STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS VERSLO KOLEGIJOS
STUDIJŲ PROGRAMOS *SVETINGUMO IR RENGINIŲ INDUSTRIJA (valstybinis kodas - 653N80009)* VERTINIMO IŠVADOS
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**EVALUATION REPORT
OF *HOSPITALITY AND EVENTS (state code - 653N80009)* STUDY PROGRAMME**
at VILNIUS BUSINESS COLLEGE

Experts' team:

1. **Prof. Eneken Titov (team leader),** *academic,*

2. **Prof. David Foskett,** *academic,*

3. **Mr. Linas Pučinskas,** *representative of social partners',*

4. **Ms. Agnė Bosaitė,** *students' representative.*

Evaluation coordinator -

Ms. Gabrielė Bajorinaitė

Išvados parengtos anglų kalba
Report language – English

Vilnius
2016

Studijų programos pavadinimas	*Svetingumo ir renginių industrija*
Valstybinis kodas	653N80009
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Turizmas ir poilsis
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), ištęstinės (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Turizmo ir poilsio profesinis bakalauras
Studijų programos įregistravimo data	2012-04-30

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Hospitality and Events*
State code	653N80009
Study area	Social sciences
Study field	Tourism and Leisure
Type of the study programme	College studies
Study cycle	First cycle
Study mode (length in years)	Full time (3); part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Tourism and Leisure
Date of registration of the study programme	30th April, 2012

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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.*

Based on 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.	International Agreements with Higher Education Institution

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

Vilnius Business College started its business in 1989 as one of the first non-state higher education institutions. Currently, Vilnius Business College (VBC, College) is an accredited graduate school with the right to grant a Professional Bachelor's Degree. In 2014 VBC as a higher education institution successfully passed the accreditation procedure for external

evaluation and accreditation. By the decision of the *Centre for Quality Assessment in Higher Education (SKVC)* VBC was given "full accreditation". Five departments operate at the College. Each of them has managers who have clear-cut functions and areas of responsibility. The Deputy Director for Academic Affairs is responsible for the work of Studies Department. Three departments are under the Studies Department. There are three integral functional parts of the study process: administrative, surveillance and enforcement, which are coordinated by the Studies Department.

The Hospitality and Events programme was established in 2012 but is not yet evaluated. The responsibilities for the preparation of the self-evaluation were clear and the work was undertaken against a planned schedule. The Self-Evaluation Report (hereinafter – SER) was supported by comprehensive annexes that were helpful in presenting the evidence for the expert panel (hereinafter - EP) to consider and review. It is clear that considerable work has gone in to the preparation of the report and supporting documents, which were clear and appropriate. The self assessment team consisted of the Head of the Programme Committee, Deputy Director for Academic Affairs, Head of Economics and Business Department, Personnel Specialist, Lecturers, Social partners and student representative.

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 *14/December/2016*.

1. **Prof. Eneken Titov (team leader)** *Vice- Rector for Academic Affairs, Professor of Management, Estonian Entrepreneurship University of Applied Sciences, Estonia.*
2. **Prof. David Foskett,** *Consultant, Professor Emeritus, Retired Dean of The London School of Hospitality and Tourism, University of West London, United Kingdom*.
3. **Mr. Linas Pučinskas,** *Managing Director of the Restaurant "Verkiai", Lithuania.*
4. **Ms. Agnė Bosaitė,** *student of Kaunas College, study programme Tourism and Hotels Management.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

Per the SER, the aim of the programme is to educate specialists providing theoretical knowledge and practical skills in hospitality and events management business and enabling all graduates to apply them relevantly managing business activities of hospitality and events business units operating in multicultural environment.

