SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus kolegijos
STUDIJŲ PROGRAMOS "*VIEŠBUČIŲ IR RESTORANŲ VERSLAS*" (valstybinis kodas – 653N15004) VERTINIMO IŠVADOS
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EVALUATION REPORT
OF "*HOTEL AND RESTAURANT BUSINESS*" (state code - 653N15004) STUDY PROGRAMME
at Vilnius College

Review' team:

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

2. **Dr. Heinz-Ulrich Schmidt,** *academic,*

3. **Dr. Noëlle O'Connor,** *academic,*

4. **Mr Marius Rimkaitis,** *representative of social partners'*

5. **Ms Indrė Surgelytė,** *students' representative*.

Evaluation coordinator -

Ms Rasa Penkauskienė

Išvados parengtos anglų kalba
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Studijų programos pavadinimas	*Viešbučių ir restoranų verslas*
Valstybinis kodas	653N15004
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirma
Studijų forma (trukmė metais)	Nuolatinė (3), ištęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Profesinis verslo bakalauras
Studijų programos įregistravimo data	2011 06 01

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Hotel and Restaurant Business*
State code	653N15004
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 in Business
Date of registration of the study programme	01/06/2011

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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	Final Thesis Defence Committee Report
2	Previous Expert Panel Review Report
3	Student Progression Rates

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

According to the Self-Evaluation Report, Vilnius College (University of Applied Sciences) is a state accredited higher education institution, which currently offers 46 different study programmes, organized in seven faculties. As of October, 1st 2016, 6720 students have been enrolled and 474 lectures have been employed.

The Hotel and Restaurant Business programme is designed for graduates wishing to pursue and develop a career in the hospitality and restaurant industry. It is offered on both a full and part time basis which is a very attractive proposition for prospective students. It is 3 years (6 semesters) for a full-time student to complete and 4 years (8 semesters) for a part time student. Each full-time semester is 20 weeks in length.

The Hotel and Restaurant Business programme has been designed considering the international criteria and the general structure of the programme is designed to reflect best practise and innovative content in the modules.

The last review of the Hotel and Restaurant Business programme was undertaken in 2014 and the recommendations seem to be reflected in the changes made to this programme since. The layout of the document was confusing due to the excessive numbering. A more structured approach with sub-headings would have worked better and repetitions should be avoided.

The biggest challenge that was encountered during the completion of the evaluation documentation was ensuring that all questions and acted upon were answered based on previous review team report.

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1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 6th April 2017.

1. **Dr. Eneken Titov (team leader)** *Vice- rector for Academic Affairs and professor of Management in Estonian Entrepreneurship University of Applied Sciences, Estonia.*

2. **Dr. Heinz-Ulrich Schmidt,** *Special Representative of Foundation for International Business Administration Accreditation (FIBAA), Germany.*

3. **Dr. Noëlle O'Connor,** *Senior Lecturer in Tourism Management and the Course Director for the B.A. (Hons.) in Business Studies with Travel & Tourism Management Programme in Limerick Institute of Technology (Ireland) and MBA Online Senior Lecturer at Les Roches Gruyere University of Applied Sciences (Switzerland).*

4. **Mr Marius Rimkaitis,** *digital strategy planner, McCANN Vilnius.*

5. **Ms Indrė Surgelytė,** *student of Kaunas University of Technology study programme Project Management, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The Hotel and Restaurant Business programme's learning outcomes were formulated on the basis of Bloom's Taxonomy of Educational Objectives which was referred to in the completion of this programme evaluation and the review team are happy to support these. In summary, the programme objectives and intended learning outcomes are well-defined, clear and publicly announced.

The focus of this current programme extends to the services sector in general, while preparing students to be leaders in any hospitality-related business. It was clear that as well as developing and underpinning industry, there also needs to be a clear focus on the importance of customer service and the inclusion of hotel/managerial/business related modules so as to fully meet the needs of the services industry.

The modules collectively facilitate the achievement of the programme learning outcomes and are appropriate for the awards being considered as the aims and outcomes of each module clearly stated and appropriate in the presented documents. Interface between the study

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programme's aims, learning outcomes and study modules was an excellent resource for any programme evaluation and the overall structure and design of this programme has taken into consideration modules in other related programme's such as International Trade.

