

Joint Report by the Committee for the Assessment of a Study Direction on the Assessment of the Study Direction

1. The expert shall provide an assessment in the scale of four points about each aspect in general and a concise comment, that describes the identified positive factors, deficiencies, recommendations for improving quality, possible threats, as well as provide information about the facts or materials that prove the assessment made.

2. The grade in points mainly indicates the compliance with the aims and objectives that have been set.

Scale of Assessment

No.	Explanation of the assessment of the study direction	Assessment (points)
1.	In the context of the criterion to be assessed, the study direction is on an excellent level. The performance is described by an excellent assessment in all issues subject to the particular criterion. Also on this, the highest level of the assessment, some minor deficiencies could be detected in connection with the assessment criterion, for the elimination of which major improvements are not required	4
2.	In the context of the criterion to be assessed, the study direction is on a good level, complies with all requirements. Strong points dominate, and significant deficiencies are not detected. The deficiencies that have been detected can be easily eliminated	3
3.	In the context of the criterion to be assessed, the study direction meets the minimum requirements. The performance is described by a comparatively high proportion of deficiencies and significant shortcomings with respect to the specific indicator. Detailed planned long-term actions are required to eliminate these shortcomings, as well as stakeholders' support and additional resources	2
4.	In the context of the criterion to be assessed, the study direction does not meet the minimum requirements, significant deficiencies prevail	1

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Name of institution of higher education or college “Hotel School”Hotel Management College Ltd.

Name of study direction Hotel and Restaurants Service, Tourism and Recreational Organisation

Study programmes of the relevant study direction Hospitality Management
Date of external assessment visit: 19-20 of June, 2017

I. Management of the Study Direction

1.1. Is the inclusion of study programmes of the relevant study direction well-grounded? Is there any succession in the study programmes of various levels? Are the codes and types of study programmes relevant?

2	<p>Study programme “Hospitality Management” is included in study direction Hotel and restaurants service, tourism and recreation organization, which is appropriate and suitable. However, the programme title (<i>management</i>) and vocational standard (<i>organisation</i>) should be in better coherence. Since it is the first level professional higher education, it is more likely that students after graduation are going to be specialists, organisers rather than managers. Similar trend has been revealed after meeting with employers who confirmed that students are not ready to be managers but they are good specialists.</p> <p>The Code of study program according to Latvian Education Classification is 41811 and it is relevant.</p> <p>The College offers also the vocational education programmes and the difference between vocational education and professional higher education programmes remains unclear. The educational levels must be clearly distinguished in using learning outcomes, whether higher level learning outcomes must present more complicated activities and higher thinking skills. All the other study activities (e.g. study methods, assessment criteria etc) must follow the level of learning outcomes. It must be clear for every (potential) student and every teacher, what is the added value of higher education, that students achieves if she/he graduates higher education. The teaching of the vocational and higher education students together, having the same or very similar subject descriptions, the same teachers and study materials may cause the devaluation of higher education. Also the learning outcomes cannot be the same in both level, higher education graduates are expected to have higher level competencies.</p> <p>Since the study programme “Hospitality Management” mostly complies with the requirements of occupational standard of “Hotel Service Organizer”, accordingly the code: 2422 25 is relevant. It should be noted that the College representative took part in the standard development process.</p>
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1.2. Has the analysis of the strong and weak points, opportunities and threats of the study programme been performed in high-quality? Have the internal and external conditions for the development of the study direction been assessed unbiasedly?

2	<p>Firstly, SWOT analysis (self-evaluation report (hereinafter – SER), p.27) lacks the title which would allow to understand whether it is performed for action plan, the study direction or Hospitality management program. Secondly, SWOT analysis lacks critical view, mostly positive aspects are mentioned. SWOT analysis very often consists from broad descriptions without any explanations how this information is linked to the College (points 2 and 3 in Strengths 3 in Weaknesses, point 5 in Strengths and point 2 in Opportunities and oth.). More precisely, the hospitality industry has an increasing demand for highly qualified specialists on the job market both in Latvia and abroad (all the other institutions who prepare specialists in this field benefit from this aspect as well, so what are the reasons why this could be characterized as a strength for the College? What kind of highly qualified specialists and good</p>
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	<p>employment possibilities for College graduates both in Latvia and abroad. This statement remains not supported by the evidence. During the onsite visit representatives of the College insisted that they prepare managers, while employers suggested that students are employed in different but lower positions (receptionists, waiters). Some relevant weaknesses are not mentioned in SWOT analysis like lack of library reassures, the College currently does not own professional kitchen and other equipment that is necessary for lectures.</p> <p>The College has a clear picture about external environment, but all the given facts do not support their activity or are not linked with their activity correctly. For example, the College has an ambition to involve foreign students, also from Asia, but no risk concerning the cultural issues are mentioned or described. Although the College has given details from action plans, then the part of performance indicators (how they measure, that aims are achieved and performance have been good) has remained weak.</p> <p>Some of activities described in activity plan (for instance, developing the scientific and research work) are too general to give valuable working directions.</p>
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1.3. Have the demands of the labour market taken into consideration in planning the development of the study direction and in its implementation?

3	<p>The sector is growing rapidly, thus, the College has wisely positioned the study programme. In general, demand of the labour market is taken into consideration in the planning and implementation of analysed study programme.</p> <p>The college supports graduates employability by ensuring internship possibilities. During on site visit with employers it was established that they are keen to take more students as interns and are open to provide them jobs after.</p> <p>According to the information in SER, due to the significant internship experience, the students acquire in the process of learning, graduate employment rate constitutes 74%. Since there are no graduates in this program (study direction has only one program), this statistic is calculated basing on the graduates of further education programmes. However experts find employment rate comparatively low in a situation where demand for specialists in this field is high and general employment rate is much higher.</p>
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1.4. Is the management of the implementation of the study process effective for reaching the aims set for the study direction? Is it democratic, with clearly defined obligations and responsibility of the administrative staff, the academic staff, and students?

3	<p>The management of the implementation of the study process is in general effective for reaching the aims set for the study direction. Obligations and responsibility are mainly defined among administrative staff, the academic staff and students. For instance, duties of academic staff are defined in particular document. At the same time this document suggests that in a study course description the lecturer shall characterize students independent work organization and tasks. Unfortunately the poor content of the study course descriptions allow to assume, that not all the lecturers understand their responsibility in preparing high-quality higher education course. As the experts also noticed, not all of the lecturers have participated in preparing the course description that they teach and many of the courses were prepared by just some few teachers.</p>
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II. Resources and Provisions of Study Directions

2.1. Are the financial resources sufficient for the implementation of the study programs of the relevant study direction? Is the control over their use and sustainability ensured?