The aim and objectives (SER page 6) are clearly defined and publicly available but are very broad and trying to encompass a wide area of hospitality. The purpose of the aims and learning outcomes are to provide all stakeholders with the information in which to make the appropriate judgements as to the focus of knowledge, skills and values (definition of competence) that a student should be able to demonstrate on graduating from the programme based on academic and professional requirements, public needs and the needs of the labour market. The EP sees the Colleges hard work in linking objectives of the study programme with the learning outcomes of the study programme and through that with every subject or module. EP strongly suggests to once more looking through the linkage between subjects' Los and Los of the study programme, because in some cases it is not clear how the curriculum level Los can be achieved or linkage with the subject is indirect (eg. LO "1.3. Is able to demonstrate entrepreneurial behaviour for personal and professional development timely reacting to market changes" should be achieved through subjects like Psychology (LO: internal needs and external stimulus to people behaviour and intentions); English language (LO: Is able to evaluate ones own needs in the changing career market, choose the necessary further training and determine what one will need and what not); Applied IT (LO: Understands the principles of internet customers" programs. Know how to share the information within the Net.); Law (Lo: Will be able to identify law issues and choose proper solutions; to communicate in professional and public environment and apply acquired knowledge.); Management and OB (LO: Knows how to find proper information and is able to apply it creatively when working individually and in a team.). Those linked subject level Los don't refer to the entrepreneurial behavior especially concerning the "reacting market changes"). The EP noticed similar unclear connections in whole study programme.

Concerning the subject level Los, also not all Los are properly expressed (eg. Subject Business Organisation, 3 credits has 23 learning outcomes) and in some cases the linkage with the subject topics remains unclear (eg. Subject: Management and OB, LO is "Knows quality management principles, requirements for sustainable development and is able to apply into practice according to business ethics", but Quality management as one of the main functions in organizations is not even mentioned among topics).

This also increases graduates' employment opportunities outside the industry as employers look for these skills from a wide variety of sectors linked to the hospitality and events industry. Practical skills need to be clearly defined and their achievement must be also clear. Therefore EP recommends to carefully look through, whether the all intended skills are reflecting in Los and in study and assessment methods (eg. Customer service subject's Los are really general and won't express any level of "applying", but express "know" and "understand", but according to the study activities and linked programme level Los must be quite practical. Assessment of this

subject is again bases mostly (80%) on tests (which shows knowledge, not skills) and only 20% is left to consider attendance (witch is not either knowledge or skill) and exercises (which are not explained and therefore it is impossible to say whether the skills or knowledge is achieved and assessed). The EP also encourage to develop students skills necessary in labour market - these can range from IT for data processing and communication, use of information, laboratory techniques, back of house and front of house hospitality and event skills. An example in this subject area would be active problem solving and dealing with unexpected situations in the practical work based environment, demonstrating a professional approach to fieldwork and dealing with industry personnel. By defining more explicit statements of learning outcomes that directly relate to what the learner is able to do practically and cognitively which clearly demonstrates their graduateness on completion of the programme will assist in defining the appropriate up to date knowledge, skills and competences that the learner should be able to exhibit in employment. It was evident to EP that in some areas students did not have the detailed knowledge required by the industry particularly when asked questions on key critical thinking on strategic use of technology in the industry. The programme team and the management may wish to consider a core studies approach with different pathways for individual specialisms.

Overall the programme aims are satisfactory with the outcomes suitable for the 6th level and type of qualification offered. The name of the programme does not do justice to the programme content and its aims, there is now an opportunity to differentiate the programme in the market place once the necessary changes are made. Consideration should be given to a title such as Hospitality and Event Management or International Hospitality and Event Management. A new name would better reflect the aims of the programme and help promote it more widely.