The programme aims to develop hotel and restaurant business managers with the current management knowledge, tools, analytical and decision-making skills to be a successful manager (in a management career) within the hospitality industry. At the same time, it also promotes a strategic approach, through case studies and entrepreneurial activities such as Final Practice, Final Thesis and Hospitality Projects Management.

The programme needs to sufficiently reflect international benchmarking in relation to academic research embedding within the module descriptors, the learning outcomes, transferable skills development, and actual delivery. The inherent international dimension and established network of alumni and social partners are willing to guide and mentor students during the programme and afterwards in their careers. Both the alumni and social partners spoke very enthusiastically of this programme and are supportive to it future development.

2.2. Curriculum design

The programme schedule seems to allow for sufficient student development albeit not dissimilar to other programmes' worldwide. Most of the modules are appropriately timed and sequenced for both full and part-time routes, as appropriate, to facilitate student progression.

This programme fulfils an international role, while in line with the Lithuanian economy, in the provision of such a hotel and restaurant business related course. The content, delivery, and currency of the programme require constant monitoring, reviewing and updating in an internationally competitive market and rapidly changing economic and political environment

The programme structure is in line with the legislative requirements as illustrated in the SER (Table 3) as it meets the requirements in that there is a balance between the general and specialty subjects, the internships are an integral part of this programme and the credits allocated for the final thesis are sufficient.

The identification of future changes required for the programme because of feedback illustrating best practice is evident for example all modules should underpinned by current research both academic and practical in that their reading lists should include up-to-date referred (post 2012) sources.

The learning and teaching methods are supported by an online virtual learning platform namely Moodle. Moodle usage is supported through the Distance Learning Centre. The previous

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Expert Panel recommended "to increase Moodle system usage in the study process", and now Vilnius College annually analyses Moodle statistics for both staff and students to improve usage.

The suggestion that this programme should be offered through English which is common-place in the global context (and in Lithuania as evident in Kaunas College) should be considered which was supported by the Social Partners.

Module descriptions were available for most of the programme modules while some of them are shared with the International Trade study programme such as Economics, Communication and Sustainable Development which was a key point of discussion throughout our meetings. An integrated approach is something that the review team very much supports as it facilitates student learning. Also, the module descriptions are well developed and laid out.

Since the last review, specialty modules such as Accommodation Services Management were moved to the first year. One of these modules, the Catering Services Management Modules includes a focus on food and beverage management. The Communications module in Semester 5 should appear earlier in the programme as it is a basic transferable skill normally thought in Semester 1. This module should enable students to communicate effectively through oral, written, visual and non-verbal means. The appearance of other modules in the programme should be reviewed such as Economics (Semester 1), Sustainable Development (Semester 2) and Enterprise Material and Financial Management (Semester 2) and Management (Semester 4). These changes are suggested as they are connected to the logical structure of such programme's internationally and students' ability to learn at each stage of the programme.

Two foreign languages are offered and students have the option to choose a third foreign language (French, Italian, Danish, Russian, Swedish, Chinese, Sign language) which may assist them in international practices as evident in self-evaluation report, Table 18. Very generic module descriptions were available for these. Also, the option of electives is very welcomed, but it is not great which language options students can avail of with these objectives. It is worth noting, that the students were very happy about the German language course which is compulsory in this study programme.

Since 2014, students can develop their practical skills in the Hospitality Laboratory (Accommodation Services), the Dining Room and the Training Hotel which the review team visited during their on-site visit.

Curriculum enhancements with international content should be taken into consideration to improve internationalisation level of outcomes of the programme. According to the structure of the marketing module, students only scratch the surface of digital channels. However, no paid

media channels, programmatic, affiliate marketing or inbound marketing is in the module description. The reasoning behind this decision needs to be developed further upon in today's online driven economy as to why modern (yet widely used channels of marketing) are not part of the curriculum.

