site visit, there is still room for some improvements in defining the expected study outcomes and their consistency with the aims and targets of the programme following changes in international and Lithuanian business environment and educational market. As the objectives and learning outcomes of the programme (e.g. SER sub-point 13) have a target to encourage the continuation

of graduates' education in postgraduate study programmes, more attention should be devoted to reflecting these objectives in the general (not only in the specific) study outcomes. For instance, it is recommended that the College considers whether the development of good research abilities (including research methodology) and professional and scientific communication should be defined among the general study outcomes or if this is only a subject specific learning outcome. Taking into account that graduates of the CBO programme should have both good theoretical knowledge as well as practical skills in catering business; it is also recommendable to consider whether, for instance, the elaboration of the business plan should also rely on knowledge of statistics as well as macro- and micro economics, etc. However, these are only minor issues indicating that the aims and learning outcomes of the CBO programme should be continually revised and developed.

As the CBO programme has strong professional orientation, the revision and development of the aims, expected learning outcomes and teaching methods should be devoted to better integration of theoretical knowledge and practical skills during the whole study process. The expected learning outcomes should create the necessary preconditions and motivation for graduates to continue their education at next levels of study if this is defined as one of the aims of the CBO programme. The aims and expected learning outcome should also more explicitly take into account the remarkable international scope of the catering business.

In conclusion, the aims and expected learning outcomes correspond to the regulations; they are in general compatible with each other and are publicly accessible. However systematic revision and development of the aims and expected study outcomes are unavoidable to take account of the stakeholders' feedback as well as rapid changes in the demographic situation and business environment in Lithuania and internationally.

2.2. Curriculum design

Relying on the information presented in the SER and collected during the site visit, the curriculum meets the legal requirements and regulations of the country. The scope of the programme is in general sufficient to ensure the expected learning outcomes are met. But despite of that remarkable developments are unavoidable (see recommendations afterwards) in order to guaranty the sustainability of the CBO program even in the short-run perspective. Due to the demographic situation and the increasing competition in the Lithuanian and international educational markets, the curriculum design should clearly reflect the identity and uniqueness of the programme in the Lithuanian labour and educational markets focusing, beside of other issues, on the following aspects: a) internalisation; b) flexibility and openness for quick implementation

of necessary developments; c) integration of theoretical knowledge with practical skills; d) creating good basis for the continuation of education at the next study levels. The curriculum needs developments to take also account the revisions of the aims and expected outcomes of the programme.

The curriculum design meets the need to be flexible by offering optional courses, and students can take up to 12 optional credit points rather than the required minimum of 9 credits. This flexibility can create good opportunities for students to take courses from other study programmes of the College and possibly even from other higher education institutions. But in order to follow these opportunities the College should widen its study and research cooperation with other higher institutions and increase the motivation of students for cross-programme mobility when taking optional courses. The curriculum should create necessary preconditions for the reflecting the latest achievements in science and technology of the sector in the educating good specialist in catering business. The increase of curriculum flexibility and cross-program mobility of students will support the achievement of these tasks.

The curriculum in CBO tries to follow the requirements for study subjects to be evenly spread over the programme, and for modules to be consistent with study at undergraduate level. It also accommodates different study forms (part-time and full-time). Following the information presented in the Appendixes 4-6 of the SER, the syllabuses for each module have been designed to avoid repetitiveness of study topics and themes, and are consistent with the expected learning outcome. However, there is still repetition in the content of some subjects (e.g. statistics with Applied Research Methodology, Sociology with Microeconomics, Accounting and Analysis with Finance and Taxes). These issues indicate that the curriculum design and syllabuses of every subject should be continually revised and developed taking into account students' and other interest groups' feedback as well as new developments in the study fields. It is necessary to find additional possibilities how to substitute the repetitiveness of the offered knowledge with the integration of previous knowledge with the new one.

Taking into account that the programme aims to prepare specialists who can organize and manage catering businesses and meet regional expectations of stakeholders, the curriculum should contain more subjects related to marketing, management and entrepreneurship; study courses should be regularly updated. Besides, more updated courses (e.g. for marketing, entrepreneurship, e-commerce and management) the curriculum should also create additional possibilities for foreign language learning (at least as elective courses), e.g. to increase the number of hours for English language courses and additionally offer other foreign language courses as optional choice.