2.2. Curriculum design

The curriculum design appears to meet all the legal requirements as defined in the SER. The hospitality, events and tourism studies are closely aligned to the service sector and the experience economy. The sector is one of the largest and fastest growing sectors of the global economy, representing a significant proportion of gross domestic product in most western countries. There is considerable scope for innovation and diversity in the curriculum. Overall the curriculum seems reasonably designed and the modules are consistent with the type and level of study. The study methods and assessment is varied which reflects students' differing learning styles, this was evident during the discussions with the teachers who fully appreciate student needs. The design considers to a certain extent the wellbeing of internal and external stakeholders of organisations, i.e. the students and social partners. However, innovation and critical thinking strategic management is under developed and is essential at this level of higher

education. The EP encourages the College to involve even more and different social partners and through that the future reformation of the curriculum could consider more emphasis on innovation, leadership, entrepreneurship and strategic management to take account of the constantly evolving needs of students and employers in the 21st century. The programme should reflect their career ambitions, their use of digital technology in the workplace, the importance of customer care and customer relationships, problem solving and empowerment and the need for more self directed learning to assist students to cope with an ever changing world. However, it is important not to neglect the growing field of study informed by social science insights into hospitality as a social phenomenon concerned with obligations to be welcoming and laying down expectations on both host and guest. Thus, a graduate in hospitality and events must be able to critically analyse and evaluate the defining characteristics of hospitality as a phenomenon and be able to critically reflect upon the origin, meanings and development of hospitality management and leadership. They must be prepared to analyse and reflect on the different cultural concepts of hospitality and events and demonstrate a critical awareness of the boundaries of hospitality.

The curriculum needs to be further developed to develop the graduateness of students as this appeared to be lacking when talking to students the Alumni and Social Partners. The team appreciates the importance of offering an International curriculum, however, the need to include foreign languages at the appropriate level has not been sufficiently identified. The management should consider introducing a coherent foreign language provision and for those students who are taught in English additional classes in academic English, this will have a significant impact in improving their studies and boosting their confidence and improving their long-term prospects in the global jobs market.

In curriculum design the college has applied for the modular structure partly – some of the subjects are divided into modules - mostly speciality-connected subjects, but not all of them either are divided into modules. This approach makes not so easy to get overview of the curriculum in general and puts doubt whether the structure of the curriculum is fully coherent. For example the language studies are not united to the one module either the subject aiming Hospitality from specific aspects. The EP is also confused about the reasons dividing languages into two – English as general and others as study field subjects, although eg Spanish is taught in level A2 which means beginners and no speciality connected issues in it (and can't be whether according to the CEFR, this language skills level enables general conversations). Also, the subject Economics should be included to the general subjects, whether the Los of the subject are general and not directly connected to the study field (connection to the study field level Los seems to be artificial eg: "Knows structural components of tourism, accommodation services and events business components and their relations and interaction" vs. "Understand and be able to

explain on the basis of the principles of economics, the relations and patterns of economic events, understand the basic economic indicators and their content." and also the connection with the study field is not mentioned among topics or methods).

While some students appreciated the range of subject disciplines in the programme, the study programme description and feedback from social partners just as the general aim of the curriculum makes EP to suggest the College to be more specific in describing for the social partners and potential students which are the job positions (or type of the job positions) what for the graduates are prepared. This approach together with the benchmark with available professional standards (local and international) would probably help specify the most important competencies to be focused on offering high-quality professional higher education.

Graduates at degree level should be able think critically, understand the key aspects of their fields of study, including the acquisition of coherent and detailed knowledge, an ability to deploy accurately established techniques of analysis and enquiry within the discipline. Students must also be able to cope with the new advances in technology and science which undoubtedly will affect the industry and its competitiveness in the global market. This would also further enable students to compete in the commercial global market for senior positions. The curriculum should take account of all these aspects and be continuously be updated and evolving.

The Social Partners were supportive of the programme, however there were four present of which two were new and were too inexperienced in collaboration with the college. The Social Partners with solid experience mentioned that the curriculum was too broad and there was insufficient depth in the graduate's knowledge and ability.

2.3. Teaching staff

The study programme is provided by staff meeting the legal requirements as stated in the SER, with academics adequately qualified and active practitioners involved in the programme.