2	<p>The budget of the College reveals that students' tuition fee forms 50 % of the income (SER p.34.). At the same time the College indicates, the minimum number of students must be 70 students to be financially sustainable, but according to Appendix No 12, the College had only 26 students during the three admission (12 in 2015, 11 in 2016 and only 3 in 2017). Appendix No 10 shows overview of expenses, however experts have some doubts whether all expenses are covered and presented, since personnel training, mobility, joint events etc. are not indicated. For instance, the College indicates that 1% of the budget is dedicated to the scientific activities (SER p.16.), while this expense is not included in the budget, thus, the sources of funding are not clear. Taking into account all the aforementioned, experts have doubts that the programme is financially sustainable.</p>
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2.2. Is the professionalism of the academic staff of the institution of higher education or the college involved in the implementation of the study direction sufficiently high for implementing high quality studies in the view of professional qualification in the respective field and the didactics of higher education? Is this professionalism appropriate for implementing study programmes of the relevant study direction? Do the members of teaching staff have sufficient level proficiency in English or in other foreign languages to prepare and implement a study programme or separate parts thereof in a foreign language?

3	<p>The academic staff of College seems to be rather professional in terms of practical experience related to hospitality sector. Teaching at the College is the main job for 80% of the lecturers. Currently, 15 tutors are employed in the College. Three of them have a doctoral degree, one is a doctoral student and six have a master's degree and two are studying to obtain the master degree. Thus, 67% of the total number have at least master's degree. However the part of academicians with doctoral degree, who is involved in implementation of study program, mostly is from different branches of science. For instance: J. Korjuhina is a candidate for PhD in philology, R. Misevica-Trillica has a PhD in philology.</p> <p>Staff is making effort to grow their didactical competencies by issuing various didactical (methodological) materials. Since analysed institution is growing from professional vocational level to College level, academic staff has to grow in the research field as well.</p> <p>While with respect to election of lecturers – lecturer position may be taken by a person with higher education without specific degree, if the person has a substantial relevant practical work experience of not than less than 5 years (SER p.65).</p> <p>The members of teaching staff have sufficient level proficiency in English and Russian languages to prepare and implement a study programmes or modules in above mentioned languages.</p>
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2.3. Do the descriptions of study courses, study materials, informative base, including library resources, comply with the aims of the study programmes to be implemented in the respective study

direction, their type, particularly distance learning, and a language? Are any resources planned for expanding the library resources (acquisition of literature and subscribing electronic data bases)?

2	<p>In all cases (subjects) the learning outcomes of studies, themes and assignments are not in accordance. For instance, Hotel SPA products and services has just one credit point, but quite ambiguous learning outcomes of studies, some of the learning outcomes of studies are not assessed, different level learning outcomes of studies are not in accordance, just one compulsory resource from 2008, which covers just a few topics.</p> <p>In accordance with the College Development Strategy 2016-2022, one of the priority action lines of the College is regular expansion of the informative base. The College will continue to expand the stock of the library every academic year. The procurement takes place based on the information regarding literature needed for the studies, which is prepared by the lecturers and updated periodically. In accordance with the approved budget in 2016-2017 academic year the College will spend EUR 4250 per year on training materials and literature of the industry. This amount includes also the subscription of databases. The College must also pay attention to the development of distance learning possibilities and materials necessary for distance learning.</p> <p>In 2014, 2015 and 2016, the College tutors wrote 30 books, used as study materials in three languages – Latvian, English and Russian, which are used for academic purposes. Taking into consideration the large proportion of foreign students, the College has translated these materials to English and Russian.</p> <p>The books are mostly in English, then a little in Latvian and quite a few in Russian. The representatives of the College said that all three language groups can use English literature, there is no necessary need for books in Latvian and Russian. The minimum need is covered.</p>
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2.4. Are the methodological and informative provisions for the study direction, including a library, periodicals, and electronic resources, sufficient for implementing studies based on contemporary scientific findings and requirements for the professional field and for developing scientific research? Do they comply with the provisions of regulatory enactments that regulate the respective profession?

2	<p>The methodological and informative provisions for the study direction, including a library, periodicals, and electronic resources meet the minimum requirements for implementing studies based on contemporary scientific findings, requirements for the professional field and for developing scientific research. In 2016 the College has concluded contracts with two electronic databases - EBSCO and e-Landbook - which can be considered as a minimum for higher education. During on site meeting with students it was established that students are familiar with EBSCO since lectures had showed them how to use it. The College has relatively small library but the College indicates that it is committed to expand the library. In accordance with the approved budget in 2016-2017 academic year the College will spend EUR 4250 per year on training materials and literature of the industry (this amount includes also the subscription of databases):</p> <ul style="list-style-type: none"> • Subscriptions to online databases - EUR 2 700; • Publishing of teaching materials (printing expenses) - EUR 1445 (SER p.35.) <p>New establishment needs cooperatively high initial investments in library sources. On the one hand, experts have certain doubts about expansion of the library in future based on the allocated financial resources, especially concerning the necessary books (if the general budget</p>
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	is 4250 euros and 2700 euros is planned for databases and 1445 euros for publishing teaching materials, then there remains only 105 euros for books?) On the other hand, the College has also signed an agreement concerning the use of library services of the BA “Turība”, thus showing its intentions to ensure the necessary sources.
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2.5. Are library opening times convenient for students, and do its services, equipment, arrangement facilitate independent studies?

4	The opening times of the library should be considered as suitable and convenient. The library is closed during weekend. However there are several subscribed library databases that might be very helpful for remote work with library issues for students. Students’ feedback shows that they consider the prices for library services being too high (SER p. 581). Nevertheless, since the College is located in the city center, there are other possibilities to print and copy materials. Thus, this drawback cannot be considered as substantial. The minimum need for the individual learning space is covered.
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2.6. Is the support by the administrative and technical staff sufficient to ensure that study outcomes are reached?

2	The support by the administrative staff can be considered as sufficient, however the College cannot be considered as technically developed. It lacks IT systems and e-support. Namely, IT technologies to channel information (not teaching platforms like Moodle, but information systems where students and teachers can see the courses, enrol themselves to the courses, officially communicate with the College, see timetables, information about courses etc.). It is strictly connected to the problem, that staff cannot communicate with the students as good and using appropriate channels, as nowadays student assumes.
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2.7. Do the material technical provisions for the study direction, for example, specific laboratories, equipment, studios, comply with the requirements of the study programmes to be implemented in the framework of the study direction and to the development level of contemporary technologies? Are the study premises equipped with sufficient number of electricity outlets for students’ portable computers?

