



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS UNIVERSITETO
STUDIJŲ PROGRAMOS VERSLO VYSTYMAS (*valstybinis kodas – 621N20008*)
VERTINIMO IŠVADOS

**EVALUATION REPORT
OF BUSINESS DEVELOPMENT** (*state code – 621N20008*)
STUDY PROGRAMME
at VILNIUS UNIVERSITY

Experts' team:

1. Prof. dr. Jozsef Temesi (team leader) *academic*,
2. Prof. dr. Inga Lapiņa *academic*,
3. Prof. dr. Viire Täks *academic*,
4. Mr. Gintautas Kučas *representative of social partners'*
5. Ms. Julija Stanaityte, *students' representative*.

Evaluation coordinator -

Ms Rasa Paurytė

Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Verslo vystymas</i>
Valstybinis kodas	621N20008
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės studijos (2)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos magistras
Studijų programos įregistruavimo data	2007-02-19

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Business Development</i>
State code	621N20008
Study area	Social Sciences
Study field	Management
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (2)
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master of Management
Date of registration of the study programme	19-02-2007

CONTENTS

I. INTRODUCTION	4
1.1. Background of the evaluation process	4
1.2. General.....	4
1.3. Background of the HEI/Faculty/Study field/ Additional information	4
1.4. The Review Team	5
II. PROGRAMME ANALYSIS	6
2.1. Programme aims and learning outcomes	6
2.2. Curriculum design	7
2.3. Teaching staff	9
2.4. Facilities and learning resources	10
2.5. Study process and students` performance assessment.....	11
2.6. Programme management	13
III. RECOMMENDATIONS	15
IV. SUMMARY.....	17
V. GENERAL ASSESSMENT	20

I. INTRODUCTION

1.1. *Background of the evaluation process*

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as “unsatisfactory” (1 point).

1.2. *General*

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	CV of A. Marcinskas

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

As it is stated in Introduction (p.4) of the Self-Evaluation Report (hereafter – SER) Vilnius University (hereafter – VU) is the oldest and the largest state higher education institution in Lithuania having a wide range of Faculties and study programmes in various study areas. The Master’s degree study programme “**Business Development**” (hereafter – the Programme)

belongs to the Faculty of Economics (hereafter – the Faculty). The Faculty implements 17 Master's level study programmes including 10 programmes in the fields of Business and Management. The field of study of the Programme is Management. The graduates are awarded Master degree in Management; therefore, the Programme has to meet the requirements of Master's programmes in that particular field. The SER refers to the proper legal acts, decrees and other regulatory documents. The length and form of the programme is a **2-year part-time study**. In SER (p.2), it is stated that the Programme is full-time, but it was explained as a mistake during the experts visit at the University.

The Programme was registered in 2007. As it is stated in SER Part 2 (p.8), *the graduate study programme “Business Management” has been implemented based on the Descriptor of General Requirements for Master's Study Programmes and Vilnius University Study Regulation (2012)*. Discrepancy of the name of the Programme in SER was explained as translation mistake during the experts visit at the University. As it is stated in SER Part 1 (p.6), the Programme underwent an external accreditation in 2013 and was accredited for 3 years and the experts recommended, *“...revising the aims, objectives, and the learning outcomes of the study programme”*. The programme aim and the learning outcomes were reconsidered and amended and the Programme title **“Business Development”** replaced the previous title *“Development of Organizations”*. The assessment period of this review starts with 2013.

The Self-evaluation group for the Master's Degree Study Programme “Business Development” for preparing Self-Evaluation Report consisted of eight members: five academic staff members (3 professors, 2 associate professors), an administrator, one student of the Programme and a senior specialist of the Department of Studies. Information collection for SER began before February 12, 2016 and the final version was submitted due May 16, 2016.

1.4. The Review Team

The review team was completed according *Description of experts` recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 09/02/2017.