Following the aim of the program, remarkably more emphasis has to be devoted to the integration of theoretical knowledge and practical skills and to the creating preconditions for the continuation of graduates' education at the next levels of study. The necessity to better integrate theoretical knowledge with their practical application during the implementation of the study programme was already emphasized in the self-critical approach of the SER. That also indicates that the College has strong wish to develop the program.

Taking into account that catering is an international business which not only has regional and national brands but also needs to respond to the impact of global brands and international development trends, the international dimension of the curriculum design should be significantly improved. Insufficient amount of attention is devoted to the analysis of the well-known international study programs in catering business; international cooperation in developing curriculum design is still weak. It is recommended that the College carefully analyses similar and/or related study programmes of internationally well-known higher education institutions outside Lithuania and uses their best practices to develop the CBO curriculum whilst also taking into account the local business environment and stakeholders' interests. This is a challenging and creative process that all curriculum developers in the College should follow to ensure study programmes have long term sustainability.

Some students were not satisfied with the allocation of the study subjects, particularly during the first study year. That indicates that systematic monitoring and analysis of curriculum design as well as effective discussions for its development are necessary. In order to make remarkable changes in the allocation of the study subjects and in curriculum design, the collection and analysis of all stakeholders' feedback and analysis of the collected feedback has to be more systematic. Developments in the curriculum have also to rely on the revision of the program aims and expected learning outcomes as well as on international trends in development of catering business and education. From the self-critical information presented in the SER and the information collected during the site visit, the procedures for the revising and developing of all curriculums of the College are elaborated, but in the case of the CBO program they should be implemented remarkably faster and more efficiently.

In conclusion, although the curriculum design of the CBO programme follows national regulations and rules and takes into account the level of study and the programme's professional orientation, the curriculum design still requires significant development. It needs to be more flexible and planned changes should be implemented faster taking into account students' and other stakeholders' feedback. More emphasis should be placed on the improvement of the international dimension of the curriculum.

2.3. Teaching staff

The study programme in CBO, which has strong professional orientation, is delivered by staff who meet legal requirements and have sufficient experience to ensure that the expected study outcomes of the programme are met. All teachers involved in the CBO program follow the minimum requirements for having at least master (or equivalent) scientific degree. According to the requirement, no less than a half of teachers must have at least three years of practice in the sphere of the taught subject. In the case of the CBO program, this minimum requirement is correctly fulfilled and the corresponding rate is 90%. According to the information presented in the SER, 22 lecturers and 8 docents involved in the CBO program have had the practical work experience during the last seven years.

The number of teaching staff per student is adequate and turnover of teaching staff does not create any notable risks for the successful implementation of the programme. Based on the data presented in the SER, the average number of full-time students per teacher establishment was 10.8 and of part-time students 18.5 in 2014. There may be a lack of well-qualified teachers who specialise in nourishment education (e.g. according to the CV-s presented in the SER, only one teacher has qualification as a specialist of food technology). But this is a relatively minor issue in the professional composition of the faculty members in respect of the implementation and development of the CBO programme.

A further problem regarding the staff relates to the fact that around 80% of teachers are also working in other institutions besides the College. This situation can create serious threats for the long-term sustainability of the programme in CBO.

Relying on the CV-s presented in the SER as well as on the information collected during the site visit, majority of teachers involved in the implementation of the CBO program have had necessary research experience during their working life. Their current involvement in the active research as well as quality of research outcome vary case by case and not all teachers have been active in research during the recent years indicating that there is still some unused potential for the strengthening research activities of the College teachers.

International mobility of teachers involved in the CBO program is rather low and it has not increased during the recent years. That conclusion relies on the data presented in the SER as well as on information collected during the site visit having conversations with the faculty members. For instance, the number of the teachers involved in the ERASMUS program was 16 in 2013 and 14 in 2014. These numbers are significantly lower comparing to the previous years when the College succeeded to improve professional training and international mobility of teachers participating in the EUF projects. Low international mobility of some faculty members

can also generate the situation that teachers are not sufficiently convincing to attract students to participate in the international mobility schemes or to take part in international projects and activities. Thus, there is still some unused potential for increasing international mobility of teachers and thereby to improve the implementation of the CBO program.

The number of foreign teachers visiting the College and participating also in CBO program has increased during the recent years (e.g. the number of ERASMUS foreign teachers involved in the CBO program was 6 in 2012, 18 in 2013 and 22 in 2014). That indicates that the College has good potential for the development of international cooperation.