While the programme's name was changed to Hotel and Restaurant Business (previously "Hotel and Restaurant Management"), it still keeps high concentration on practical management of the physical services neglecting intangible communication. As we are living in a modern world of digital communication, the importance of the marketing budget and how customers get in touch with hospitality and restaurant services should be improved for this programme maybe by adding an extra layer of digital communication (covering paid media channels for example). Therefore, this practical element should be continually supported as it may be an excellent way to introduce students on how inbound marketing and reverse engineering of acquiring customers to hotel or restaurant works. It may be a good idea to cooperate and find mutual benefits with paid media agencies or partners in the region (e.g. Google Baltic States or regional media agencies) to organise projects for students to get a modern outlook into trending technologies and get a good glimpse of reality check.

However, social partners expressed expectancy of better knowledge of language (e.g. Russian, English), modern ways of communication (e.g. digital paid media) for the students graduating this programme. This may be subject to enhance international and local practitioner's involvement in the study programme.

Description of the part time programme to a certain extent (e.g. didactic methods) is neglected and should be developed further and the teaching team are very focused on full time students.

The Hotel and Restaurant Business programme is designed for students at entry level higher education, who require an introduction to a broad scope of study in the hospitality and restaurant discipline i.e. the student learns about the highly complex and specialized world of hospitality from the inside. The programme team should also consider the future executive and managerial needs of the industry in course content design and delivery.

2.3. Teaching staff

Of the 31 (There are 35 persons listed) CVs that were presented to review team, 5 have PhDs. The teaching team are aware of their external environment through their own research, site visits and links with other higher education institutions and the collective expertise of the

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available academic staff is suitable for the delivery of the curriculum as their CVs indicate their related research activity which would support the programme under review.

Staff are research active (12 out of 31 lecturers), few of them, indeed, published a lot and they partake in mobility programmes and international conferences for example. L. Žirnelė and Dr. M. Išoraitė visited the Lithuanian priest Herman Šulcas Youth Homestead in Rwanda and D. Oželienė undertook an internship in "Algramo" enterprise in Chile and J. Preidiene participated in a study in India and Uzbekistan and an Erasmus+ seminar in Israel (see B.78). In B 81, professional and subject-specific developments of teachers are co-ordinated by the Department of Tourism and on the individual basis. The teaching team improved their qualifications in professional development courses, subject-specific seminars, internships and project work activities. This should be a focus of improvement for the teaching team as their research activity should be better aligned with each module learning outcomes which in turn will generally enrich the content of the studies and overall study quality.

The review team are satisfied that the qualifications of the teaching staff are adequate to ensure learning outcomes and they also have the language skills to do this.

The teaching team also effectively draw upon their research, scholarship and/or professional developments to inform their teaching as they are a variety of learning and teaching methods which are pedagogically sound, appropriate to the stated learning outcomes, and encourage students to engage in and take responsibility for their own learning. Where work-based learning plays a significant role in the programme, this should be formally managed, supported and assessed and integrated into the delivery of the modules.

There needs to be some alteration of module weightings as the programme matures because of staff, student and alumni learning/reflection of changes in the economic and competitive environment of the industry. A variety of learning and teaching methods are proposed that are pedagogically sound, appropriate to the stated learning outcomes, and encourage students to engage in and take responsibility for their own learning.

Vilnius College encourages and facilitates teachers' availability to participate in various training programmes.

The programme benefits from the international dimension such as Erasmus+, which means that both students and the teaching team are exposed to international companies and potentially have opportunities to attend international conferences, events, and career opportunities worldwide. Erasmus+ opportunities have been taking up in Spain, the UK, Greece

and Slovakia and in relation to the teaching team there are only 12 places available annually and the demand for this is very high.

It is maintained that the teaching team are very aware of their external environment through their own research, site visits and links with their alumni as the programme is taught by a teaching team who have strong academic and professional experience, seen to be critical to deliver a programme of this nature while blending the key elements of the hospitality industry. The research and evaluation of teaching practice been used to enhance the curriculum/student experience as the teaching team have considerable experience both regarding teaching and industry relevant experience and the collective expertise of the available academic staff is suitable for the delivery of the curriculum as they have worked for a variety of different employers which gives them an excellent base from which to teach and impart knowledge to students.

2.4. Facilities and learning resources

There is relevant resource support both internally (Programme Management) and externally, (Social Partners) which has facilitated the development of the programme.

