



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS UNIVERSITETO
VERSLO INFORMACIJOS VADYBA PROGRAMOS
(61209S104/612P10002)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF BUSINESS INFORMATION MANAGEMENT
(61209S104/612P10002)
STUDY PROGRAMME
AT VILNIUS UNIVERSITY

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Verslo informacijos vadyba</i>
Valstybinis kodas	61209S104 (naujas kodas - 612P10002)
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Informacijos paslaugos
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinė (4)
Studijų programos apimtis kreditais ¹	160
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Informacijos paslaugų bakalauras
Studijų programos įregistravimo data	

¹ – vienas kreditas laikomas lygiu 40 studento darbo valandų

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Business Information Management</i>
State code	61209S104 (new code - 612P10002)
Study area	Social sciences
Study field	Information services
Kind of the study programme	University studies
Level of studies	Bachelor
Study mode (length in years)	Full-time (4 years)
Scope of the study programme in national credits	160
Degree and (or) professional qualifications awarded	Bachelor of Information Services
Date of registration of the study programme	

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CONTENTS

CONTENTS	3
I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS	6
1. Programme aims and learning outcomes.....	6
1.1. Programme demand, purpose and aims.....	6
1.2. Learning outcomes of the programme.....	6
2. Curriculum design	7
2.1. Programme structure.....	7
3. Staff	8
3.1. Staff composition and turnover	8
3.2. Staff competence	8
4. Facilities and learning resources	8
4.1. Facilities	8
4.2. Learning resources.....	9
5. Study process and student assessment.....	9
5.1. Student admission.....	9
5.2. Study process.....	9
5.3. Student support.....	10
5.4. Student achievement assessment.....	10
5.5. Graduates placement.....	11
6. Programme management	11
6.1. Programme administration	11
6.2. Internal quality assurance	11
III. RECOMMENDATIONS	13
IV. GENERAL ASSESSMENT.....	15

I. INTRODUCTION

In accordance with the Lithuanian law on Higher Education and Research, dated 30 April 2009 (No XI-242), and in compliance with Order No. 1-94 of 30 October 2009, an Experts Team (here after: ET) appointed by the Centre for Quality Assessment in Higher Education has conducted an Evaluation of the study programme BA Business Information Management (61209S104) Study Field of Communication and Information, Vilnius University.

In conducting their evaluation of the Study programme, the ET has applied the methodological guidelines developed by the Centre for Quality Assessment in Higher Education to implement provisions of the Order No. ISAK-1652 of 24 July 2009 of the Minister of Education and Science “On the approval of the description of the procedure for the external assessment and accreditation of study programmes” (Official Gazette, 2009, No. 96-4083), following the Law on Science and Studies of the Republic of Lithuania (Official Gazette, 2009, No. 54-2140).

The ET would like to pay tribute to the Centre for Quality Assessment in Higher Education in Lithuania and, most especially to the Deputy Director of the Centre and to the Head of the Division for Studies Assessment, for the support given to the ET before and throughout the visit to Lithuania.

The External Assessment was conducted in the period November 2010 with in-country evaluation taking place during the period November 14 to November 20, 2010. The assessment included a one-day site visit to Klaipeda University on November 16, and a 3-day visit to Vilnius University on November 17-19, 2010.

This report does not necessarily paraphrase or re-present the range of information presented in the Report of the Self Assessment Group (here after: SAG). Instead, it focuses on issues raised in the Self Assessment Report (here after: SAR) as well as raising some issues not addressed in the SAR, but which came to the attention of the ET during the course of the Team’s time in Lithuania, and specifically, during the course of the site visit.

We would like to express our appreciation to the authorities of the Faculty of Communication, Vilnius University for the manner in which we were made welcome and for the manner in which our queries and our exploration of various key issues were addressed in a professional and positive way by those with whom we came into contact with at the University.

The SAG has put an informative SAR together. It presents, in considerable detail, the nature, structure, aims and content of the programme being evaluated, the methods of study, delivery and assessment, issues with regard to quality, resourcing, student support and participation.

In addition to its examination of the SAR, the ET collected information, data and evidence on which to base its conclusions in the course of the site visit through meetings and other means:

- Meeting with administrative staff
- Meeting with the staff responsible for the preparation of the SAR
- Meeting with teaching staff
- Meeting with students
- Meeting with graduates
- Meeting with employers of those who have graduated from the programme
- Visiting and observing various support services (classrooms, library, computer services, laboratories, etc.)
- Examination and familiarization with students’ final works, examination material, etc.