1	Currently the College (on lease contract) operates in more than 400 sq.m large rooms and does not own its own professional kitchen as according to the chosen study direction and programmes could presume. For implementation of practical sessions and workshops the College has concluded a cooperation contract with SIA “Gemoss” about the usage of their laboratories for practical sessions in professional kitchen. Experts consider this working model as not sustainable since institution intending to provide the high quality services of higher education level must own its own equipment that is necessary for the study process and achievement of learning outcomes. Especially, since partners can always terminate the contract thus, potentially creating significant difficulties for the College to ensure high level performance. Thinking about high level education the management of the College in 2016 made a decision and started to implement a large infrastructure project - development of modern Training complex. Experts took into account the good intentions of the College to improve this situation
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	<p>in future, nevertheless the training hotel is not operating yet, and thus, the experts cannot evaluate it.</p> <p>The College has a computer room with hotel management software "Micros Opera" that helps students to develop the necessary skills for work with hotels operational software.</p>
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III. Scientific Research and Scientific Research or Creative Work of Academic Staff and Students

3.1. Is the organisation and institutional structure of scientific research or creative work effective?

2	<p>Analysis of SER shows, that institution has research unit in the administration and developed College Research Strategy for 2016 - 2022 (SER p.51; Annex 4), but research activity of the College as institution and of individual lecturers has to be greatly improved. Seems that functions delegated to research unit are too narrow and/or there is no enough research management competencies. Might be suggested that scientific secretary or qualified research consultant has to be employed to support research activity to be developed up to the level of higher education.</p> <p>The College should consider the possibilities to achieve healthy balance between “practitioners” and “academicians” and improve the Colleges aim, performance indicators and general research strategy according to that. Taking into consideration aspect that this College is business oriented and intending to act in professional higher education area, applied research would be suitable to achieve this balance.</p> <p>Although it is a professional first level study programme, students should be required to perform scientific research. During the onsite visit the College suggested that diploma papers of students are published as scientific work.</p>
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3.2. Are the resources allocated for research appropriate for the needs? Is the research (creation) work of the academic staff, including participation in scientific conferences or activities of artistic creation, planned in and paid for from the budget of the institution of higher education or the college?

1	<p>College has allocated some resources and has planned and paid in some cases participation of the academic staff in scientific conferences. But 1% of total budget is not enough to devote for scientific activity in the institution that previously does not have any scientific articles published in the field of hospitality. Moreover it is not enough to start build up scientific research activity basically from the zero.</p>
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3.3. Is the research (creation) work of the students, including participation in scientific conferences or activities of artistic creation, planned in and paid for from the budget of the institution of higher education or the college?

1	<p>Experts have an impression that the College does not prepare or give to students opportunities for serious possibilities in scientific work. There is no evidence that the College has motivated students to take part in conferences or research activities. Since only activity from students’</p>
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	side that could be described as scientific is preparation and defence of diploma paper there is no signs of allocation of extra resources for students' research activity.
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3.4. Are topics of the scientific research work or creative work of the academic staff relevant and related to the content of the study direction in the respective study programmes?

1	There are no publications in the field of hospitality. During the last six years only few scientific articles were published and those are written by two persons. Either of them are not publishing in the tourism (or hospitality) area. The College is focusing on creation and publication of methodological materials that can contribute to addition profit. As it has been suggested in SER, the College sees opportunity to occupy the market niche by selling professional literature in Latvia and Eastern Europe (SER p.116.).
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3.5. Are topics of the scientific research work or creative work of the students relevant and related to the content of the study direction and respective study programmes?

2	There are no evidences of students participating in scientific research work. Students are involved in some smaller applied research activities, but the amount of such activities is small and is not regular. The College has set performance indicators on research activity (table 1.7.2), but there is no single indicator about students related scientific activity. If the experts consider students` diploma papers as scientific research, then they are linked to study programme and correspond to the content. Analysis of diploma papers of those students who are about to graduate this year (graduates of 2017), show different level of knowledge. Some of students are able to use EBSCO database, LURSOFT etc. and demonstrate their research skills and use of different research methods. Other diploma papers are of lower quality and students refer to Wikipedia as source in bibliography (for instance, O.Urbane, J. Tambovceva, A. Fruzorova).
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3.6. Have research outcomes been published in internationally available and reviewed editions (exhibitions, shows, performances, etc.) and used in practice?

1	No, not according to international academic standards. College staff has participated and made presentations in some international conference proceedings (SER p.44). In addition, the College is publishing their teaching materials, but this is cannot be called research activity nor local, neither international.
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3.7. Is the study programme linked to related grants or projects?

3	The College is making first important steps towards participation in international projects by participation in mobility projects, for instance ERASMUS +. During on site visit it was confirmed that a lot of students` internships are financed by ERASMUS + funds. Experts highly appreciate initiatives in this area, but the College needs to do more work to implement projects in this study area. The College has target to “inspire academic staff to participate in local and international research projects, especially for the hospitality sector in business research with practical meaning” and “establish cooperation with Latvian and foreign enterprises and industry associations for common research projects”, but right now the results are not obtained.
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3.8. Other comments, if any, with regard to the implementation of science-based studies in the framework of the study direction.

Students are not involved and not even strategically planned to involve in research activity. Mostly the research activity is not connected with the field. There should be a significant increase in the number of academic publications of academic staff.

IV. Cooperation and Internationalisation

4.1. Do the students in the study direction have the possibility to acquire separate study modules, study courses, or take a traineeship (fully or partially) in the study programmes of other Latvian institutions of higher education or colleges?

1	<p>Students do not have the possibility to acquire separate study modules, study courses or take a traineeship (fully or partially) in the study programmes of other Latvian institutions of higher education or colleges.</p> <p>Experts appritiate, that the College has started preparations to establish cooperation within Latvia. SER says that <i>“the College has signed a cooperation agreement with ISMA (Information and System Management High School) regarding the cooperation in the preparation of the pedagogical and scientific staff as well as preparation and execution of common study, methodological and scientific projects and other events. In the future, the College is planning to continue cooperation with ISMA in order to organise common seminars (workshops) and scientific conferences concerning hospitality and study field “Hotel and restaurant services, organisation of tourism and recreation”.</i> The experts really encourage to continue with the initiatives, but right now it is just in the preparatory phase and cannot be evaluated as available possibility for the students with the evidences.</p>
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4.2. Are there any possibilities to acquire separate study modules, study courses or take a traineeship (fully or partially) in the study programmes of foreign institutions of higher education or colleges, for example, are there any cooperation agreements concluded on implementing joint study programmes or study modules, exchange of the academic staff?