According to the information presented in the SER, the College puts efforts for professional development of the faculty members and supports their international mobility. But the use on these opportunities also depends on the motivation of faculty members and their ability to sufficiently communicate in English and other foreign languages which are necessary for efficient communication with international colleagues and taking part in the activities of international networks. Also the motivation system for the improvement of international mobility of teachers is not yet fully established and implemented in the College. The College management has recognised these problems and is working to resolve these problems.

In conclusion, although the staff involved in the implementation and development of the programme in CBO meet national regulations, additional emphasis should be devoted to the systematic assessment and motivation of faculty members' activities dedicated to the improvement of the study process and active participation in international mobility and research work.

2.4. Facilities and learning resource

The premises for studying are adequate in their size and quality, and have the advantage that they are located in the one place. Learning and teaching equipment is adequate to meet the needs of the CBO programme. The College has cooperation with other higher institutions (e.g. Vilnius Tourism and Business School) and that creates additional possibilities for supporting the study processes. The College pays sufficient attention to the students with special needs.

The library of the College effectively supports the study process. But in addition to strengthening the internalisation of study and research activities, more attention should be devoted to better selection of internationally well-known textbooks in the fields related to the CBO programme. In the case the well-known international text-books will be accepted as the basic books for the majority of the study courses, the number of copies of these books has to be

increased in the library or/and the access of students to these books has to be guaranteed through the official versions of the e-books.

Arrangements are in place, including agreements with social partners, which allow students to get some practical experience during their studies in CBO. The list of social partners who can help to conduct professional practice and thereby develop students' professional skills is impressive. But there is still room for improvement of collaboration with social partners in order to better integrate theoretical knowledge of students with practical applications. The cooperation with social partners for conducting students' practice should also be developed involving new innovative practice places and experienced supervisors from real catering businesses. The more systematic analysis of first graduates' and other stakeholders' feedback will provide valuable information for improving the development of professional practice.

The College has the simulation firm "Reda" that creates additional possibilities for training students for practical management and integration theoretical knowledge with practice. Innovative developments in "Reda's" activities are necessary to effectively use the potential of this firm for the improvement of the study process of all the College's study programmes. Changes are needed to better integrate the use of "Reda" in the overall study process, relating it to theoretical learnings in different courses and increasing students' motivation in engaging in simulation activities.

In conclusion, the premises and learning resources provide the necessary preconditions for successful implementation and development of the study programme in CBO. Some improvements are necessary, particularly in the case of the firm "Reda".

2.5. Study process and students' performance assessment

The College has created clear admission requirements which are publicly achievable and sufficiently well-distributed. The assessment of students' performance is clear and publicly available. Students generally receive the necessary information about the expectations to their learning outcomes. In the case of any misunderstandings, students can discuss these issues with teachers. As the number of students in the CBO programme is rather small and the student-teacher ratio is sufficiently good, teachers ordinarily have time to effectively deal with students' problems and to work together to find appropriate solutions related to the everyday issues of the study process. The system of social support is well elaborated and implemented and students have sufficient information about this to get the necessary support. Thus, the general rules for the organising the study processes are sufficiently well established at the College level and that

creates also necessary preconditions for the organisation of the CBO programme and for the achievement of the expected study outcomes.

A problematic issue for the CBO programme is the low and declining number of students (the full-time enrolment was 11 and part time enrolment 12 new students in 2014; see tables 14 and 15 in the SER). This situation may create serious threats for the long-term sustainability of the programme. The low number of students may also create some difficulties for efficient organisation of the study process and the implementation of study methods, for example allowing synergy from the teaching and learning which would apply in the optimal group size. However, the small number of students also creates preconditions for implementing teaching methods supporting individual development and creativity of students. These current preconditions have to be made even more attractive and innovative through the development and the implementation of the CBO programme. Thus, the organisation of the study progress in the conditions of the declining number of students needs remarkable additional efforts in order to make the program attractive for students and to guarantee the sustainability of the program.

Relying on the information presented in SER as well as on the conversations with the students during the site visit, teaching methods implemented in the study courses of the CBO not always correspond to students' expectations to get good professional education allowing to integrate theoretical knowledge with practical applications. Some developments are necessary. Particular emphasis should also be devoted to the development of the study process of part-time students, e.g. more effective use of MOODLE.