At the end of the site visit, the initial impressions of the team were conveyed to the administrative and teaching staff of the programme.

Vilnius University has recognized the similarity of the programmes BA Information Management and BA Business Information Management by the fact that it has submitted a joint SAR covering both programmes. However the Centre for Quality Assessment in Higher Education in Lithuania evaluation procedures require that the ET produces separate reports on the programmes which are deemed to be separate by virtue of their different registration codes namely Information Management (Informology) (Code – 61209S103) Business Information Management (Code – 61209S104). Given the degree of commonality between programme content and programme management, the ET has felt it appropriate to provide two reports which themselves contain considerable overlap. Indeed the ET believes that it would be difficult to do otherwise.

The degree of commonality, referred to above, raises the difficult issue of the uniqueness of the programmes. The Oxford English Dictionary defines unique as “Of which there is only one; one and no other...” It is a matter of judgment whether two programmes, which have considerable overlap, can be considered unique. Indeed within the ET, our judgments differed. On the one hand some of us feel that whilst we do not find it a problem that there are programmes with as much as 65% overlap in content we do not consider that either of them can be called unique. On the other hand, some of us feel that by definition the programmes are unique because they have approximately 35% of material, which the other programme does not contain. Given this lack of agreement, we have adopted the pragmatic solution of taking the view that since the two programme have been given unique code numbers they are deemed to be unique. Progressing from this position, we have dealt with the issue of the uniqueness of the programmes by considering the indicators in the table in section four of the Centre’s evaluation guidelines (pages 7-9) and the more extensive explanations on pages 11-12.

We should like to report that this degree of overlap in programmes is in no way unusual. Indeed to our knowledge it is a widespread practice in many universities in North West Europe; to the extent that one of our number has referred to it in conversation as “standard practice”. This report relates to the assessment of the undergraduate programme in Business Information Management (hereafter referred to as BIM). According to the collective volume of the Self-assessment report, in recent years, the study programmes of the Faculty of Communication have been revised and corrected on Recommendations of the Internal Total Study Programme Assessment carried out in 2005 and in 2008, and that “self-assessment was provided” for the IM in 2008.

The introduction to the SAR v2 reports that in 2005 “a comprehensive internal VU self-assessment of IM study programme was performed” and that in the SAR “the goals, objectives, curriculum design, content, study methods and study workloads of IM and BIM study programmes, provided since September 2007, are assessed”, but goes on to state that since 2007 students have been studying a “renewed” programme, and that “self-assessment was performed from 7 February 2010 to 10 May 2010” and gives a schedule of work.

During meeting with administrative staff on site visit November 17, 2010 it was confirmed that two years ago, a new development plan was made, together with an internal analysis of all curricula and discussion of what changes should be made; furthermore, ET was informed that a new reform is on its way towards a modular system.

Substantial documentation was made available to the ET prior to its visit but not all of the appendix material was in English, despite this being the working language of the ET, and despite its being requested. Additionally supplementary documentation regarding programme updates was only provided at the commencement of the visit.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1. Programme demand, purpose and aims

1.1.1. Uniqueness and rationale of the need for the programme

The study programme presented appears a good fit with perceived need, and certainly the market as represented by the employers to whom we spoke. Demand for the programme seems buoyant and graduate employment high, which would support this judgment. The SAR refers to national scale research which further identifies “great demand” in this area. In addition the SAR provides data which indicates that there is demand from potential students. So given demand for the programme and demand for graduates of the programme we believe that the programme clearly meets a need. Whilst we note the overlap in content with the Information Management study programme, we also note that there are differences in content and outcomes which appear to be meeting slightly different needs in the marketplace. Nonetheless we suggest that the Faculty needs to keep a constant watch on the overlaps and differentiation between the two programmes.

1.1.2. Conformity of the programme purpose with institutional, state and international directives

The programme correlates well with the stated strategic intentions of the Faculty and University. As far as it is possible for us to ascertain the programme also complies with the legal requirements of the State of Lithuania. The SAR makes little direct mention of any overall consideration of broader international directives, although in discussion it became clear that there was a good level of awareness of relevant initiatives especially at European Commission level.