2	<p>There is no evidence of existence of any possibilities to acquire separate study modules or study courses in the study programmes of foreign institutions of higher education or colleges. However the College strives to keep development direction for internationalization of study programme and has tight cooperation with United Kingdom similar institutions regarding the possibilities to continue studies. According to SER (p. 55.): <i>in the 2015/2016 study year, the College signed a new agreement concerning the cooperation with the foreign high school Edge Hotel School (in the UK). Thanks to this agreement the College students will get the opportunity to continue their studies in this prestigious high school in the UK.</i></p> <p>Although the College mentioned the cooperation with the Switzerland in the SER (p.55), during the on-site visit none mentioned this cooperation or gave any evidences about this.</p>
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	Students have a possibility to take a traineeship abroad in luxury hotels. Especially in Greece and Spain. For the provision of placement 72 contracts in 10 countries with hospitality companies and well-known hotels have been concluded.
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4.3. Is the exchange of the academic staff and the implementation of other cooperation projects taking place?

2	The college administration rather actively is creating possibilities for cooperation projects with United Kingdom, Switzerland and Ukraine. Some joint projects with Finland, Estonia, Lithuania, Germany etc. are in place. For instance, according to SER (p.52) during the <i>Nordplus</i> project, in January 2016, four College academic and other staff representatives visited the Parnu Vocational Competence centre (<i>Pärnumaa Kutsehariduskeskus</i>), as well as a number of different hospitality enterprises in Estonia. However the regular exchange system of the academic staff is not developed yet. Cooperation basically is one side directed. According to the facts given by academic staff during the on-site visit, lecturers have not taught any courses abroad. Current projects are oriented only towards lectures mobility. The projects should be more content rich to support study quality and the programme itself.
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4.4. Is the international mobility of students, the implementation of ERASMUS and other cooperation projects ensured?

3	The College is actively exploiting student mobility possibilities offered by ERASMUS+ to finance internships, but at the same time other Erasmus projects are rather neglected. Moreover, the College finds that the two-year study programme creates obstacles for students to participate in different mobility programmes (SWOT analysis, SER p. 27.). For experts this sounds rather as an excuse since other education institutions have demonstrated a possibility to implement different cooperation project under the ERASMUS+ programme. Execution of ERASMUS project can last one academic semester. Despite the difference with level of the program it could be compared with possibility to implement this project for students who are obtaining master degree (which is 2 years program as well), which proves that this is possible. Students have not been involved in to other international cooperation projects except general ERASMUS+ students mobility programme. The experts still find the ERASMUS+ mobility to be good activity and results in this area are adequate for professional higher education, but at the same time the experts encourage the College to expand the international projects activity.
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4.5. Does the cooperation with employers' organisations and other partners of cooperation leave any impact upon the implementation of the study direction?

4	During the meeting with employers it was concluded that the cooperation is on a good level. Appendix 26 in SER gives the list of international partner organisations from variety of countries – Italy, Germany, Greece, Spain, Cyprus, Russia, Belarus, Ukraine, Uzbekistan. The College is a member of Latvian Hotel and Restaurant Association and they cooperate with the higher education institutions abroad. Some of the employers have contacted the College themselves in order to negotiate the possibilities to cooperate.
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4.6. Other comments, if any, regarding the management of the study direction and cooperation with Latvian and international partners.

The cooperation with international partners on internship level is good, however there are only few evidences about other cooperation. In the implementation of the study programme, mostly the lecturers did not take part. Lectures from the College had no lectures abroad.

V. Quality Assurance and Guarantees

5.1. Does the quality assurance policy, its development and publicity, assessing, whether and to what extent comply with the following requirement: “Institutions of higher education and colleges shall develop policy for quality assurance, which shall be publicly available and form a part of the institution’s strategic management? Internal stakeholders shall develop and implement this policy, by applying appropriate structures and processes, and by involving external stakeholders.”?

3	The college has adopted Pearson BTEC certification and it gives a reason to believe that the main quality aspects are think through and applied. According to the SER main study quality regulatory documents are prepared. External stakeholders are involved in the process of launching a new study programme in small extent, but are significantly less involved in other processes.
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5.2. Does the development and approval of study programmes, continuous monitoring of the quality of study programmes, comply, assessing whether and to what extent with the following requirement: “An institution of higher education or a college shall establish mechanisms for the development and approval of study programmes. The programmes shall be developed in a way to make them comply with the aims that have been set, *inter alia*, the intended study outcomes. The qualification to be acquired in the programme shall be clearly defined and explained, and it shall refer to the correct level in the national qualifications infrastructure of higher education and, thus, also to the qualifications framework of the European Higher Education Area.”?

1	Analysis of study descriptions indicate that teaching is process-based while study process should be based on learning outcomes. Outcome based learning and teaching process means, that whole study (subject) bases on outcomes – results that students have to achieve and competences that students must gain. Learning outcomes are not supposed to be changed during study process. The preparation of study process should begin with setting learning outcomes, then planning of themes what must be given to achieve the intended outcomes, study methods that support the achievement of learning outcomes, assessment methods which allow to assess whether the learning outcomes are achieved and, finally, assessment criteria to measure what is the level of achieved outcomes (grading criteria). In every step lectures must follow the same learning outcomes and plan, and implement activities to support these learning outcomes. After analysis of study course descriptions experts have doubts that the process is based on learning outcomes. For instance study course description for the course “Working as a holiday rep” contains only brief statement that the independent work must be written and presented in the end of the course. It does not specify what kind of independent work student must submit, namely, presentation, working paper etc (See Point 3). The College has set too much learning outcomes. In addition, the learning outcomes vary in different sections of course descriptions (there are three different sections in course
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	<p>descriptions, where the learning outcomes of the subject are mentioned, but those are different in some cases and are not in coherence with the aim and title of the subject, eg. subject “Quality Management in Business” in Russian (unfortunately the descriptions in English and in Russian do not match). Thus, it is difficult to comply with all of them. Many learning outcomes are too broad and do not describe the intended results of the subject. Too much learning outcomes contains such terms as know, understand, be familiar, and have a good understanding. These learning outcomes are vague and accordingly often not observable or measurable. In addition, they reflect low level of cognitive skills. Students who intend to obtain first level higher education should according to qualification framework also demonstrate higher level of competence (analyse, characterize, categorize, compare, differentiate etc.) (Also Point 3.p.16). Lectures, employers are not sufficiently involved in the development of the study programme. Student representatives must be involved to the regular study development system/process. The study programme development would benefit from a more regular approach to quality management through introducing an annual cycle of programme and course analysis and action planning for programme development. This should bring together a variety of data such as student grades and feedback from various sources including students, teaching staff and employers.</p>
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5.3. Does the ensuring of a student-centred study process, the assessment of students’ performance comply, assessing whether and to what extent with the following requirement: “The institution of higher education or the college shall ensure that the study programmes are delivered in a way that encourages students to take an active role in the developing the study process, and the assessment of students shall reflect this approach.”?