The teaching staff appears to be well qualified in their field of study but according to the CVs and the discussions with the teaching staff some lack up to date operational management experience. However, the teachers are very committed to their students and very loyal to the institution. The staffing position appears to be stable and the turnover is relatively low as some staff are long term employees of Vilnius Business College. This provides stability of the core teaching staff, thus ensures adequate implementation of the programme. The number of teaching staff is balanced with the number of students on the programme and is more than sufficient for the successful implementation of the programme. There was evidence of an academic learning community providing good support and pastoral care for students. However if not managed carefully this can have a negative effect on developing the students critical thinking and their

ability to be able to challenge intellectually which in turn may be a disadvantage when they enter the industry and compete for jobs in the highly competitive global market. The research carried out by teaching staff is not necessarily directly related to the programme. Following the discussions with the teachers and social partners, there needs to be some development on the pedagogy and lecturers involvement in innovative teaching and learning. The integration of social psychology with the project is an example of good practice and this subject integration is to be encouraged. Several teachers are active practitioners and are therefore able to bring life experiences into the classroom delivering not just theory but useful up to date knowledge. This is commendable.

The panel were informed that the teachers met with social partners to gain valuable feedback on current market trends and these are feed into the curriculum.

The panel recognised the importance of the professional development programme for teachers and especially the effectiveness of the Erasmus programmme, the attendance at conferences and involvement in applied research. The intake of international students assists teachers in using these students to share their cultural experiences thereby enhancing the overall student experience. The teachers use the Moodle system of e-learning to communicate with the students' but blended learning needs to be further developed to encourage more independent and responsible learning. The panel were impressed with the teaching teams knowledge of emotional intelligence and its importance in the hospitality and events industry. The panel feel this should be developed and articulated more in the curriculum especially for an industry where emotional intelligence is a very important employability quality. Emotional literacy should be further encouraged using opportunities in and out of the classroom to help students develop their own emotional competence. This may be especially important on internship further assisting in their personal and social development complementing their practical, intellectual, management and business skills.

In discussion with the Alumni from their experience of the industry they felt that not all the lecturers who taught them were up to date with their knowledge of the industry trends, fashions and technology. This is also evidenced by the CVs submitted in the SER.

2.4. Facilities and learning resources

The facilities and learning resources are basic but adequate. There needs to be investment in the book stock especially in the specialist subject areas and text books in English language, the current stock is not at sufficient levels for a higher education institution. This was also mentioned in discussions with the Alumni, the book stock was a major disadvantage when studying. The information technology is adequate and the use of Fidelio in study process is

appropriate. According to the popular management systems used in industry, the EP suggests to think about the possibility to start using also eg property management system Opera which enables the students/graduates to be better prepared for the industry requirements and increased their employability. There is an adequate access to the appropriate data bases, research journals and e-books. The staff teaching materials are available to students via the virtual learning environment (this was confirmed during the meetings).

The Social Partners are active in providing internships, and students are actively encouraged to participate in events and Erasmus programmes and extra curricula activities.

According to the tour in the building and students feedback, there could be more self-study places for the students. The EP also recommends to find possibilities to create additional student social places suitable for the group-works, individual studies and just social conversations.

The EP appreciate the Colleges effort in creating positive and colourful atmosphere in the public rooms, like fall of the photos etc and encourages the College to contribute to the improving learning environment suitable for different and modern study methods. Welfare facilities would benefit the overall experience for the students and make them feel valued, this is very common in public institutions across Europe. Of course, the EP understands it is a small institution but better facilities in a higher education environment could affect the long-term sustainability of the programme.