1.1.3. Relevance of the programme aims

According to the SAR, ‘The aim of the bachelor study programme of Business information management (hereinafter referred to as BIM) is to prepare specialists of business information management who know and are able to manage operations within the organisation, information and communication processes in the social and business context, and possess the necessary competences of orientation in the information environment of the organisation, situation analysis, decision-making, and application of adequate methods. The aim of the study programme is to develop creative personalities with critical thinking and autonomous working skills.’(p.19), which is not only relevant in the general view of the ET but also very much in line with the views of the employers and graduates with whom we met.

1.2. Learning outcomes of the programme

1.2.1. Comprehensibility and attainability of the learning outcomes

The ET notes with satisfaction the clear statement that basic higher education (as required by Lithuanian regulations) and a wide range of appropriate specific knowledge and skills (61) are considered to be constituent parts of the broader aims and learning outcomes. In general, the views of the graduates and employers supported our view that these were both comprehensive and attainable in the context of the programme. It is disappointing that no use is made of the Dublin Descriptors to describe the learning outcomes of the programme. This could make international comparisons easier.

1.2.2. Consistency of the learning outcomes

There was a lack of clear evidence that the integration of learning outcomes was well managed, and some clear indications of a lack of communication between courses, especially

where elements were taught by those outside the department itself. Similarly, there was sometimes a lack of explicit connection between learning outcomes and broader objectives; although overall the correlation was felt to be reasonable. The main concern of the ET here is a perceived lack of active management in the process of tying outcomes together, and the SAR shows no specific evidence of consideration of this. It would be helpful to provide clearer guidance on how to more succinctly summarise the intended learning outcomes of each element: descriptions provided in the course details are very variable in both detail and quality.

1.2.3. Transformation of the learning outcomes

There was good informal evidence of a high level of interaction and review between staff and stakeholders in this regard, which is commendable; it was clear in discussions that good communications channels generally existed and were utilised. There is also ample evidence of ongoing review in the SAR, although this is to some extent compromised by a lack of clarity in presentation of material, particularly in terms of what relates to when.

2. Curriculum design

2.1. Programme structure

2.1.1. Sufficiency of the study volume

The SAR states compliance with VU and State regulations, and as best as could be established this information is accurate and the programme is indeed in compliance. The ET did however have some concerns about the appropriateness of the study volumes overall to the learning outcomes and to some apparent minor inconsistencies in totals in the original tables of hours and credit values. Students felt that workload was badly balanced, with too little to do early on but too much work towards the end of semesters, but perhaps this is always problematic (in terms of assessment at least). Perhaps more of a concern was that overall they felt the course content could easily be covered in three years and were supportive of the idea that the programme duration be reduced. The programme team may wish to consider this perceived imbalance and perhaps offer greater guidance to students on the use of their self study time.

2.1.2. Consistency of the study subjects

The programme mix is an interesting one and in general it was felt that the structure of groups of subjects and electives was good and appropriate in principle. There was however concern regarding the nature of electives: whilst there are many in total, in practice choice is always very limited. In discussions with the students it became apparent that there are issues with elective choice. Specifically the combination of limited class size and the requirement to select one elective from two often meant that in reality there was no choice and the student was left following an elective of lesser interest than they would have wished. This resulted in their missing out on what they regarded as valuable, almost essential, aspects of their studies.

2.2.1. Compliance of the contents of the studies with legal acts

As noted previously, the SAR states compliance with VU and State regulations, and this information is accurate and the programme is indeed in compliance.

2.2.2. Comprehensiveness and rationality of programme content

There is no explicit relation between program objectives, learning outcomes, and the content of the courses. This makes it hard to judge comprehensiveness and rationality objectively. There is, however, a good range of content material covered in the programme and good evidence of coverage of up-to-date and developing themes; discussions with staff provided examples of inclusion of relevant materials. There was some concern voiced amongst employers that

theoretical coverage was good but rather outdated. However, students gave evidence that topics such as social networking had been introduced in the last year. The SAR catalogues a wide range of teaching and learning methods and discussions with teachers confirmed a broad range of appropriate methods were being used.

3. Staff

3.1. Staff composition and turnover

3.1.1. Rationality of the staff composition

The SAR and the appended CVs testify to there being a broad and appropriate range of well-qualified teachers to cover the content of the programme, although the SAR notes a shortage of ICT tutors and of teacher practitioners; however there was clear evidence of the latter being involved wherever available. Overall the ratio of staff to students is reasonable and good use is made of visiting and extra-faculty lecturers

3.1.2. Turnover of teachers

Whilst there had been a fairly substantial turnover of staff in recent years, the reasons for this were explained both in the SAR and in discussions, and the ET considered these to be entirely acceptable. There was no evidence of either any ongoing, addressable problems regarding staff retention, nor of any significant detriment to the teaching of the programme as a result of such turnover.