Management feel that the Hotel and Restaurant Business programme has the required resources needed to reach the programmes' overall aims and objectives. Resource allocation is not an issue due to the hotel and restaurant facilities on site namely a refurbished Dining Room, an Advertisement Suite, a Preparation Kitchen and a Hospitality Room / Training Hotel. These are an excellent addition to the Hotel and Restaurant Business programme as they facilitate student learning by replicating a real-life situation within this evolving industry. However, even though the facilities are well equipped, they are not adapted for disabled people which should be considered. The Training Hotel has the potential to develop the 'Dublin' room into a conference suite as events as a key part of the hospitality industry.

Technology enhanced learning is used appropriately to enhance students' learning experience and incorporates relevant e-learning approaches and tools, such as the use of online discussions, blogs, reading lists, e-resources, audio and video, which improve students' learning. Moodle has been mentioned throughout the documentation as a key tool in the delivery of this course and it is being used quite extensively and is as an innovative teaching tool. The review team would encourage the teaching team to continue to make module descriptors and hand-outs accessible online through their Virtual Learning Environment (VLE) – Moodle.

Distance learning was considered and potentially in the future this may be undertaken as this has happened with the International Trade programme and tourism related programmes.

ICT usage includes Amadeus and Opera Fidelio Reservation System (ORS), Sim Venture, SPSS and Stekas as well as Microsoft Office 2016 packages which is sufficient to deliver a programme at this level. A faculty Facebook page is opened to students to learn about the trends and issues facing the international hotel and restaurant industry.

The programme includes appropriate opportunities for work-related learning (Practice) and facilitates personal development, including generic or specific employability skills, as appropriate. Following this is it is excellent to see the inclusion of Professional Practice (20 credits) which is carried out in both the Lithuanian and foreign contemporary hospitality business enterprises. It is excellent to see that the programme practice is six months overall which is what the hotel and restaurant industry is looking for.

The Library Services resources are sufficient as there are plenty of relevant book and direct access to online databases such as Business Source Corporate and e-journals as in 2015, the Library purchased 36,000 Euros worth of periodicals which included 268 physical units of newspapers, magazines and reference books (43% of which are foreign languages magazines). The library users have access to e-journals in the subscribed databases and in 2015 students had access to 16,438 full text journals. The opening hours of the library also support part time students as it is opened until 8pm on some evenings and until 4.30pm on Saturday (based on demand).

The Recommended References as per the Module Descriptors are up to date and include the relevant books, journals and websites which the students have access to through Library Services which seem to be well stocked and have the students' best interests at the forefront of their future plans. Magazines such as Lonely Planet, Harvard Business Review and Restaurants were on display in the library which are an excellent up-to-date teaching resource with copies of the main hotel and restaurant books in English and Lithuania. Each hotel and restaurant student has an individual account to access the online databases.

It is mentioned (SER, 98-99) that a new modern computer room was installed and students can use this facility during work hours. There is also a computer room for the sole use of the hotel and restaurant business programme students where they can access the Opera Fidelio software and complete their related assessment work.

There are appropriate strategies in place for academic and pastoral support/guidance, and that accessibility issues have been identified and appropriate support has been put in place as

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students have access to a wide range of student advisory services and extra-curriculum activities through the VK-UAS Careers Centre. The level of external support is excellent for such a relatively small educational institution.

In the general scheme of things, the teaching team are currently undertaking some very valuable research and this is this integrated more into the delivery of the modules and they should ensure a global perspective in all modules due to the nature of the course but applied research projects appear quite generic. This could be improved further by choosing more up to date and more related material within the hotel and restaurant discipline.

The Dining Room, an Advertisement Suite, a Preparation Kitchen, a computer laboratory and a Hospitality Room / Training Hotel are an excellent on-site resource which facilitates student learning in a real-life situation.

2.5. Study process and students' performance assessment

A blend of lectures, practical workshops, seminars, tutorials and guest speaker sessions is crucial as they will impart core principles and concepts are interspersed with student activities to promote engagement. Research and evaluation of teaching practice has been used to enhance the curriculum/student experience.

It would be very beneficial if a clear graduate profile was available to prospective students.

The programme and its student's representatives might explore ways to further involve students in the formal decision-making processes of Vilnius College which can be undertaken internally and externally with industry experts as the practical relevance of the programme is one of the main priorities in the development and delivery of the programme.