The main direction in the development and implementation of teaching methods should be devoted to better integration of theoretical and professional knowledge and skills during the whole study process and in the case of all subject (e.g. also in such subjects like mathematics, statistics, macro- and macroeconomics, etc), not only in the professional core subjects. Students expect that already during their first year studies the links between theoretical knowledge and possible practical applications are more evident and they can apply new theoretical knowledge by solving real problems arising from practical cases. By the way, the necessity to implement innovative teaching methods, allowing better integration of theoretical knowledge and practical skills, was also reflected in the SER, indicating that the College staff is sufficiently self-critical and has good expectations for future development of the programme.

Almost one third of the study programme is devoted to professional practice. Despite rather impressive list of social partners having agreements with the College for the conducting of the CBO students' professional practice, there is still room for improvements in order to fulfil students' expectations. Students expect to get good and internationally accepted professional

education in catering business that synthesises new achievements in science and technology with best management practices.

The organisation of professional practice has to be strongly related to the BA thesis preparation process during the whole study process. It is recommended to start with generating ideas for the BA thesis and other empirical research at the beginning of the programme, thereby focusing on the expected professional outcome of the studies. This approach may help to reduce the demotivation of some first year students giving them more information about the practical outcome of the programme at the beginning of their studies. Systematic analysis of graduates' and other stakeholders' feedback will provide valuable information for improving the development of professional practice and preparation of the BA thesis including also international experience. The College should consider possibilities for some field trips and/or internships in the catering companies outside of Lithuania.

In order to motivate and help students to be internationally more active during their studies, it is recommended that study courses utilise internationally well-known textbooks. Teachers should implement smart pedagogical and methodological approaches in order to motivate students working with international textbooks (e.g. adding the case studies that relate to national and regional experience). The creation of new opportunities to develop students' English language skills during their participation in the CBO programme is strongly recommended (to widen the opportunities and motivation to participate in lectures given by foreign teachers, field-trips to other countries, etc).

Students appreciate the possibility to take part in the activities of the College's firm "Reda" which was created to improve the practical orientation of the College's study programmes and teaching process. But from the students' feedback, the activities of "Reda" require innovation and improvements to allow better integration of theoretical knowledge and practical skills. It is recommendable to consider whether the firm "Reda" can also be better integrated in the BA thesis preparation process.

In conclusion, the admission of students and organisation of the study process and assessment of students' performance meets general requirements. In order to guarantee the sustainability of the program, the organisation of the study process in CBO program needs remarkable improvements. The teaching methods do not always sufficiently integrate theoretical and practical knowledge and skills, and do not encourage students to be sufficiently active and motivated in their studies. The study process lacks international focus and activities.

2.6. Programme management

The system of the programmes management is in general sufficiently well elaborated in the College and creates the necessary framework for the implementation and development of all programmes of the College, including the CBO programme. The responsibilities for making decisions are allocated according to the general rules of the College. The outcomes of external and internal evaluations are publicly available and thereby the preconditions for taking this information into account in the development of study programmes are established. The framework for the involvement of stakeholders in the implementation and development of the programmes is also elaborated in the College.

Despite the sufficiently well elaborated framework for the management of the College's study programmes, there is still room and necessity for the remarkable improving the CBO programme management to create the necessary preconditions for the sustainability of this programme. The self-critical approach of the SER recognises that the current process for the development of the CBO programme has been slow and does not enable the programme to be developed systematically and effectively responding to changes in the catering business. But there does not appear to be any clear vision so far for the future direction of the CBO programme to ensure its sustainability in terms to increase student numbers and to establish an up-to-date curriculum which responds to changes in the sector. The strategic plan ensuring short long run sustainability of the CBO program has to be quickly elaborated and implemented. In order to fulfil these inevitable tasks, programme management has to be remarkable improved.

Meetings with social partners confirmed their support for the programme and their readiness to be involved in the practical implementation of the CBO programme. However, social partners have not been regularly and effectively involved in the programme development processes so far. The programme committee, which is responsible for programme development, met only once in 2014, and consequently there has not been a systematic approach to implementing changes and responding to feedback from stakeholders. Students confirmed that they completed surveys but were not encouraged, and did not feel confident, to put forward their own views on how the curriculum might be enhanced. All these issues indicate that program management has not been sufficiently efficient so far and improvements are unavoidable.