2.5. *Study process and students 'performance assessment*

The process for the admission of students onto the programme was clear. However there needs to be a firm policy on accreditation of prior learning and accreditation of experiential learning, this may help to increase numbers on the programme and include with a wide variety of backgrounds who can contribute in a positive way to the programme bringing their different experiences into the classroom therefore enriching the curriculum. The students are required to undertake an internship, which provides them with real life experiences in their chosen field of study. This graduate internship should cover a set of learning outcomes at the appropriate cognitive level to enable students to apply theory to practice and gain a better understanding of the business organisation, organisational behaviour and culture and the role as an employee. This would help them better understand the role of work placement and the important learning that takes place in the work place and how this contributes to the development of their careers, from the documentation reviewed this appears to be under developed. Students declared that they have the opportunity of participating in Erasmus programmes and events and should be further encouraged. This is an example of good practice and is well covered in the SER.

It was not fully clear however how teachers feed into the quality assurance process. While the teachers have knowledge of the leaning outcomes and the link with the assessment process and this is regularly reviewed and discussed, teachers do need to further develop assessment criteria and how this criteria relates to the learning outcomes at all levels using the appropriate cognitive level descriptors. It is recommended that each cognitive area have a detailed set of assessment criteria, for example, structure and clarity, content and understanding, analysis evaluation and synthesis, industry application, research, reading and referencing. Also the practical internship must reflect a graduate placement at the appropriate level of study identifying the subject specific application of skills using complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques. From the discussions with the students and the Alumni, many had done very basic jobs in industry and they felt that more could be made of the placement opportunities covering more of the advanced level skills in line with undergraduate studies. There should be autonomy in the demonstration of skills with minimum supervision or direction within agreed guidelines set by the social partners and the College.

Overall the students receive good academic support in their studies, from the students involved in the discussions only a few contributed to endorse this support for which they were appreciative. Students also commented on the excellent level of pastoral care available. However, from the discussions it became apparent that many of the students might not stretched or challenged sufficiently to allow them to reach their full potential.

While the assessment system is clear, with a good mix of assessment strategies to engage and support different learning styles, more work needs to be done in making sure the assessment criteria is more detailed covering the various cognitive domains at the appropriate learning outcome levels, this will assist in the reliability and validity of the process and further assist the students in their learning journey. It will also give greater confidence in the programme aims.

The meeting with the Alumni confirmed the support students receive and the opportunities to visit hotels when on the programme. They were also appreciative of the opportunities to participate in exchanged programmes abroad. The Alumni expressed concern that they were not necessarily prepared for the industry particularly in the use of foreign languages particularly English and Russian, and their understanding of how to deal with different cultures, etiquette and protocol; because of this gap in their studies, they felt that they could not compete successfully in the job market. The panel were seriously concerned at the apparent number of 'non-completes' approx. 19 per cent on the programmes and the numbers who take a gap year before completion. However, when referring to the SER the institution has the information why students fail to complete or drop out. There needs to be a system implemented and action plan devised for those

students who are at academic risk and students needed to be encouraged to finish their studies before taking a gap year as the current system of students taking a gap year distorts the data, and can be misleading.

2.6. Programme management

The SER states that the College Academic Board is the highest body which ensures quality of the study process and acts in compliance with the Regulations of VBC Academic Board. The main function of the Academic Board is to make decisions that improve study process quality. Decisions of implementing, monitoring and improving the study process is the sphere of Studies Department as defined in VBC Regulations of the studies department. Economics and Business Department is the main body in charge of HE studies programme implementation; it supervises the programme and has all the necessary instruments for successful decision-making supported by the College management structure. The department is accountable to the Studies Department. The department is supervised by Head of Department, whose responsibilities and functions are defined in VBC Position regulations of heads of departments. The Economics and Business Department is responsible for ensuring programme implementation, monitoring and improvement. When making programme improvement decisions, the department cooperates with HE study Programme Committee. VBC has approved *VBC* Regulations of study programme committee, which state that Head of the study programme Committee presents his/her and the committee's suggestions regarding the study programme plan, its implementation, and general issues on College studies. The team carries out several surveys to gain feedback from all its stakeholders on the quality of the programme. The EP can conclude from this statement that the academic structures are in place and the institution can take care of improvements of the programme.