- 1. Prof. dr. József Temesi**, Corvinus University of Budapest, Department of Operations Research and Actuarial Sciences, professor emeritus, Hungary.
- 2. Prof. dr. Inga Lapiņa**, Riga Technical University, Faculty of Engineering Economics and Management, Vice Dean for Academic Affairs, Latvia.
- 3. Ms. Viire Täks**, University of Tartu, Faculty of Economics, School of Economics and Business Administration, specialist, Estonia.
- 4. Mr. Gintautas Kučas**, Lithuanian Marketing Association, Managing Director, Lithuania.
- 5. Ms. Julija Stanaityte**, Kaunas University of Technology, Student of Master Study Programme “Human Resource Management”.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The SER Part 1 (p.5) says, “*The objective of the Programme is to prepare highly competent business developers who would be able to generate strategic business ideas and to ensure the formation and maintenance of the mechanisms of their implementation*”. The **aim of the Programme** is well defined, short and understandable.

The Programme-level **learning outcomes** are divided into two parts (generic competences and professional competences). Each part is assigned to three groups, six groups all together including fifteen learning outcomes in total. Overall, the intended learning outcomes are concise, the descriptions meet the requirements, and the content is clear enough. They cover all five descriptors of the Master`s level programme: knowledge and its application, research skills, special abilities, social abilities and personal abilities. Most of the learning outcomes are clearly stated and understandable. However, learning outcomes in the part of professional competences do not fully comply with the objective of the Programme and do not fully cover the business development area. It could be suggested for “*business developers who would be able to generate strategic business ideas*” (as it is stated in the objective) to develop the competence related to the ability to pursue various proactive and projective activities based on creativity and innovation, responsibly dealing with the problems occurring in the changing environment. Formulated learning outcomes are very much concentrating on analytics and missing active development vector.

The standards of learning outcomes are common for most of **course descriptions**. The expert team looked at the course descriptions to verify the general aim and learning outcomes of the Programme. The goals of particular courses and competences are clearly related to the course content, formulated quite independent, but in certain cases it is not easy to find how they reflect to the Programme aim and learning outcomes.

The name of the Programme, its learning outcomes, content and the degree offered are partly compatible with each other. Regarding the learning outcomes of the course units, the expert team found that the teaching staff is familiar with the general and specific concept of the learning outcomes and they have been able to form proper learning outcomes. The unified course description template gives a solid framework for them. The connection between the programme learning outcomes and particular course learning outcomes have been shown very well in SER Table 2.2.1. (p.10-11), but not so well in the course descriptions in Appendix 1. The programme learning outcomes are publicly accessible; however, learning outcomes are described very shortly: <http://www.vu.lt/studijos/apie-studijas/studiju-programmos/magistranturos-studijos/programa/1876-verslo-vystymas>

In the **market of business education** there is a strong competition in Lithuania, and even within the University, and understandable that the Faculty would like to distinguish their programmes from the competitors. Therefore professional requirements, public needs and the needs of the labour market could be better analysed and it would be suggested for the Faculty and the Programme management to make the necessary revision regularly. Deeper business education market research would show directions for further development as well as finding the strong and week points of the Programme, and the position of the VU Faculty of Economics in the market. It is recommended that additional emphasis be given to further comparative analysis and differentiation of the defined aim and learning outcomes from other Master programmes, taking into account the strengths of the Faculty, strategic goals of the University, and the needs of Lithuanian labour market and society.

2.2. Curriculum design

The **volume of the Programme is 120 ECTS**, which is proper for a part-time Master's study programme. The structure and volume of the Programme correspond to legal requirements for Master's studies. In accordance with the general requirements for Master's study programmes, self-study ought to be not less than 30%. **Independent self-study of the Programme accounts from 85% to 89%**, which is a quite significant amount. Taking into account that contact hours are held in Saturdays, more than 85% of the total workload of the students is individual work, and the majority of students have full-time jobs, the evaluation team is concerned that the Programme can achieve all the learning outcomes without difficulties. The number of contact hours differs in different sources – in the course descriptions they have 24 contact hours for 6 ECTS courses. At the same time, the students mentioned that they are having 18 hours (including exam) for a 6 ECTS course. Therefore, the expert team suggests that the **proportion of contact hours has to be extended**. Alternatively, it could be suggested to change the Programme completely and turn to distance study or on-line study using appropriate study methods in order to achieve the Programme aims.