The leadership of the programme has recently been changed and these changes may provide additional opportunities to review the current aims and objectives of the CBO programme and establish a clear identity for the programme within the sector, enabling it to meet the needs of future students and employers. The programme management system has to quickly and efficiently support development of the curriculum design and study process and to involve

all stakeholders in real management activities. The alternative approach is to integrate the CBO programme with other programmes of the College in the future.

In conclusion, the established management system of the College creates the necessary preconditions for the development and implementation of all study programmes. Unfortunately, this framework has not been effectively implemented during the development and implementation of the CBO programme; improvements are necessary. The programme committee has to elaborate rapidly and implement effective measures for development of the curriculum and study process to attract and keep good students. The alternative approach is to integrate the CBO programme with some other programmes of the College in near future.

2.7. Examples of excellence *

* if there are any to be shared as a good practice

The self-critical approach in the SER which analyses the activities related to the development and implementation of the study programme in Catering Business Organisation can be considered as an example of excellence. This approach indicates a strong wish to develop the programme in CBO ensuring its sustainability.

III. RECOMMENDATIONS

1. To revise the expected study and learning outcomes focusing on the achievement of consistency between all programme aims and expected learning outcomes and to establish a clear identity for the programme and its curriculum in the Lithuanian labour and educational market.
2. To make the curriculum development process more flexible and efficient taking into account the necessity to better integrate theoretical knowledge and practical skills and to ensure graduates' have the opportunity to continue their education at the next study levels. The curriculum should effectively reflect the aim of the programme to develop students' managerial, marketing and entrepreneurial skills.
3. To strengthen the international aspects of the curriculum design and study process, motivating students and faculty members to be more internationally active.
4. To implement innovative teaching methods allowing better integration of theoretical knowledge and practical skill during the whole study process and motivate students to work with internationally well-known textbooks thereby creating better preconditions for international students exchange.
5. To elaborate and implement effective measures for the assessment of faculty members' activities and motivate teachers to more purposefully participate in the application and fulfilment of the research projects and encourage them to implement innovative teaching methods more actively.
6. To improve the activities of the simulation firm "Reda" following the special needs of the programme in CBO, e.g. including customer care and service management modules in the simulation activities.
7. To involve all stakeholders (including students, graduates, social partners, faculty members) in the programme development through active feedback collection and analysis, follow up actions and frequent communication between different interest groups.
8. To improve the flexibility and effectiveness of programme management for the implementation and development of the programme.
9. To elaborate the strategic plan that ensures long-run sustainability of the CBO programme. The plan should clearly establish the target audience for the programme and desired professional qualifications for graduates (managers/small business owners/cooks), long-term programme communication and promotion plans to ensure attracting sufficient numbers of students, as well as other functional areas.

IV. SUMMARY

The study programme in Catering Business Organisation (CBO) including the programme's goals, study outcomes, syllabuses and curriculum are elaborated and implemented following national rules and requirements. The infrastructure (including buildings, computers, library etc) of the College meets the MOSTA (Research and Higher Education Monitoring and Analysis Centre) requirements. The College has the firm "Reda" allowing development of students' professional skills. The agreements with social partners for the conducting professional practice are established. The College also cooperates with other higher institutions (e.g. Vilnius Tourism and Business School); which creates additional opportunities for supporting the study process and the development of the curriculum. The established management system of the College provides the framework for the implementation and development of the CBO programme. The Self-Evaluation Report (SER) of the CBO programme is profoundly elaborated and is sufficiently self-critical. The concrete measures for overcoming the defined weaknesses and threats to, the CBO programme are profoundly considered and the deadlines for dealing with these issues are presented in the SER. The experts' site visit was professionally well organised. All these issues demonstrate that the College has good potential and wish to develop the CBO program ensuring its long-run sustainability.

Although the curriculum design of the CBO programme is elaborated following national regulations and rules and takes into account the level of studies and programme's professional orientation, it needs further development and planned changes need to be implemented more rapidly. The expected study and learning outcomes of the CBO programme do not provide a clear identity for the CBO programme and its curriculum in the Lithuanian labour and educational market. With the current curriculum, the possibilities for the development of students' managerial, marketing and entrepreneurial skills in catering business are scarce; improvement in this area is, therefore, necessary. The curriculum lacks international dimension. The analysis of international experience as well as of feedback from all stakeholders, including first graduates, creates a valuable additional informational resource for curriculum development.