Regarding the partial modular structure of the study programme (discussed in curriculum design section), the College should carefully think through and fully implement the process of module coordination (eg. The roles and responsibilities in ensuring the coherence between subjects of the modules, developing the module as the whole, ensuring the cooperation between the lecturers and visiting lecturers teaching in the same module in full-time and part-time studies etc).

Monitoring and decision making is periodically reviewed, this is evident from the above and the self assessment and interviews with the students and the Alumni. The college Academic Board makes decisions to improve teaching learning and academic quality. However it is not clear how the quality assurance loop is closed taking into account information from surveys, the student voice, the comments made by social partners and other stakeholders to ensure decisions and recommendations inform the future planning in order to develop the most appropriate education

and learning strategies. It is essential that the quality assurance process is well managed in order to achieve best practice. The integration of the project with social psychology is an example of good practice and other subjects should be further encouraged to where possible to integrate into the main programme. The learning outcomes do not describe entirely what the expectations are of graduates for them to be able to access successful careers at professional senior level in the hospitality and events industry.

It is good, that the College has taken steps to create system to fight with the plagiarism and academic fraud. The College has the Code of Ethics available for every party; they share the materials of the Office of Ombudsman for Academic Ethics and creating unique project tasks for the students. It still stays unclear how the college detects the plagiarism (eg in theoretical parts of the final theses or in theoretical assignments (according to the subjects descriptions, there are still plenty of such assignments).

Students can provide feedback on their learning experience and discuss with staff on the future development of the subject material and the programme and to resolve any issues that have arisen. However, it is unclear how the process feeds into the formal academic quality assurance system, to improve the provision and assist in the development of future teaching, learning and educational strategies.

III. RECOMMENDATIONS

1. The programme aims and learning outcomes should be reviewed to ensure the graduateness of the programme promoting analysis, critical thinking, management, leadership and entrepreneurship.

2. All assessment criteria should be reviewed to cover learning outcomes at the different cognitive levels to cover each assessment area in detail.

3. The programme subject content needs to be reviewed to allow for more in depth study of specialisms, consider a core with different subject industry related pathways. This would develop students' subject competence and increase their employability and career development in the global commercial market.

4. Keep investing in the learning resources and technology is needed to reflect a modern higher education institution which promotes learning and independent study, also into social spaces and library resources.

5. The relationship with social partners should be further developed and the programme reviewed to benefit all stakeholders.

6. The quality assurance process needs to be more explicit clearly identifying how the quality loop is closed.

7. The programme needs to reflect the Internationalisation of the industry more: in terms of English language promotion and other aspects.

8. Future academic research could focus more on the needs of the hospitality and events industry.

IV. SUMMARY

It was clear to the panel that the programme is over ambitious in with a range of subjects providing the opportunity for students to receive an introduction to different sectors of the industry, however this is detrimental to the students' overall study programme to gain sufficient knowledge, competence and skills for career development in the industry. This also questions the graduateness of the students on completion of the programme. There would be significant improvement by establishing a strong relevant subject focus with an understanding of the technical and practical application. This would ensure that the subject theory and practice is delivered in depth and is well balanced enhancing the student experience as well as their self confidence and self-esteem.

The evidence from the visit supported the view that the panel felt that the social partnership with the programme did not appear to be very strong and that the relationship needs to be developed further and the Institution needs to listen to social partners and where possible increase their contribution. With the growth of economic opportunities in hospitality events and tourism in Lithuania it is clear that the industry will require graduates with in depth specialisms, and the ability to learn new skills through self directed learning to be able to cope with the speed of change in society and in the International market place. The input of the industry and social partners will be invaluable in assisting and advising in the future direction of the programme as well as enhancing its status in the industry and within the academic community.

The panel recognised that some students respected and valued the access and personnel engagement with the teachers and the programme management. The numbers taking a gap year and the attrition rate is a major concern. The long term viability and sustainability with the current learning resource base and the students overall experience of the learning environment must be considered as major strategic concern for the Institution.