3	<p>Students are asked to give feedback. During on site visit, experts gained an impression that students are satisfied and their communication with the College is good. Students can always approach lectures to obtain the information or resolve the problems. Students indicated that there was a situation when they gave a bad feedback to the lecturer and he was replaced with another lecturer.</p> <p>Currently feedback is given by filling in a questionnaire in paper. Taking into account the small number of students, academic staff and management might be familiar with their handwriting, which could discourage the students to give an honest feedback.</p> <p>According to the subject descriptions, the content of the studies seems to be quite interesting and mostly well-connected with the field, but those descriptions does not provide enough information about students’ assessment – in some cases even assessment form is not mentioned. The descriptions are lacking of overview of study and assessment methods.</p> <p>According to SER (p. 91.), which was later confirmed during meeting with the management of study direction, students' received grades are validated during the Assessment board meetings, which take place at the end of each term. By the final evaluation validation during the Assessment board meetings, all the registered results are considered temporary and may be changed in accordance with the Regulations for Student and Learner Assessment. However, students confirmed that they receive grades very fast and have not noticed any situation when grades would be changed afterwards. This situation seems somehow to intervene with the autonomy of lecturers. Especially since the procedure how to appeal exists.</p>
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	The management of study direction indicated that all marks are supported by the comments to help students understand how they are performing. However, no comments were observed on the students works provided by the College (except the comment about illegible handwriting).
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5.4. Do the rules of admission, studying and graduation, procedures, their publicity and compliance, comply, assessing whether and to what extent, with the following requirement: “The institution of higher education or the college shall consistently apply pre-determined and published regulations covering all phases of the student “lifecyle” - student admission, progression, recognition, and conferring the degree.”?

1	The College has clear regulations for student admission, progression, recognition and conferring the degree. However the management of the study direction indicated that there is no formal requirement for IELTS or TOEFL. If students have not taken a formal English test, then the College organizes their own test after admission at the premises of the College. According to the information provided by the management of the study direction, if student level of knowledge is low, he or she will be moved to the Russian group. At this moment this information seems to be related to the further education program, since the College is not allowed to admit students at this program due to the Latvian legislation. However, this aspect should be considered for the future, especially taking into account that the College is targeting Asia etc. These students will not be able to study in Russian. Therefore the knowledge of English, should be verified before the final admission (for instance by skype interview). The main reason why experts consider that this criteria does not meet the minimum requirements is practice of the College to mislead the students by promising them double diploma. The College advertises this on their webpage and all students who are graduating this year believe that they will receive a double diploma – British and Latvian. When in fact this is not true. This could be characterized as a failure to deliver the promises.
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5.5. Do the mechanisms for recruiting academic staff and their continuous professional development comply with, assessing whether and to what extent, with the following requirement: “An institution of higher education or a college shall assure themselves of the competence of its teaching staff. Fair and transparent mechanisms shall be used in staff recruitment and professional development.”?

3	Fair and transparent mechanisms are used in staff recruitment and professional development. During on site visit, academic staff admitted that some of them applied themselves, while some were invited. The information about staff recruitment and criteria is given in SER (p.64-66) and was confirmed during the on-site visit. Regarding professional development, the college puts many efforts to grow the staff’s professionalism through projects, methodological publications, visits to national and foreign institutions. However, the College needs to keep better balance between “practitioners” and “academicians”.
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5.6. Does the management of study information: acquisition of data and use thereof in decision taking comply with, assessing, whether and to what extent the following requirement: “The institution of higher education or the college shall ensure that it collects, analyses, and uses information necessary for effective management of study programmes and other activities.”?

4	The College collects information necessary for effective management of study programme through different type of questionnaires, discussions and meetings. According to the SER (p. 57 and appendix 23) the College carries on student general satisfaction surveys, lecturer’s assessment questionnaires and graduates’ survey. Additionally they collect information from different summative reports prepared by the student (internship report) and lecturers (self-assessment) and internship supervisor (intern characteristics report) with the aim to find necessary improvement issues according to what the annual action plan will be provided and hopefully applied.
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5.7. Does the public published information about the activities of the institution of higher education or the college, the content of information, ways of disseminations and feed-back from society comply, assessing whether and to what extent with the following requirement: “An institution of higher education or a college shall inform about its activities (study programmes including). Information shall be clear, accurate, unbiased, relevant, and easily available.”?

2	College is providing main information in college’s website www.hotelschool.lv . Website operates in 3 languages. There is information on academic staff, programmes, library, regulations and internships plus a modern possibility for chat. The onliest concern is that the College gives uncovered promises about the double diploma. This problem is discussed in section 5.4.
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5.8. Does the periodic external quality assessment comply, assessing whether and to what extent comply with the following requirement: “An institution of higher education or a college shall conduct periodic external quality assurance.”?

4	The College has accoutred BTEC certificate to keep the quality standards high. The College has applied for state initiated accreditation.
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6. The implementation of recommendations received during the previous accreditation, if any.

2	<p>According to SER three recommendations were received during the previous evaluation:</p> <ol style="list-style-type: none"> 1. Update the credit value of “Hospitality Management” study programme in order to make it better transferrable with other higher education programme courses in Latvia. 2. Prepare the English language versions of the study programme courses 3. Develop Library book collection and resources (SER p. 98.) <p>Firstly, the credit values were rounded up to whole numbers. Secondly, the College made a contribution towards development of book collection, nevertheless the library still is small and needs further investments.</p>
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VI. Assessment of a Study Programme

Hotel and Restaurants Service, Tourism and Recreation Organization

(name of study direction)

First level vocational higher education program “Hospitality Management”, 41811

(name and code of study programme of relevant study direction)

Note: in the case that the study programme is implemented in several languages, in several forms of studies, particularly as distance learning and at branches, each criterion shall be assessed with regard to each version of the implementation of the study programme.