3.2. Staff competence

3.2.1. Compliance of staff experience with the study programme

As above, the SAR and CVs and indeed the face-to-face discussions indicate that most staff have good teaching experience and skills appropriate to deliver the programme. Any new teachers are given initial teaching training and there seems to be a supportive environment for new teachers whether inexperienced or not: a visiting professor asserted that he had had discussions on assessment and form on first taking on the teaching of one course.

3.2.2. Consistency of teachers' professional development

Whilst initial support for new teachers is good, ongoing support appears to be less secure. Opportunities clearly exist for Continuing Professional Development (CPD) and are taken up by some, but there appears to be no requirement to undertake CPD. We noted minimal formal identification and rectification of any shortcomings (particularly in teaching skills) which CPD could help address, and no real mechanism to actively encourage staff development. Indeed the SAR specifically notes that ICT teachers have to fund their own qualification development, in a fast-moving field. There is much good intention evident, but relatively little actual development activity, and as it is all optional, that which is occurring may not be being delivered to those most in need of it. A formalised, supported requirement for staff development would be a valuable mechanism to help address this weakness.

4. Facilities and learning resources

4.1. Facilities

4.1.1. Sufficiency and suitability of premises for studies

In general, the suitability of premises for studies is good. Lecture halls are of good quality, other teaching rooms are well-equipped and flexible, with projection and other equipment, and seem sufficient in number, although as some facilities are shared there is some competition with other departments. Library study facilities are good and conveniently located.

4.1.2. Suitability and sufficiency of equipment for studies

There are ample labs equipped with modern computing facilities; neither teachers nor students voiced any complaints about either the availability of access to, or quality of, these resources.

4.1.3. Suitability and accessibility of the resources for practical training

There appeared to be a good range of appropriate placement locations available, and good relations with employers sponsoring these. Students generally reported no difficulties in finding placements of an appropriate nature.

4.2. Learning resources

4.2.1. Suitability and accessibility of books, textbooks and periodical publications

Library stocks of printed materials seem appropriate and adequate to student numbers and demand. A shortage of textbooks and other printed materials in Lithuanian was commented on by some, but overall provision is sound.

4.2.2. Suitability and accessibility of learning materials

A VLE (Moodle) is provided and student have external access to library databases both internally and externally via VPN. Some teachers also support other electronic delivery methods for materials (e.g. websites) as they prefer not to use Moodle “due to its complexity”. We would suggest that this reflects a training issue and one instance of where a formal CPD policy (referred to in 3.3.2 above) might be applied beneficially.

5. Study process and student assessment

5.1. Student admission

5.1.1. Rationality of requirements for admission to the studies

Admissions data as presented in the SAR is a little indigestible but along with discussions with staff indicates a continuing (if lessening) demand for places and sufficient competition to ensure good quality students.

5.1.2. Efficiency of enhancing the motivation of applicants and new students

It seemed to the ET that whilst the University has in place some initiatives to attract new students generally, there was little evidence of active initiatives to encourage application to this specific programme from within the Faculty. Whilst this may be understandable when application numbers are healthy, it does seem to be a little complacent given that applicant numbers overall are on a falling trend, and we would advocate a more proactive approach to encouraging recruitment, particularly as there may initially be a lack of clarity as to what differentiates this programme from others in the minds of the students.

5.2. Study process

5.2.1. Rationality of the programme schedule

An updated programme schedule was presented to the ET on the morning of the programme assessment: it would have been helpful if this had been incorporated in the original SAR submission. As previously stated in 2.1, there was concern from the students both about the overall volume of material and in particular to the scheduling of optional courses: sometimes choices offered were not realistic options and this situation was further exacerbated by strict limits on student numbers on some options, which meant that in effect there was no choice at all..

5.2.2. Student academic performance

Students' academic performance is constantly monitored and ample data on drop-out rates is provided in the SAR; the 'blip' in numbers in 2007 was satisfactorily explained and has not recurred. In general, the rates are within the normal bounds one might expect, and financial reasons are a common cause of withdrawal, which is understandable. Student participation in research was limited, particularly with regard to research publication, but opportunities for participation were observed.

5.2.3. Mobility of teachers and students

Both staff and students reported being made aware of opportunities to participate in exchange schemes although there was little evidence of this being taken up by many, primarily due to constraints of time and money. This is unfortunate as those who had been involved in exchanges all commented on how beneficial the experiences had been for them.