The Programme has not less than 60 ECTS study field courses with five courses during one semester, and less than 60 ECTS of supplementary studies. Each semester includes 30 credit points. Study courses are divided evenly through the first 3 semesters and last semester is devoted to writing the Master thesis and completing two elective courses. The 1st semester contains compulsory courses; the 2nd and 3rd semester curriculum is a mix of compulsory modules (24 ECTS) and optional modules (6 ECTS). Each compulsory module includes four courses to provide the students with knowledge in management and research: for example, 2nd semester consists of Management of Corporate Finance, Intercultural Management, Total

Quality Management, Research Project 1, and Elective courses (modules). The University offers to the students a list of elective courses with an appropriate general content.

The Programme reflects to some of current business development topics, as international and intercultural management, valuation, strategic management, information systems and quality management. However, some **important business development topics and certain topical concepts**, such as innovation, business ethics, social responsibility, critical thinking, creativity, and change management appear in the learning outcome part mainly and rarely mentioned as a topic of the course. For example, the only compulsory course that covers change management (for three contact hours and 12 individual work hours) is Strategic Management. Leadership is not included at all; however professional competences (Appendix 1, p.30) and learning outcomes state that students will be able to apply principles of leadership (Appendix 1, p.43). The expert team is concerned that if students do not select the elective course *Knowledge and Innovation Management* during the last semester, they may finish the *Business Development* study programme without even mentioning innovation and creativity concepts. In nowadays business environment, concepts of corporate social responsibility, sustainability and their principles are essential for business developers. Issues of social responsibility are slightly mentioned only in the course *Total Quality Management*. When expert team was talking with the alumni, social partners, and labour market representatives, it was indicated that they expect knowledge and competence in the mentioned topics. It is suggested to highlight the topical issues of modern business development and to make them more visible in the course descriptions as well as to include new subjects in the Programme.

Table 2.2.2. (SER p.12-13) describes the **changes made in the Programme**; however, these changes mainly are related to replacing the name and some content of a course or changing the place of a course. Changes are logical and reasonable, but insufficient in order to reflect to the latest achievements in business practice and technologies, as well as labour market needs in area of business development.

The **course descriptions** contain appropriate learning and assessment methods corresponding to the practice of the Faculty and the University. However not all course descriptions are on the same level; some are very well developed, but some just formal. A variety of teaching methods are described in SER, including group discussions, case study analysis, home assignments, presentations, project work etc. These methods are suitable for achieving most of the learning outcomes, but the limited number of contact hours make the expert team concerned about their achievements. The Programme may benefit by involving more guest lecturers from the business companies in Lithuania and international teachers. During

meetings with students, alumni and social partners' the expert team realised that all of them see the need for more practical and best business practice orientation.

The lists of **required reading and supplementary reading** include the latest textbooks mostly, and few journal articles. However, it is not clear from all the course descriptions if there is a main textbook or compendium of materials, and which chapters of recommended literature are required (at least approximately). The list of required and supplementary readings is quite extensive in some courses and it is doubtful if students were able to read the material within the hours allocated to the course. Overall, the list of readings is textbook-centred and only a few scientific or field related articles are mentioned either in required or supplementary sections. The expert team advises original research or field related articles to be included in the reading list.

During the visit, the members of the expert team had the opportunity to see the **students'** **Master's thesis** and to check the format, the citation mode, the references, and the methodological and analytical tools had been applied. The expert team found that the requirements are met. The expert team appreciates that the Final Theses Defence Committee includes a social partner (SER p.16) – *an expert in the business development area, the head of an enterprise or its division, and a representative from another higher school whose research interests are close to business development issues.*

2.3. Teaching staff

The SER Part 3 (p.17-28) and Appendix 2-3 provide a **comprehensive overview and analysis of the teaching staff**. Almost all of teaching staff who participate in the Programme for period of 2015-2016 had a scientific Doctor's degree (95%). The Programme had 19 teachers, including 14 professors, 4 associate professors, and 1 lecturer. The staff belongs to different departments of the Faculty; most of them have full-time position. According to the information from the SER, the majority of the staff have a long record at the Faculty, turnover is low, and the Programme has stable teaching staff.