The practical relevance of the programme is one of the main priorities in the development and delivery of the Hotel and Restaurant Business programme which is a very positive part as it prepares students to work in the hotel and restaurant industry. The professional activities of most programme graduates correspond to the expectations of programme operators and social partners;

Assessment is well managed and the teaching team should try to make study organisation more students friendly. The Head of Department who co-ordinates a fair and flexible approach student assessment. From the student perspective, they do not feel that they are being over assessed, they receive timely and constructive verbal feedback on their progress, the timing of assessments across the programme are manageable and supports completion, study schedules

and timetables are provided early enough (no later than one week prior to the beginning of the semester) and they seem to be accurate. Additionally, where work-based learning plays a significant role in the programme, specific details should be provided as to how this will be managed, supported and assessed. It seems that student activities are organized during contact and self-study hours.

Academic underpinning and referencing is enforced through the anti-plagiarism software – EPASS as the teaching team send their assessments to Computer Services if they feel that plagiarism may have occurred, who in turn put these through EPASS.

There are clear mechanisms for supporting students' learning in the first year/transition period and the modules are supported by guest lecturers as management feel that these link the academic side of student learning to the practical side, therefore potentially 'drop-out' rates are increasing.

To encourage the development of student linguistic skills, Vilnius College provides extra courses in English. Students (we met three who were applying for either a work or study Erasmus programme) are also encouraged to take up both international internships and Erasmus+ programmes in English speaking countries. Also, some modules offer readings in English to develop students' ability to converse in English, personally as well as professionally.

The Hotel and Restaurant Business programme enables students to assimilate course content within the time allocated and the programme include appropriate opportunities for work-related learning which facilitates personal development, including generic and specific employability skills.

The non-standard entry requirements are identified, which are clearly stated and will facilitate successful progression through the programme as in the absence of formal learning qualifications, Recognition of Prior Experience and Learning (APEL) applications are welcomed from perspective students who can demonstrate relevant work experience, including work in a voluntary capacity. Career switchers are also welcomed even if they do not have the relevant hotel and restaurant experience and may even have developed other professional skills.

There are appropriate opportunities for students to develop study/learning, library, research and digital literacy skills as the students are exposed to a research dimension such as in the Final Thesis. Considering some of the research been undertaken here, there is evidence which could potentially benefit both academia and industry.

Students are provided conditions to take part in mobility programmes. Within the documentation, statements were made towards external student mobility in relation to Erasmus+

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programmes, therefore existing academic partnerships could be used more to facilitate student mobility exchanges and programme integration. Notwithstanding, student mobility via Erasmus+ (to study abroad) is low compared to ones who go for their Professional Practice. While students do not have too many issues obtaining a good practice locally, studying abroad may raise a broader perspective on the global hospitality and restaurant industry.

Student feedback is given at the end of each module and they feel that it is being taken into consideration and in turn students receive oral feedback as well as the mark. Students were not aware if their teaching material is regularly updated.

Timetables, schedules and the syllabus content is issued to student during the first week of term as well as the learning outcomes to be achieved during the study process. Students are also introduced to the procedures of the assessment and the learning achievements of the module during the first week.

Finally, a fair learning environment is ensured and students are provided opportunities to make complaints and lodge appeals in accordance with clear, public and transparent procedures.

2.6. Programme management

The overall structure and design of this programme did not take into consideration international benchmarks, more so domestic ones. Domestically Vilnius College benchmark themselves against other colleges in Lithuania such as Utena College.

The revised title is based on the previous review team report, the social partners and the programme team feel that this title reflects the currents needs of the industry.

At the programme level, the decision-making processes are clearly defined and allocated between the teaching team, the graduate studies development team and the teaching staff.

In relation to the needs of the industry, the social partners were very clear in the fact that they are desperate for more graduates to the booming hospitality industry here in Vilnius. It was mentioned that there are over 20 institutional agreements with national and international social partners.

There are good liaisons with social partners (a significant number of them), which contributes to the students' awareness of the job market. During the visit, it was possible to observe a considerable satisfaction from the social partners regarding the outcome of the programme.