Scale of Assessment

No.	Explanation of assessment of study programme	Assessment (points)
1.	In the context of the criterion to be assessed, the study programme is on an excellent level. The performance is described by an excellent assessment in all issues subject to the particular criterion. Also on this, the highest level of assessment, some minor deficiencies could be detected in connection with the assessment criterion, for the elimination of which major improvements are not required.	4
2.	In the context of the criterion to be assessed, the study programme is on a good level, complies with all requirements. Strong points dominate, and significant deficiencies are not observed. The deficiencies that have been detected can be easily eliminated.	3
3.	In the context of the criterion to be assessed, the study programme meets the minimum requirements. The performance is described by a comparatively high proportion of deficiencies and significant shortcomings with respect to the specific indicator. Detailed planned long-term actions are required to eliminate the shortcomings, as well as stakeholders' support and additional resources.	2
4.	In the context of the criterion to be assessed the study programme does not meet the minimum requirements, significant deficiencies prevail.	1

1. Does the content of the study programme and the degree, professional qualification or the degree and professional qualification to be conferred comply with the name of the study programme?

2	Study programme “Hospitality Management” is included in study direction Hotel and restaurants service, tourism and recreation organization, which is appropriate. However, the programme title (management) and vocational standard (organisation) should be in better coherence. The learning outcomes of the study programme are not in accordance with the title of the programme, because they do not express the competence level necessary for managers. At the same time it must be really clear how this study programme differs from the similar vocational education programmes and how the professional higher education level is achieved. The educational levels must be clearly distinguished in using learning outcomes, whether higher level learning outcomes must present more complicated activities and higher thinking skills. All the other study activities (e.g. study methods, assessment criteria etc) must follow the level of learning outcomes.
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2. Are the admission rules of the study programme appropriate for the aims and objectives of the study programme?

2	<p>Admission rules are appropriate in general. Students are obliged to have secondary education. Students who wish to be admitted must pass centralized examinations in Latvian and English or other foreign language (grade cannot be lower than F). When student is applying for studies in English, he must prove his knowledge of English by passing centralized examinations (minimum assessment 60%) or English test at the College (minimum level B2). No IELTS or TOEFL is required. The College offers the possibility to take English test at the premises of College. It was highly appreciated by the students, who suggested that it was easy to apply. Whether the study language is also the English, the certain level of proficiency must be determined and controlled before the final admission. The foreign students are not able to study either in Latvian or Russian which are optional if the English level is not sufficient.</p> <p>The individuals who gained their previous education abroad shall certify the recognition of their education in Latvia before applying for the studies. Priority shall be given to those applicants who signed a study contract with the Contract earlier (irrespective of results). The applicant loses their rights to their study place to which they are entitled on the basis of the results of the competition, if they fail to make the first payment in the time period indicated in the study contract. Students who have not proceeded with the studies within 10 days without any justified reason shall be expelled from the College in accordance with administrative order issued by the principle.</p>
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3. Does the content of the study programme comply with the aims and objectives set for the study programme?

2	<p>Generally, the study content complies with the aims and objectives, however not all learning outcomes are achievable (eg. subject Customer Service provides among others the learning outcome “Be able to provide customer service within business and services contexts to meet required standards.” At the same time there is no evidences that there is any practical task in this course (at least it is not mentioned among assessment and homework descriptions although the achievement of the all learning outcomes must be assessed) to evaluate students ability “provide service within business and services context”.) (See 5.2.)).</p> <p>After assessment of study course descriptions experts reached the conclusions that a lot of them are cooperatively vague and general. For instance study course description for the course “Working as a holiday rep” contains only brief statement that the independent work must be written and presented in the end of the course. It does not specify what kind of independent work student must submit, namely, presentation, working paper etc. Thus, despite the fact that in theory the implementation of study process seems to be effective and democratic it leads to certain level of doubt about its implementation in practice.</p> <p>The aim and objectives of the study programme are given in SER p. 70-71. Already the general aim is misleading, whether at the same sentence it is indicated that the graduate will be organiser competencies and she/he will be able to participate in the management. It is unclear whether someone who “participates in management” is manager or not?</p> <p>The given objectives are not all achieved, eg research skills of the graduates are not supported enough and the level of professional higher education is different in 2nd and 8th objective.</p>
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4. Does the content of the study programme comply with the degree, degree and professional qualification or professional qualification (standard of profession) to be conferred, as well as to the requirements of the qualifications framework?

1	<p>The content of the study programme mostly comply with the professional qualification, however the experts are worried about execution of program. The College is currently running 4th level (Latvian Qualification Framework level; comparable EQF level is 5) higher education program “Hospitality management” and at the same time the College is offering further education program with similar content. During on site visit experts gained an impression that not all stakeholders and parties involved understand the difference. Students of both programs often have courses together. Moreover, very often the courses are titled the same, the only difference is that word “management” is added for 4th level (EU level 5) higher education program “Hospitality management” courses. Some students are changing from one program to another.</p> <p>Despite the fact that management of the College was able to explain the difference, they contributed to creation of confusion. During analysis of SER it could be seen that all kind off information was filled by indicators from other (vocational education) program. The same could be observed during on site visit. During the meeting with students, also the students from further education program were present. Some employers, for instance, Hotel “Justus” admitted that they mainly have international students. However this program does not have any international students and experts are allowed to evaluate only for 4th level (EU level 5) higher education program “Hospitality management”. This might endanger the effective execution of program, because these are students from different levels and it is of prime importance that academic personnel understands that and provides their services of education accordingly.</p> <p>52% of obligatory units are taught by 5-7 lecturers, 43% - by 3-4 lecturers (SER, p.77-78). However, during onsite visit experts gained an impression that lecturers are not aware about other lectures giving the same subject/course. Thus, it can be concluded that they most likely have not cooperated to divide the course etc.</p>
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5. Does the content of studies in the programmes of academic and doctoral studies comply with the most recent findings in the respective branch of science?

Assessment in grades	Not applicable since it is a professional higher education program.
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6. Does the students’ workload in the acquisition of the study programme comply with the work of 40 academic hours per one credit point?