The stated focus of teachers engaging with industry and especially those who are active practitioners is very encouraging bringing applied knowledge, research and interesting opportunities for projects to promote student learning is to be commended.

For the economic development of the industry in Lithuania there should be more of a focus on innovation, entrepreneurial skills and leadership, this will be important in developing the curriculum structure of the future programme.

The self assessment report was more of a descriptive commentary rather than a detailed analytical critical reflection with an action plan. Observations from the meeting with the students mainly highlighted a concern that so few were willing to contribute, resulting in a small number being very vocal in supporting the institution. However, the feedback was not well balanced.

For the future of the programme will depend on delivering a programme with an up to date curriculum which is well researched, listening to all stakeholders, applying useful up to date knowledge, delivered within a modern, professional learning environment which reflects a higher education institution thus enhancing the student experience.

V. GENERAL ASSESSMENT

The study programme HOSPITALITY AND EVENTS (state code – 653N80009) at VILNIUS BUSINESS COLLEGE is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	2
6.	Programme management	2
	Total:	**14**

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;
2 (satisfactory) - meets the established minimum requirements, needs improvement;
3 (good) - the field develops systematically, has distinctive features;
4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Prof. Eneken Titov
Grupės nariai: Team members:	Prof. David Foskett
	Linas Pučinskas
	Agnė Bosaitė

VILNIAUS VERSLO KOLEGIJOJE PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
SVETINGUMAS IR RENGINIŲ INDUSTRIJA **(VALSTYBINIS KODAS – 653N80009)**
2017-05-29 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-102 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus verslo kolegijos studijų programa *Svetingumas ir renginių industrija* (valstybinis kodas – 653N80009) vertinama **teigiamai**.

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

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)
2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)
3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)
4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Ekspertų grupė pastebėjo, kad studijų programos tikslai pernelyg ambicingi – daugelis dalykų yra skirti supažindinti studentus su skirtingais sveikatingumo ir renginių industrijos sektoriais. Tačiau studentai dėl to nukenčia – jie negauna pakankamai bendros studijų programos žinių bei neišsiugdo kompetencijų ir gebėjimų, būtinų darbui šios srityje. Dėl to kyla abejonių, ar pabaigę studijų programą studentai įgyja visus reikiamus gebėjimus. Studijų programa būtų reikšmingai pagerinta, jei pagrindinis dėmesys būtų skiriamas svarbiausiems dalykams bei įgytų žinių techniniam ir praktiniam taikymui. Tokiu būdu būtų užtikrinta, kad teoriniai ir praktiniai dalykai dėstomi išsamiai ir yra gerai subalansuoti, siekiant, kad studentai įgytų patirties, pasitikėtų savimi ir išsiugdytų aukštą savivertę.

Per vizitą ekspertų grupė pastebėjo, kad socialiniai partneriai neaktyviai dalyvauja vykdant studijų programą. Todėl ryšius su socialiniais partneriais reikia stiprinti – Kolegija turi atsižvelgti į jų nuomonę, skatinti juos kiek galima labiau prisidėti prie studijų programos vykdymo. Didėjant Lietuvos sveikatingumo, renginių ir turizmo sektoriaus ekonominėms galimybėms, akivaizdu, kad šiam sektoriui reikės aukštos kvalifikacijos specialistų, gebančių savarankiškai įgyti naujų gebėjimų ir prisitaikyti prie greitai besikeičiančių visuomenės ir tarptautinės rinkos poreikių. Šio sektoriaus atstovų ir socialinių partnerių indėlis gerinant studijų programą būtų labai svarbus – jie galėtų padėti ir patarti, kokia kryptimi vystyti studijų programą ateityje, taip pat didintų studijų programos žinomumą tarp sektoriaus atstovų ir akademinės bendruomenės narių.