The SER consulted with the social partners in the compilation of their documents and the key findings from these meetings included Vilnius Colleges' strong connections with the social partners but it was noted that there is this academic co-operation needs to be developed further.

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The social partners keep the Hotel and Restaurant Business programme team up-to-date about the markets currents needs through guest lectures, field trips (which are supported by management) and telephone conversations.

However, none of the social partners were familiar with the curriculum of the study programme and none of the representatives recalled giving guest lectures or providing feedback to programme coordinator or staff. Although there are a respectable number of social partners, they should be more involved in developing the design of curriculum. Students admitted they would be glad and motivated to receive more lectures by social partners. Nevertheless, more applied research projects and formal feedback from social partners would be advised to maintain constant updates from labour market needs and potential.

Stakeholders should be updated and receive reports on changes in the study content. It should be considered as an important part in programme development that any curriculum review should include representatives of students and social partners as well as academic staff. Any changes made to the programme should be fully documented as part of the institution's quality assurance programme.

It is mentioned in the SER document (pg.165) that (based on previous expert recommendations) the inclusion of both social partners and former graduates into a Study Programme Committee (SPC) which were taken into action. The Final Thesis Defence Committee, which is appointed under the Rector's order, consists of 5 persons (60% percent of the Commission members are the representatives of employers) should be made aware of the programme learning outcomes beforehand. It may be taken into consideration to give more weight for thesis supervisor and VC staff, when assessing final thesis, since at the end it is an academic issue.

The practical relevance of the programme is one of the main priorities in its future development and this form of delivery (through the practical modules) should be continually supported.

The quality assurance mechanisms appear less robust in terms of guaranteeing that the programme's learning, teaching and assessment strategies and the profile of graduate competencies are internationally comparable.

The demand for this programme is based on the fact that the hotel and restaurant industry in Lithuania is expanding at a very rapid pace due to the arrival of many international hotel chains. It was noted that next year, five new hotels will be opened in Vilnius alone, hence the demand for trained staff and student internships will increase.

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All relevant external reference sources seem to have been incorporated into the design of the hotel and restaurant programme and there seems to be effective communication with key stakeholders involved in the programme as well as the alumni.

The programme needs to sufficiently reflect international benchmarking in relation to academic research embedding within the module descriptors, the learning outcomes, transferable skills development, and actual delivery.

To maintain their leading position and to enable international recognition in the future a more strategic approach should be taken, in relation to the academic quality assurance of the hotel and restaurant programme.

It was stated by the management of the Hotel and Restaurant Business programme that this is common both nationally and internationally due to globalisation, students missing lectures and practical meetings and simply overestimating their own abilities. There is a plan in place to counteract this such as the Introduction Week which has been developed to guide students when they arrive in Vilnius College (These are long term initiatives).

There are mechanisms in place for monitoring and supporting student engagement to support successful completion, but the 'drop-out' rate is still quite high and this was noted in that most students drop out after Semester 1 or before the submission of the Final Thesis.

Future plans for the programme highlighted by management include increased promotion of the Erasmus+ programme due poor student take-up to date. No further plans were highlighted.

Continue to professional develop the current teaching team and support academic staff in their career development and that both pedagogic and academic/scholarly updating is encouraged, financially supported and rewarded.

A key strength of this programme is that there is a balance between the soft skills and hard skills in the programme, and a holistic view is taken that reflects the title of the programme which was supported by the social partners.

The 96.49% employment rate after graduation is very impressive which may be linked to the practical modules such as Catering Services Management and Hospitality Projects Management.

The delivery of this programme through English was not discussed during the evaluation process and no plans have been put in place in relation to this as the teaching team feel that there is not any sufficient demand. Saying that, it is reassuring to see that three months of both English and German are offered which gives the students an added incentive to travel. This is supported

by their social partners who stated that having employees who speak these two languages is crucial.

2.7. Examples of excellence

The Event Assistant Group allows student participation in various initiatives, events and activities in Vilnius College which in turn facilitates student development. Also, students can gain additional ECTS by their continued involvement with this group. The Event Assistant Group should be continually supported as it is a very innovative initiative and will support student development.

The provision of Sign Language as an elective is very impressive and should be supported for this growing market.