1	<p>Division of student workload was not explained either in SER or course descriptions. It remains unclear how 40 hours are divided into contact hours, independent work and consultancy hours etc. Majority of the course descriptions are very broad, they do not specify what kind of individual assignments students have to do and how much time those need. Thus, it can be concluded that students' time is not planned and calculated accordingly.</p>
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7. Is the traineeship in professional study programmes related to the theoretical part and complies with its content? Has the organisation and the management of traineeship been developed in a study programme (if it is a professional study programme) in compliance with the aims of the study

programme? Have the objectives of the traineeship been clearly defined, and are instructions and rules accessible and controlled?

3	<p>The internships are well organized and regulated, procedure and supportive documents are provided. Possibility of paid internships abroad (financially supported by ERASMUS+ or host hotels). Rules for evaluation of internships are set (Internship diary, internship report etc.). During on site visit it was confirmed that employers are keen to take more interns. Experts appreciate that the College is controlling execution of internship, namely, the College is sending a supervisor abroad to see the conditions.</p> <p>However, a very essential part of internship is internship programme, and during on site visit, employers mainly confirmed that they see only agreement (except hotel “Justus”) Thus, it can be concluded that they are not aware of tasks that intern has to fulfil. Internship tasks in the best case scenario are communicated only orally.</p>
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8. Is the plan of the study programme and the content of study courses, and modules of high quality, and comply with the aims and objectives of the study programme and the planned study outcomes?

2	<p>The plan of the study programme and the content of study courses, and modules cannot be characterized as of high quality. There are relatively many courses which amount is only one credit point. This might refer to the excessive fragmentation and may prevent student to understand the content, achieve outcomes and link the studies as the whole competency. Small amount of credits may be unattractive for students to take them, because of this aspect. Due to the small amount of contact hours it might be difficult to gain the necessary knowledge.</p> <p>Only contemporary gastronomy has 4 credit points while other important subjects have 3 credit points. This division of credit points is not justified, taking into account that the program is meant to create specialists in the field of hospitality. Especially since there are other similar subjects like food and beverage operational management, cellar and bar operational management.</p> <p>Title for the course “Law for licensed premises” seems to be translated incorrectly. The College means legislative acts in the field of hospitality. The legal term “likumdošana” in Latvian is used incorrect. They mean normative acts, while “likumdošana” is a word for a process of making law. Some content overlap especially about hygiene requirements (food and beverage operations mgmt., food safety mgmt., aspects of employment relationships overlap with human resource mgmt). Almost in all subjects students get a pass without final tests if they grade is at least 7. It is comparatively low threshold that could contribute to plagiarism.</p>
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9. In the case that the study programme is implemented in the form of distance learning, are there any specially structured study materials, an individualised pace of learning intended in the organisation of the study process, particularly an organised assessment of study achievements, as well as the use of diverse technical and electronic means of communication?

Assessment in grades	Not applicable. Only full time studies are available to the students.
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10. Do the admission requirements comply with reaching of study outcomes and does the admission of students proceed in accordance with the approved procedures and criteria?

2	The admission requirements mainly comply with reaching of study outcomes of professional vocational education of 4 th . The admission of students proceed in accordance with the approved procedures and criteria. The experts are concerned about the admitted students ability to study in English, because English is tested only after formal admission decision is made (problem was enlightened above).
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11. Is there any possibility to recognise prior non-formal education and professional experience, and is it used?

2	There is no possibility to recognise prior non-formal education, but here are some modified versions that till some extent could be considered as recognition of professional experience. During on site visit, the representatives of the College indicated that there is possibility for working students to be excused from classes and the only requirement for them is to take the final examination in case if their work is related to the class. There is no clear procedure of recognition of prior working experience in order to achieve subject (credit points) which learning outcomes are already attained. There is only chance to recognise prior experience instead of having internship. This possibility has not been widely used in practise.
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12. Do the final theses or other indicators prove that the study outcomes have been reached? Is this approved by the graduates of the study programme and employers?

3	Topics of diploma papers are linked to the study process. Analysis of diploma papers (whether the on-site visit took place in late June the diploma papers were ready and defended, although the first graduates got their diplomas after the visit) show different level among students. Some of them are able to use EBSCO database, LURSOFT etc. and demonstrate their research skills and use of different research methods, other diploma papers are of lower quality and students refer to Wikipedia as source in bibliography (for instance, O.Urbane, J. Tambovceva, A. Fruzorova) (see 3.5.). The defence of diploma paper is recorded which is good in cases of disagreements. The College has no graduates. Employers suggested that they would like to be the subjects of students' research even if it involves analysis of negative aspects. Representative of "Noema" S. Girevcheva suggested that she has seen the good examples of analyses made by students about deficiencies of internship places.
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13. Does the development, approval and update of programmes take place in accordance with the procedure approved by the management of the study direction?

2	The development, approval and update of programmes take place in accordance with the procedure approved by the management of the study direction. However, the development and update of study programme needs improvement. Stakeholders are not sufficiently involved. There is no evidence about students' involvement. Employers are not really involved, too. Only representative of the hotel "Justus" admitted that he had suggested that students have a bad knowledge of Russian, what could be seen as a remark regarding students' knowledge of foreign languages.
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14. Does the planning and supervision of the learning (study) process, the acquisition of the programme and quality control take place in accordance with the procedure approved by the management of the study direction?

2	<p>In the theory the planning and supervision of the learning (study) process, the acquisition of the programme and quality control take place in accordance with the procedure approved by the management of the study direction. Study process planning is carried out by the Study Department. Before the beginning of each academic year (in August), the Study Department draws up Study schedule, where the planned beginning and ending dates of the study semester for the first and second courses are written, indicating contact hours, placement, as well as breaks in each semester.</p> <p>However in practice, supervision process needs improvement. Very often several lecturers (even 5-7 different) were listed as responsible for execution of study courses. However, during onsite visit experts gained an impression that lecturers are not aware about other lectures teaching the same course. Thus, it can be concluded that they most likely have not cooperated to divide the course and the same courses for different study groups may differ in quality and content, which leads to the problems with the study quality in general.</p>
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15. Does the development, update and use of study course descriptions take place in accordance with the procedure approved by the management of the study direction?