Ekspertų grupė sužinojo, kad kai kurie studentai labai teigimai vertina galimybę asmeniškai kreiptis į dėstytojus ir studijų programos vykdytojus. Didžiausia problema – akademinių atostogų išėję studentai ir nubyrėję studentai. Kolegija turi išspręsti šiuos svarbiausius strateginius klausimus – parengti tinkamą ir tvarią ilgalaikę mokymo išteklių bazę bei atsižvelgti į studentų pageidavimą, kad jiems būtų sukurta palanki mokymuisi aplinka.

Ekspertų grupės nuomone, pagirtina, kad dėstytojai dirba sveikatingumo ir renginių industrijos sektoriuje ir yra praktikuojantys specialistai. Jie suteikia studentams praktinių žinių, įtraukia studentus į tiriamąją veiklą ir įdomius projektus, skatindami studentus tobulėti.

Siekiant ekonomiškai vystyti sveikatingumo ir renginių industriją Lietuvoje, reikia skirti daugiau dėmesio inovacijoms, verslumo ir lyderystės gebėjimų ugdymui. Todėl ateityje reikia peržiūrėti studijų programos sandarą.

Savianalizės suvestinė yra labiau aprašomojo pobūdžio. Joje trūksta išsamios analitinės ir kritinės analizės bei veiksmų plano. Susitikime su studentais ekspertų grupei kėlė nerimą tai, kad tik nedaugelis studentų aktyviai dalyvauja tobulinant studijų programą ir tik maža jų dalis išsako savo nuomonę apie tai, kaip Kolegija galėtų pagerinti studijų programos vykdymą. Grįžtamojo ryšio sistema turi būti labiau subalansuota.

Ateityje reikia gerai išnagrinėti studijų programos turinį ir užtikrinti, kad jis būtų šiuolaikiškas, atsižvelgiantis į visų dalininkų nuomonę, suteikiantis studentams naudingų ir šiuolaikinių žinių, užtikrinantis, kad studijos vyktų šiuolaikinėje profesionalioje aplinkoje, kuri atspindėtų kolegijos požiūrį į mokslą ir pagerintų studentų įgyjamą patirtį.

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III. REKOMENDACIJOS

1. Peržiūrėti studijų programos tikslus ir rezultatus, siekiant užtikrinti, kad absolventai įgytų visus reikiamus įgūdžius – analitinio ir kritinio mąstymo, vadovavimo, lyderystės ir verslumo.

2. Peržiūrėti visus vertinimo kriterijus ir užkrinti, kad jie apimtų skirtingų pažinimo lygmenų studijų rezultatus. Vertinimo kriterijai turi būti išsamūs ir apimti visas vertinimo sritis.

3. Peržiūrėti programos dalykų turinį, skirti daugiau dėmesio specialybės dalykams, pagrindiniams kiekvieno dalyko aspektams, susijusiems su svetingumo ir renginių industrija. Tokiu būdu bus ugdomos studentų atskirų dalykų kompetencijos ir jie galės siekti karjeros tarptautinėje komercinėje rinkoje.

4. Kolegija, kaip šiuolaikinė aukštojo mokslo institucija, skatinanti atsakingą mokymąsi ir nepriklausomas studijas, turi ir toliau investuoti į mokymo išteklius ir technologijas, socialinių erdvių kūrimą ir bibliotekos išteklių didinimą.

5. Reikia ir toliau plėtoti ryšius su socialiniais partneriais. Šiuo tikslu reikia peržiūrėti studijų programą, kad ji atitiktų visų dalininkų lūkesčius.

6. Kokybės užtikrinimo procesas turi būti dar aiškesnis – turi būti užtikrintas jo vientisumas.

7. Studijų programa turi labiau atspindėti šios industrijos tarptautiškumą. Todėl reikia gerinti dėstytojų ir studentų anglų kalbos žinias ir kitus dalykus.

8. Ateityje akademiniai tyrimai turi būti labiau orientuoti į sveikatingumo ir renginių industrijos poreikius.

<…>   _____

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)