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III. RECOMMENDATIONS

1. To maintain their leading position and to ensure international collaboration in the future, a more formal approach is taken in relation to the academic quality assurance of the programme. Encourage programme leadership to further develop the course in an even more global context in the future.

2. The review team encourages the teaching team to review the logical sequence of the modules according to student learning progression as the Communications module is delivered in Semester 5, which may be changed to reflect the appropriateness of delivering this module so late in the programme.

3. It would be very beneficial for the students if the teaching team should consider offer some formative feedback.

4. The programme management should formalise their links with both the social partners and the alumni to assist in maintaining their quality assurance standards.

5. International benchmarking should continuously be undertaken to ensure that the Hotel and Restaurant Business programme grows to an international standard.

6. All modules descriptions should be renewed to reflect the latest research in the hotel and restaurant field.

7. The teacher staff scholarly activity should be better linked with the modules which they deliver as well as the overall programme.

8. The programme management needs to pay more attention to the process of APEL so as to recognize their students who are working part time in local hotel and restaurant businesses.

IV. SUMMARY

The review team have identified that the Hotel and Restaurant Business programme is continually changing (which is very positive) which allows this programme to be as appropriate and relevant as possible and offers the education, which is required by the social partners.

The teaching team are highly motivated and are also aware of industry trends which they use to supplement their both teaching materials and the approach that they used. The students and alumni highly appreciate the evident practical approach that the teaching team integrate into their studies as well as their own professional experience.

Although the review team found good evidence confirming the internationalization of this programme, we also encourage the teaching team to integrate even more possibilities so as to bring internationalization into the all parts of each module such as international lecturers, benchmarking and content-rich co-operation with high regarded international hotel and restaurant programmes as well as continually improving the language skills of their students.

The integration of theory and practice is evident while blended learning seems to be one of the approaches used which is suitable and valued by both part-time and full-time students. We were delighted to note that your students are very focused in their career objectives and know exactly how Vilnius College and the hotel and restaurant programme in particular help them to achieve their dreams. It is enlightening to see that you have invested in the practical facilities namely; the class room dedicated to the Opera Fidelio is impressive.

It is worth noting that even though the both study methods and organization meet national requirements, the review team would like the teaching team to give their students more formative feedback and content-rich explanations for their marks which would further enrich the development of students' competencies.

The evaluation process and supervision during the internship should be better supported by the teaching team so as to ensure that all the intended learning outcomes can be achieved during this process.

What is most important is that your stakeholders – teachers, students, social partners and alumni are happy with this programme as they find it necessary, well organized and are very eager to recommend the programme to the others. The review team feel strongly that both the programme management and teaching team understand what are they are doing, they believe in this programme which can be seen in almost every aspect of its organization and development.

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V. GENERAL ASSESSMENT

The study programme *Hotel and Restaurant Business* (state code – 653N15004) at Vilnius 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	3
3.	Teaching staff	4
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	**19**

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

Grupės vadovas: Team leader:	Dr. Eneken Titov
Grupės nariai: Team members:	Dr. Heinz-Ulrich Schmidt
	Dr. Noëlle O'Connor
	Mr Marius Rimkaitis
	Ms Indrė Surgelytė

Studijų kokybės vertinimo centras

VILNIAUS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
VIEŠBUČIŲ IR RESTORANŲ VERSLAS **(VALSTYBINIS KODAS – 653N15004) 2017-06-15 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-128 IŠRAŠAS**

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V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus kolegijos studijų programa *Viešbučių ir restoranų verslas* (valstybinis kodas – 653N15004) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	**19**

* 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 teigiamai vertina tai, kad studijų programa *Viešbučių ir restoranų verslas* yra nuolatos peržiūrima ir keičiama. Todėl ji atitinka rinkos poreikius ir suteikia tokį išsilavinimą, kokio pageidauja socialiniai partneriai.

Dėstytojų kolektyvas labai motyvuotas. Dėstytojai stebi šio sektoriaus tendencijas ir atsižvelgia į jas rengdamas studijų medžiagą bei taikydami dėstymo metodus. Studentai ir alumnai labai vertina tai, kad dėstytojai turi profesinės patirties ir į studijas įtraukia praktinius dalykus.