Students have been rather critical of the comparatively weak implementation of appropriate teaching methods that can efficiently integrate theoretical knowledge with practical experience during the whole study process. Students' feedback also points out that improvement of study process is essential. From the students feedback and information collected during the site visits, the College's simulation firm "Reda" needs to be more creative and innovative. Changes are needed to better integrate the use of "Reda" in the overall study process, relating it

to theoretical learnings in different courses and increasing students' motivation in engaging in simulation activities.

Staff involved in the implementation and development of the programme in CBO in general meets national regulations but the most critical issue is that the majority of teachers involved in the CBO programme also have other work commitments outside the College. In these circumstances the time they dedicate to the CBO programme implementation and development process is limited.

The well-elaborated system for the comprehensive assessment of teachers' activities is missing. The elaboration and implementation of the system motivating teachers' work for the development of the CBO programme including additional implementation of innovative and CBO programme specific teaching methods would be beneficial. International mobility and research activities of some faculty members are low. Additional measures to motivate teachers to more purposefully and effectively participate in international mobility and to apply for and complete research projects which enable students to collaborate in their research need to be implemented.

The study programme in CBO has few graduates, the number of the admitted students is small and there is no indication that numbers will increase. This situation indicates that the College should put considerable effort into the continuous monitoring and development of the programme and improve the CBO programme management system in order to systematically analyse and follow-up on stakeholders' feedback ensure flexible and quick development of the programme.

In order to guarantee long-term sustainability of the programme, the programme committee has to elaborate and implement effective measures for making the CBO programme continually attractive for admitting and keeping good and motivated students. These measures should also help to generate better preconditions for the continuation of studies at the next study levels in Lithuania and outside. If the programme in CBO is not sufficiently attractive for recruiting new students who are intending, and are able, to participate in education in the catering business, the College should consider alternative approaches for integrating the CBO programme with some other strong programmes in the College in future.

In view of the fact that the College has the necessary infrastructure and staff who are self-critical and able to analyse the current shortcomings of the CBO programme implementation and development process, the expert team believes that the College has good potential for ensuring the sustainability of the programme. The strategic plan that ensures long-run sustainability of the CBO programme has to be quickly elaborated and implemented.

V. GENERAL ASSESSMENT

The study programme *Catering Business Organization* (state code – 653N15005) at Vilnius Cooperative College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	2
6.	Programme management	2
	Total:	15

*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:

Prof. dr. Tiiu Paas

Grupės nariai:

Team members:

Ms. Brenda Eade

Dr. Detlev Remy

Ms. Vitalija Freitakaitė

Ms. Jurgita Šarkovaitė

VILNIAUS KOOPERACIJOS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS MAITINIMO VERSLO ORGANIZAVIMAS (VALSTYBINIS KODAS – 653N15005) 2015-12-31 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-371 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus kooperacijos kolegijos studijų programa *Maitinimo verslo organizavimas* (valstybinis kodas – 653N15005) 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	2
6.	Programos vadyba	2
	Iš viso:	15

* 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

Studijų programos *Maitinimo verslo organizavimas* (MVO), įskaitant studijų programos tikslus, studijų rezultatus, atskirų dalykų turinį ir studijų programos sandarą, rengimas ir vykdymas tenkina nacionalinius reikalavimus. Kolegijos infrastruktūra (įskaitant pastatus, kompiuterius, biblioteką ir pan.) atitinka MOSTA (Mokslo ir studijų stebėsenos ir analizės centro) reikalavimus. Kolegija turi įmonę „Reda“, suteikiančią galimybę ugdyti studentų profesinius įgūdžius. Pasirašytos sutartys su socialiniais partneriais dėl profesinės praktikos. Kolegija bendradarbiauja ir su profesinėmis mokyklomis (pvz., Vilniaus turizmo ir prekybos verslo mokykla). Šis bendradarbiavimas sukuria papildomų galimybių tobulinti studijų procesą ir

studijų programos sandaros rengimą. Kolegijoje įdiegta vadybos sistema sukuria pagrindą įgyvendinti ir tobulinti MVO studijų programą. MVO studijų programos savianalizės suvestinė yra labai išsami ir gana savikritiška. Joje išsamiai aptariamos konkrečios priemonės nustatytoms MVO programos silpnybėms ir grėsmėms įveikti, nurodomi terminai, iki kada problemos turi būti išspręstos. Ekspertų vizitas į aukštąją mokyklą buvo organizuotas profesionaliai. Visi šie dalykai rodo, kad kolegija turi gerą potencialią ir nori vykdyti MVO studijų programą taip, kad būtų užtikrinamas jos ilgalaikis tvarumas.