5.3. Student support

5.3.1. Usefulness of academic support

There was evidence from both the SAR and the discussions to confirm that students were generally well-informed with regard basic administrative aspects of their programme. However in terms of access to study support from lecturers, it was clear that this was a very hit-and-miss affair – some students found access to, and support from, their teachers to be very good and helpful, whereas others found difficulty in arranging appointments and found that teachers were unhelpful in explaining things to them. This issue was raised as well by some graduates who said that it was very difficult to get support for their thesis work when on placement due to supervisors not being available in the brief time they were not working at their placements. Several students commented that there was no point in complaining as “nothing would be done”. Career counseling is present and helped by placement experiences. Students interviewed had some awareness of the individual programme study opportunity but none had used it nor did they know how it worked.

5.3.2. Efficiency of social support

No substantive mention of student social support is made in the SAR, however the observed facilities were good and plentiful, with plenty of student social space in and around the department, which was well used and included social clubs and activities, refectories, etc. There was no complaint from the student body in regard of social facilities and support.

5.4. Student achievement assessment

5.4.1. Suitability of assessment criteria and their publicity

The SAR notes a range of assessment methods used on the programme but there was little direct evidence presented which demonstrated precise linking of assessment criteria with learning outcomes. Some guideline documents existed, particularly relating to thesis preparation, which contained evaluation guidelines, and students reported feeling generally aware of what was required of them in assessments, but there was little evidence that they were commonly aware of any specific criteria in relation to exactly how marks would be allocated. There was little evidence presented of clear consistent publicity of marking schemes. It would be in the interests of students if there was a developed and publicized policy on assessment criteria.

5.4.2. Feedback efficiency

There was evidence of wide variability in terms of feedback efficiency. Some students reported that lecturers provided good detailed feedback, usually verbally, to help explain marks, but many reported that “they were simply given grades” without explanation. Similarly, when

asked, students said that they found some lecturers could be approached and would give more guidance, but others either did not or were considered to be unapproachable. Some reported receiving written feedback but this seemed to be the exception rather than the rule. Whilst most students reported being satisfied overall with the level of feedback received, the lack of consistency is a matter of concern.

5.4.3. Efficiency of final thesis assessment

A similarly variable picture emerged in respect of thesis supervision and assessment, with some students reporting having received good and ongoing support in selecting and developing their theses, with others reported difficulties, particularly in gaining access to their supervisors whilst on placement; one student reported being left almost entirely “on his own” to develop his topic. The ET also had concerns with the English abstracts for theses: these seemed mostly to be very poor quality descriptions, even of what had been marked as strong theses, and not good indicators of content quality, making assessment impossible for non-Lithuanian readers. It is recommended that a structured form of abstract be adopted, such as that used by Emerald (www.emeraldinsight.com/authors/guides/write/abstracts.htm).

5.4.4. Functionality of the system for assessment and recognition of achievements acquired in non-formal and self-education

There was no indication in the SAR of any system for this activity, which was confirmed by conversations with teachers who indicated that the intention was that this would be addressed when the move to modular teaching happened. At present such issues are dealt with on a case-by-case basis and cases appear very rare – no students reported having need for this. The ET feels the lack of a clear formal system is a weakness which should be addressed.

5.5. Graduates placement

5.5.1. Expediency of graduate placement

The data provided and the interviews with students provide good evidence that graduate placement is effective and graduates consistently gain suitable jobs in appropriate organizations, often directly as a result of their placements. Particularly given the wider economic conditions the results in this area appeared to be very satisfactory.

6. Programme management

6.1. Programme administration

6.1.1. Efficiency of the programme management activities

There was good general evidence of wide stakeholder involvement in programme management, with evidence of both student and employer participation in the programme committee, although there was some difficulty in persuading employers to become involved (primarily due to the lack of any remuneration for the work). Good levels of collegiality were indicated by some of the teachers contributing from other faculties and other institutions, reporting helpful discussions, and the general atmosphere in the ET meeting with teachers encouraged us to believe that a good sense of cooperation and goodwill exists amongst the teaching staff involved. Ample required monitoring data was present in the SAR.