Nors yra įrodymų, pagrindžiančių studijų programos tarptautiškumą, ekspertų grupė mano, kad reikia dar labiau didinti visų dalykų tarptautiškumą pasitelkiant tarptautinius dėstytojus, taikant tarptautinius standartus, produktyviai bendradarbiaujant su gerai vertinamomis tarptautinėmis viešbučių ir restoranų verslo studijų programomis bei nuolat gerinant studentų kalbos žinias.

Studentams suteikiamos teorinės žinios derinamos su praktinėmis žiniomis. Tokius dėstymo metodus palankiai vertina ir nuolatinių, ir ištęstinių studijų studentai. Ekspertų grupė pastebėjo, kad studentai labai suinteresuoti siekti karjeros ir suvokia, kaip studijuodami Vilniaus kolegijoje studijų programą *Viešbučių ir restoranų* ir *verslas* galėtų įgyvendinti savo tikslus.

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Studijų kokybės vertinimo centras

Pagirtina, kad Kolegija investavo į materialiuosius išteklius – ypač įspūdinga auditorija, aprūpinta viešbučių valdymo programine įranga „Opera Fidelio".

Nors studijų metodai ir organizavimas atitinka nacionalinius reikalavimus, ekspertų grupė pageidauja, kad dėstytojai palaikytų konstruktyvesnį grįžtamąjį ryšį su studentais ir pateiktų išsamius paaiškinimus apie jų įvertinimus. Tokiu būdu būtų galima geriau ugdyti studentų kompetencijas.

Studentams atliekant praktiką, dėstytojai turėtų atlikti svarbesnį vaidmenį vertindami studentus ir jiems vadovauti, kad būtų užtikrinta, jog praktikos metu studentai pasiektų visus numatytus studijų rezultatus.

Labai svarbu, kad studijų programos dalininkai – dėstytojai, studentai, socialiniai partneriai ir alumnai – yra patenkinti studijų programa ir mano, kad ji yra reikalinga, gerai organizuota ir rekomenduotų ją rinktis. Ekspertų grupė mano, kad studijų programos vykdytojai ir dėstytojų kolektyvas puikiai supranta, kokį darbą atlieka, ir jų įsitikinimas, kad studijų programa yra reikalinga, atsispindi kiekviename studijų programos organizavimo ir vystymo etape.

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III. REKOMENDACIJOS

1. Siekiant užtikrinti, kad studijų programa ateityje išliktų patraukli ir būtų tarptautiška, reikia įdiegti formalesnę studijų programos kokybės užtikrinimo sistemą. Skatinti studijų programos vadovybę į studijų dalykų turinį įtraukti dar daugiau tarptautinio turinio.
2. Ekspertų grupė ragina dėstytojus peržiūrėti dėstomų dalykų eiliškumą ir užtikrinti, kad jie būtų išdėstyti nuosekliai ir logiškai, atsižvelgiant į studijų eigą. Pavyzdžiui, dalykas *Komunikacijos* dėstomas 5 semestre, tačiau jis turėtų būti dėstomas anksčiau, nes jis yra pagrindinis perkeliamasis gebėjimas.
3. Studentams būtų labai naudinga, jei jie palaikytų konstruktyvų grįžtamąjį ryšį su dėstytojais.
4. Studijų programos vadovybė turi įforminti ryšius su socialiniais partneriais ir alumnais, kad jie dalyvautų studijų programos kokybės užtikrinimo procese.
5. Tobulinant studijų programą *Viešbučių ir restoranų verslas* bei siekiant, kad ji atitiktų tarptautinius reikalavimus, reikia atlikti tarptautinę lyginamąją analizę.
6. Visų dalykų aprašai turi būti peržiūrėti, kad apimtų naujausius tyrimus viešbučių ir restoranų verslo srityje.
7. Dėstytojų mokslinė veikla turi būti labiau įtraukta į jų dėstomus dalykus ir visą studijų programą.
8. Studijų programos vadovybė turi labiau pripažinti ankstesnįjį mokymąsi ir įgytą patirtį (taikyti ankstesnio patirtinio mokymosi akreditavimą (APEL), kad palengvintų studijas studentams, dirbantiems vietos viešbučių ir restoranų verslo sektoriuje.
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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)

Studijų kokybės vertinimo centras