Nors MVO studijų programos sandara atitinka nacionalinius reikalavimus ir joje atsižvelgiama į studijų pakopą ir profesinę paskirtį, ją būtina tobulinti, o suplanuotus pokyčius įgyvendinti kuo greičiau. MVO studijų programos numatomuose studijų rezultatuose nėra aiškiai apibrėžta MVO studijų programos ir studijų turinio vieta Lietuvos darbo ir švietimo rinkoje. Su dabartiniu studijų turiniu studentų vadybinių, rinkodaros ir verslumo įgūdžių ugdymo galimybės maitinimo verslo organizavimo srityje yra menkos, todėl šią sritį būtina tobulinti. Studijų turiniui trūksta tarptautiškumo. Vertingas papildomas informacijos šaltinis rengiant studijų turinį būtų tarptautinės patirties analizė, taip pat visų socialinių dalininkų, įskaitant pirmuosius absolventus, grįžtamasis ryšys.

Studentai gan kritiškai atsiliepė apie sąlyginai silpną tinkamų dėstytojų metodų, leidžiančių efektyviai integruoti teorines žinias ir praktinę patirtį, taikymą per visą studijų procesą. Iš studentų grįžtamojo ryšio taip pat akivaizdu, kad būtina gerinti studijų procesą. Remiantis studentų grįžtamojo ryšiu ir per vizitą aukštojoje mokykloje surinkta informacija, teigtina, kad kolegijos praktinio mokymo įmonė „Reda“ turi būti kūrybiškesnė ir inovatyvesnė. Reikia imtis pokyčių, kad įmonės „Reda“ naudojimas būtų geriau integruotas į bendrą studijų procesą susiejant veiklą joje su teorinėmis įvairių dalykų žiniomis ir didinant studentų motyvaciją dalyvauti imituojamoje veikloje.

MVO studijų programą įgyvendinantis ir rengiantis personalas apskritai atitinka nacionalinius reikalavimus, tačiau esmine problema išlieka tai, kad dauguma MVO studijų programos dėstytojų turi kitų profesinių įsipareigojimų už kolegijos ribų. Tokiomis sąlygomis MVO studijų programai įgyvendinti ir tobulinti jie gali skirti ne visą savo laiką.

Nėra gerai parengtos visapusiško dėstytojų veiklos vertinimo sistemos. Būtų naudinga parengti ir įdiegti sistemą, pagal kurią dėstytojai būtų motyvuojami prisidėti tobulinant MVO studijų programą, įskaitant papildomą pažangių ir MVO studijų programai pritaikytų dėstytojų metodų taikymą. Kai kurių fakulteto darbuotojų tarptautinis judumas ir mokslinių tyrimų veikla yra menki. Reikia įgyvendinti papildomas priemones, skirtas dėstytojams motyvuoti, kad jie tikslingiau ir efektyviau dalyvautų tarptautinio judumo programose ir teiktų paraišką bei

įgyvendintų mokslinių tyrimų projektus, kurie leistų prie tokių mokslinių tyrimų prisidėti ir studentams.

MVO studijų programos absolventų yra mažai, priimtų studijuoti studentų skaičius irgi nedidelis, be to, nėra jokių požymių, kad jis didės. Tai rodo, jog kolegijai reikėtų įdėti nemažai pastangų ir nuolat stebėti, tobulinti studijų programą ir gerinti jos vadybą, kad būtų galima sistemingai analizuoti ir remtis socialinių dalininkų grįžtamojo ryšio rezultatais siekiant užtikrinti lankstų ir spartų studijų programos atnaujinimą.