6.2. Internal quality assurance

6.2.1. Suitability of the programme quality evaluation

In general, there was good evidence of awareness and consideration of quality issues and some sensible comments made in the SAR regarding to strengths and weaknesses and the need to

address issues. In the initial meeting with faculty administration, evidence was quickly retrieved and presented in response to a query when asked and a convincing commitment to the quality system demonstrated by key individuals. Evaluation takes place at the central university level, the school level and the level of individual teachers. Concerns over the true effectiveness of the central quality agency within the University were expressed, and some areas were being reevaluated within the faculty. Student feedback questionnaires were reported as being consistently provided at the end of courses.

6.2.2. Efficiency of the programme quality improvement

Despite the above, there was some evidence that the quality circle was not being closed, particularly with regard to student feedback. Students reported that not all their complaints and concerns were acted upon, one stating that “nothing happens when we complain”, although there was evidence that in some cases action had sometimes been taken e.g. to replace teachers who were getting particularly bad feedback. The evidence that was presented during our visit did not provide proof of a consistent systematic feedback of evaluation results to students and a regulated formal feed forward and translation into action.

6.2.3. Efficiency of stakeholders participation.

There are certainly opportunities afforded to the students, as noted above, and to employers both informally and via programme committee involvement, to assist in quality evaluation and improvement. However the ET noted that there is clearly a degree of doubt in the minds of some of the stakeholders (particularly amongst students) as to how seriously they will be taken, which acts as a disincentive to participate. It was also noted that although representatives of other faculties were present at the teacher meetings with the ET, none of those said that they had had, or been asked for, any participation in the preparation of the SAR. One teacher from the Economics faculty stated that she had “no idea” of QA within the Faculty of Communications.

III. RECOMMENDATIONS

3.1. Quality of academic support and feedback is currently somewhat inconsistent, to the point of being prejudicial to the learning of some students. A more formal mechanism should be established to ensure greater consistency and appropriateness of both formative and summative feedback to students, ensuring clarity in understanding of the objectives of any piece of assessment, the marking scheme to be applied, and to provide further clarification and support if needed.

A system should be implemented to ensure that regular thesis support is available consistently to students on placement, taking into account their limited access to University whilst working.

A formal system should be established to provide for assessment and recognition of achievements acquired in non-formal and self-education.

The quality loop in student feedback is not consistently being closed. A formal system for responding to points raised by student feedback should be established, recording and reporting back on the receipt, evaluation, proposed corrective actions for, and subsequent effectiveness of such actions on, all key issues raised. This might be simply achieved by regular reporting through the existing programme committee.

Better guidance on the writing of English abstracts for theses should be provided, in conjunction with the adoption of a structured form of abstract, e.g. that used by Emerald (www.emeraldinsight.com/authors/guides/write/abstracts.htm).

3.2. In the current programme structure, with semesters containing a “one of two” option choice, there is a strong possibility that many individual students may be disadvantaged by being unable to study options which are important for their career development. This can occur either as a result of their legitimately wishing to study both the subjects on offer but being forced to choose between them, or worse being excluded from the option of their choice and being forced to take something they do not wish to due to class size limits. Provision should be reviewed to mitigate these constraints and ensure that students are given the opportunity to study the options they need.

3.3. A formal scheme requiring and supporting teacher CPD should be put in place, providing for and requiring all teachers to undertake a minimum amount of development activity or training on a regular (annual) basis. Such a scheme might also be beneficially linked to teacher performance review.

Consistent use of the University’s VLE should be encouraged.

3.4. Learning outcomes at programme and course level should be reviewed, with a view to better and more explicitly integrating the two levels: it should be made clearer how individual course outcomes contribute to the subject outcomes.

3.5. Greater efforts should be made and support given to encourage mobility of both staff and students. Whilst it was evident that many opportunities for mobility exist and their value is proven, uptake remains low and notwithstanding the obvious difficulties efforts should be made to improve to improve their uptake.

3.6. Initiatives should be investigated and implemented at a Faculty level to promote student awareness of and recruitment to the programme. This might most beneficially be done in conjunction with similar initiatives for other related programmes.

3.7. The Faculty should review the workload balance for the programme and consider whether a reduction to 3 years might be appropriate. The relationship between the IM and BIM

programmes should be further scrutinized with a view to either establishing greater differentiation or to merging the two programmes.

A clear, consistent and unambiguous terminology in both Lithuanian and English for programme nomenclature should be established.

3.8. Greater stakeholder involvement, particularly inter-faculty, should be actively sought in the Quality Assurance system, to better integrate initiatives and encourage continuous improvement.

IV. GENERAL ASSESSMENT

The study programme *Business Information Management* (state code – 61209S104 (new code - 612P10002)) is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	19

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (poor) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

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