



OVERVIEW REPORT FOR THE BUSINESS AND PUBLIC MANAGEMENT STUDY FIELD

2017 of Evaluation

INTRODUCTION

This report is based on the external quality evaluation of the following study programmes in the study field of Business and Public Management field in Lithuanian Higher Education Institutions: at Kaunas University of Technology – *Organizations management* (state code 621N22001), The General Jonas Žemaitis Military Academy of Lithuania – *Management of Modern Defence Technologies* (state code 612N20010), *Personnel Management* (state code 621N60002).

The external evaluation was organised by the Lithuanian Centre for Quality Assessment in Higher Education (SKVC).

The external evaluations were performed according to the evaluation areas and criteria: (1) Programme aims and learning outcomes, (2) Curriculum design, (3) Teaching staff, (4) Facilities and learning resources, (5) Study process and students' performance assessment, and (6) Programme management.

Comprehensive external evaluation reports including strengths and weaknesses and concluding with some recommendations were prepared for each evaluated programme and included evaluation marks. This overview focuses on the main findings of the external evaluation of the Business and Public Management field from a general point of view.

All programmes received positive evaluation.

OVERVIEW BY EVALUATION AREAS

1. Programme aims and learning outcomes

Positive aspects:

The programme aims and learning outcomes (LOs) are in general consistent with the type and level of studies and the qualification offered. The aims and LOs are clearly defined, publicly available, and focussed on academic and professional requirements, public needs, including labour market needs.

Areas for improvement:

The LOs are not known by students and alumni. However, students know the aim of the programme. It would be recommended to popularize the term 'learning outcomes' in Lithuanian Higher Education Sector so the all stakeholders of HEIs will connect aims of the programmes with LOs.

2. Curriculum design

Positive aspects:

An appropriate range of first and second-cycle study methods and assessment instruments are used during programme delivery. The content of subjects (modules) and study methods enable to achieve the intended LOs.

Areas for improvement:

The structure of the programmes should pay more attention to ECTS. There is needed deeper verification of self-study hours.

3. Teaching staff

Positive aspects:

The strength of programmes is motivated teaching staff. Especially it was visible in KTU. The staff is really interested in developing and improving programmes.

Areas for improvement:

It cannot be acceptable the workload of staff. The number of courses the staff has to deliver is too high. It has negative impact on the quality of courses e.g. verification methods.

4. Facilities and learning resources

Positive aspects:

In general, classrooms, laboratories, equipment, library facilities, computers and software are adequate and sufficient to deliver the evaluated programmes. The institutions provide students with adequate and accessible teaching materials (textbooks, methodical support materials scientific

periodicals, databases etc.).

Areas for improvement:

The Moodle system should be developed to take full advantage of its capabilities particularly for distance and interactive study.

5. Study process and students' performance assessment

Positive aspects:

The student admission requirements and procedures are well formulated, publicly available and correspond to legal regulations. Supportive and friendly relations of students with teachers and administration have been established.

Areas for improvement:

The level of students' motivation during the study should be increased. The students have problem with identifying value of studying. The study process should be more problem-solution oriented and it should include more learning by doing activities.

6. Programme management

Positive aspects:

The institutions increasingly concentrate on programme quality assurance. Involvement of all stakeholder groups in programme management has improved.

Areas for improvement:

We did not identify any areas for improvement in this area.

MAIN STRATEGIC RECOMMENDATIONS FOR THE IMPROVEMENT OF STUDY PROGRAMMES IN BUSINESS AND PUBLIC MANAGEMENT STUDY FIELD

➤ **Strategic recommendations at institutional level (for Higher Education Institutions):**

1. HEIs should build instruments to increase the motivation of students. The studies should be perceived by students as a added-value journey.
2. The workload of teaching staff should be reduced so the staff can more focus on individual way of teaching and verification of learning outcomes.
3. The programmes should be more problem-solution oriented where the students can get the opportunity to enhance their soft skills (transversal competences).
4. HEIs should take better advantage of the systems they support the teaching process (e.g. Moodle).

➤ **Strategic recommendations at national level (for the Ministry of Education and Science):**

1. The number of programmes should be reduced. It should not be allowed to open programmes just for 15-20 students.
2. The learning outcomes should be framework for all programmes and it should be well linked with all levels: national, programme, course.

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