Norėdamas garantuoti ilgalaikį studijų programos tvarumą, studijų programos komitetas turi parengti ir įgyvendinti efektyvias priemones MVO studijų programos nuolatiniam patrauklumui užtikrinti, kad būtų priimami ir išlaikomi geri ir motyvuoti studentai. Tokios priemonės taip pat turėtų padėti sukurti geresnes prielaidas tęsti studijas kitose pakopose Lietuvoje ir užsienyje. Jei MVO studijų programa nebūtų pakankamai patraukli ir nepritrauktų naujų studentų, ketinančių ir gebančių studijuoti maitinimo verslą, kolegija turėtų pagalvoti apie alternatyvius metodus, kaip ateityje integruoti MVO studijų programą į kitas savo studijų programas.

Turėdami galvoje, jog kolegija turi būtiną infrastruktūrą ir savikritišką personalą, gebantį analizuoti dabartinius MVO studijų programos vykdymo ir tobulinimo proceso trūkumus, ekspertai mano, kad kolegija turi gerą potencialą studijų programos tvarumui užtikrinti. Būtina greitai parengti ir įgyvendinti strateginį planą, kuris užtikrintų ilgalaikį MVO studijų programos tvarumą.

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III. REKOMENDACIJOS

10. Persvarstyti numatomus studijų rezultatus susitelkiant į didesnę darną tarp visų studijų programos tikslų ir numatomų studijų rezultatų, aiškiai nustatyti studijų programos ir studijų turinio vietą Lietuvos darbo ir švietimo rinkoje.
11. Padaryti studijų programos sandaros rengimo procesą lankstesnį ir efektyvesnį atsižvelgiant į būtinybę geriau integruoti teorines žinias bei praktinius įgūdžius ir užtikrinti absolventams galimybę tęsti studijas kitose pakopose. Studijų turinys turėtų iš esmės atspindėti studijų programos tikslą ugdyti studentų vadybinius, rinkodaros ir verslumo įgūdžius.
12. Sustiprinti studijų programos sandaros ir studijų proceso tarptautiškumą motyvuojant studentus ir fakulteto darbuotojus būti aktyvesnius tarptautiniu mastu.

13. Taikyti pažangius dėstymo metodus, kurie leistų geriau integruoti teorines žinias ir praktinius įgūdžius per visą studijų procesą, ir motyvuoti studentus naudoti tarptautiniu mastu pripažintus vadovėlius, kad susidarytų geresnės prielaidos tarptautiniams studentų mainams.
14. Parengti ir įgyvendinti efektyvias fakulteto darbuotojų veiklos vertinimo priemones ir motyvuoti dėstytojus tikslingiau dalyvauti teikiant paraiškas ir įgyvendinant mokslinių tyrimų projektus, skatinti juos aktyviau taikyti pažangius dėstymo metodus.
15. Pagerinti praktinio mokymo įmonės „Reda“ veiklą atsižvelgiant į specifinius MVO studijų programos poreikius, pvz., į imituojamą veiklą įtraukti klientų aptarnavimo ir paslaugų vadybos modulius.
16. Įtraukti visus socialinius dalininkus (įskaitant studentus, absolventus, socialinius partnerius, fakulteto darbuotojus) į studijų programos rengimo procesą palaikant aktyvų grįžtamąjį ryšį ir jį analizuojant, skatinant tolesnius veiksmus ir dažną komunikaciją tarp įvairių suinteresuotųjų grupių.
17. Pagerinti studijų programos vadybos lankstumą ir efektyvumą, kad būtų lengviau rengti ir įgyvendinti studijų programą.
18. Parengti strateginį planą, kuris užtikrintų ilgalaikį MVO studijų programos tvarumą. Plane turėtų būti aiškiai įvardyta tikslinė studijų programos auditorija ir siekiamos profesinės absolventų kvalifikacijos (vadovai / smulkaus verslo savininkai / virėjai), numatytas ilgalaikis studijų programos viešinimas ir reklamavimas siekiant pritraukti pakankamą studentų skaičių, taip pat kitos funkcinės sritys.

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2.7. Išskirtinės kokybės pavyzdžiai

Išskirtinės kokybės pavyzdžiu gali būti laikomas savikritiškas požiūris savianalizės suvestinėje, kurioje analizuojama su studijų programos *Maitinimo verslo organizavimas* (MVO) rengimu ir vykdymu susijusi veikla. Toks požiūris rodo stiprų norą plėtoti MVO studijų programą užtikrinant jos tvarumą.

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

Vertėjos rekvizitai (vardas, pavardė, parašas)