1	<p>The information provided in course descriptions is not complete, some lecturers seem to lack of methodological knowledge about course preparation and student assessment. Course descriptions do not provide any assessment criteria. The study process is not based on learning outcomes it is rather based on the study process and topics what are necessary to teach (not learn) (See 1.4.; 5.2.).</p> <p>Despite the fact that the program is new, the College tries to avoid of unnecessary repetition. Respectively, the study course “Tourist Destinations” was removed from the study plan, because it was found out that the topics are already discussed in the study course “The Travel and Tourism Industry”, and the students have sufficient knowledge about geography from high school study program (SER p. 85.)</p> <p>It is good that at the end of the course, students and teachers are asked to evaluate this and recommend improvements. The College should also control whether the suggestions will be implemented.</p>
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16. Is the professionalism of the academic staff of the institution of higher education or the college involved in the implementation of study programme sufficiently high for the implementation of high quality studies, in the view of professional qualification in the respective sector and didactics of higher education? Do the faculty members have sufficient level proficiency in English or in other foreign languages to prepare and implement a study programme or a separate part thereof in a foreign language?

3	<p>The professional level of academic staff is high but academic staff involved in implementation of study direction mostly is from different branches of science (economics, philology). 67% of the lecturers have practical experience in the hospitality industry for more</p>
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	<p>than five years, 53% of them have worked in the industry for more than ten years (SER p.38.), but here is lack of research activity.</p> <p>Most of faculty members have sufficient level proficiency in Latvian, Russian and English to prepare and implement a study programme.</p> <p>The teachers methodological/didactical skills must be supported to improve.</p>
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17. Is the methodological and informative provision of the study programme, including library books, periodicals and electronic resources, sufficient for implementing studies based on relevant scientific findings and requirements of the professional field and for the development of scientific research? Does it comply with the provisions of regulatory enactments that regulate the respective professions? Is the mandatory literature included in course descriptions available at the library in sufficient quantity?

2	<p>The methodological and informative provision of the study programme, including library books, periodicals and electronic resources is sufficient for implementing studies based on relevant scientific findings and requirements of the professional field and for the development of scientific research.</p> <p>The College has concluded contracts with two electronic databases - EBSCO and e-LANBOOK, which would suffice the necessary minimum.</p> <p>From 2014 to 2016 the College academic staff have developed 37 educational and methodological materials in Latvian language on related hospitality topics, which are covered in the study courses. In some case the published materials could be in higher level eg. material of management was a little bit old fashioned and too simplified for higher education studies. J. Pasnaka suggested that books might be too complicated and unattractive to students. Nevertheless, the students still need to be motivated to read more “serious” literature. Library is very small and will not probably satisfy better students.</p>
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18. Do the material technical provisions for the study programme, for example, specific laboratories, equipment, studios, comply with the requirements of the study programme to be implemented in the framework of the study programme and the development level of contemporary technologies?

1	<p>The College has provided the students with “small” technical provisions. For instance, free wireless internet is available in all rooms of the College, there is a leisure room for students. Computer room is equipped with hotel management software "Micros Opera".</p> <p>Nevertheless the College lacks those technical provisions that are really important to ensure high level of education. Since it is first level higher education program, the College must have its own equipment, for instance, professional kitchen. It is not sustainable to rent these resources.</p> <p>In SER the College suggests that various ways and means are used to communicate with students: e-mail, phone, skype, home page (announcements and current events), face-to face consultations (SER p.37.). However the experts consider that there is a need for e-support. Namely, IT platform that can be used for communication with students in professional manner.</p>
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	The College has undertaken a large infrastructure project - development of modern Training complex. Experts took into account the good intentions of the College, nevertheless it cannot be evaluated at this moment.
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19. Does the compliance and improvement of the infrastructure, informative and technical provision necessary for the implementation of programmes proceed in accordance with the procedure approved by the management of the study direction?

2	<p>The compliance and considerable improvement of the infrastructure, informative and technical provision necessary for the implementation of programmes proceed in accordance with the procedure approved by the management of the study direction.</p> <p>The College has great plans (see 2.3 and 2.7), how to improve and create necessary infrastructure to achieve the aim and learning outcomes of the study programme and assure quality studies, but still there is a lack of even some basic infrastructure (training hotel rooms, kitchen etc) to implement study programme in this field.</p>
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20. Is the study programme sustainable in view of the employment of graduates?

3	<p>The College has wisely positioned the study programme. Demand of the labour market is taken into consideration in the planning and implementation of analysed study programme. According to the information in SER, graduate employment rate constitutes 74%. Since there are no graduates in this program, this information is related to the further education programme. However experts find employment rate comparatively low in a situation where demand for specialists in this field is high (see 1.3.).</p> <p>The content of the programme meets the general needs of the labour market and in general programmes of this area are needed. It was also confirmed during the meeting with employers that they are keen to hire interns, nevertheless these are not middle managerial positions.</p>
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21. The implementation of recommendations (if any given) received in the framework of the previous accreditation of a study direction (if any) or licensing the study programme.

2	<p>According to SER 3 recommendations were received:</p> <ol style="list-style-type: none"> 1. Update the credit value of “Hospitality Management” study programme in order to make it better transferrable with other higher education programme courses in Latvia. 1. Prepare the English language versions of the study programme courses 1. Develop Library book collection and resources (SER p. 98.) <p>Firstly, the credit values were rounded up to whole numbers. Secondly, the College made a contribution towards development of book collection, nevertheless the library still is small and needs further investments.</p>
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22. Recommended measures and tasks to be mandatorily performed for eliminating the deficiencies and shortcomings that have been detected for the improvement and development of the study programme.

Experts recommend that the following activities and tasks have to be achieved during next 2 years:

1. The College has to develop the strategy of improving and supporting academic staff's scientific development, including support for scientific publications.
2. The College has to develop a strategy how to improve students' scientific work (organize conferences etc.).
3. The college should increase numbers of students due to ineffectiveness of the programme. For instance, by marketing of programme.
4. The College should provide the additional courses for the academic staff in the area of study methodology (especially learning outcome based teaching, assessment methods and criteria).
5. Students' knowledge of English, should be verified before the admission (for instance by skype interview).
6. Learning outcomes have to be reviewed. Quantity should be reduced while quality of learning outcomes have to be increased. The outcomes have to be measurable and achievable.
7. The College has to follow academic ethics by offering valid diploma.
8. The College should clearly distinguish between higher education and other programmes and if possible to avoid the teaching of different levels students together for keeping proper level of higher education.
9. The College still has to develop library book collection and resources.

23. Other information, comments by the committee for the assessment of a study direction or an individual expert.

The experts really understand their responsibility in study direction evaluation and realise the possible consequences of their decision. There is no need from the Colleges' side to manipulate with the experts, bringing out the possibility that the employees of the College will lose their salary and their children are suffering if the experts make the "wrong" decision. The experts evaluate according to the given criteria.

The experts recommend accreditation for two years.