The **age distribution** of the teaching staff is satisfactory, but the structure of the age of the academic personnel is mixed: only about 37% of all teaching staff were younger than 55 years.

As it is learned from the visit at the University, the Faculty has good relationship with the local industry; however, the SER does not give details about invited speakers from local companies and other organizations. Most of the social partners and employers invited to meet the expert team were not involved in activities of the Programme. During the visit at the University, the expert team asked the management, students and the social partners about the situation and could **recommend a larger involvement of business partners**. The positive aspect is

mentioned in the SER that part of the teachers have experience of practical and consultancy work in various organisations and they are professionals in their respective areas.

The staff travelled abroad using the opportunities of the **exchange programmes**. Information provided in SER demonstrate that staff mobility indicators in the internationalization process of the Faculty are good and developing. However, the programme would greatly benefit from invited foreign experts and active business leaders sharing their experience.

The **number of students in the Programme is decreasing**. In 2015 the Programme had 23 students and 20 teachers, therefore the student/staff ratio was 1: 1,15; a similar ratio was also seen in the previous academic years – in the period of 2011 to 2013, the ratio was 1: 2,0-2,4. Those figures demonstrate that the capacity of the Faculty has much more potential.

Research activity is an important part of the teaching staff workload in the Faculty. The SER and its Appendices give a general description on these activities: participation and presentations in international conferences, positions in the editorial boards of national and international scientific journals, publication of articles and books in Lithuanian and in foreign languages, participation in domestic and international research projects. The overall picture is very good and research is comprehensive. The listed activities demonstrate dedication and quality in research. A minor remark of the expert team is – looking at the CVs and publication lists of the staff –, that the participation and effectiveness in research activities are unevenly distributed: there are staff members who have a number of publications in English and articles in refereed scientific journals, but some have much less publications. Textbooks, project papers, methodological materials can be found in the publications, too. Contributions to high-quality academic journals and participation in main events of the most respected international professional associations have to be encouraged and supported by the management of the Faculty. It also could be suggested to Faculty management to try keeping balance between research and teaching activities in order to ensure efficient knowledge transfer into practice for both teachers and students.

The Senate of the University regulates the **periodical qualification enhancement** of teaching staff in all positions. The regulation was approved in 2013, and the implementation is in progress.

2.4. Facilities and learning resources

VU infrastructure includes the University library, auditoriums, computer labs and other facilities; all other programmes of the whole University share this infrastructure. Most of the teaching process of the Programme is going on in the premises of the Faculty. The class size of the Programme is small; therefore, a sufficient number of different types of classrooms are

available for the students. Majority of classes have an appropriate IT equipment, multimedia and internet access. All equipment have been updated and the necessary hardware and software for computerized classes are available in the labs of the Faculty or in VU Library. Computers have all programmes students could need.

The Library provides students with most of the study material they need. Funds for updating the stock of books, journals and databases are constantly available. The library offers possibility to use all international databases, various IT programmes, software, small discussion/working rooms, books, etc. The Library has many places for students to work individually or for group work. The Library is open 24/7 to ensure students availability even after the evening classes and the weekends.

Students could use all databases from home using VPN connection. The learning materials are provided in Moodle platform. However, during the visit, the experts' team found that teachers and students are **using Moodle rarely and not efficiently enough**; students mentioned that usual practise is to send materials and presentations by e-mail. Course descriptors and other relevant information are provided in the Moodle, but students are not motivated enough to use that.

It could be suggested to find a place for students to do their interdisciplinary projects, implement their business ideas. Taking into account that the Programme is part-time, it could be some virtual discussion area in the Moodle.

2.5. Study process and students` performance assessment

The admission requirements are clear and available on the Faculty website. The admission requirements are different for those who have got a Bachelor degree in a programme where foundations of economic, business and management areas have been studied, and for those who have not had that background. These applicants are required to pursue supplementary studies. That admission policy is a good practice to prevent academic problems in the classroom. However, alumni mentioned that it was complicated to follow and understand the material in some courses.

Important characteristics of the Programme are that **all students** are working and all of them **pay tuition fee**. These features led the management to the decision to transform the Programme to a part-time, 120 ECTS programme. With this change, the Programme Committee answered the recommendation of the previous assessment team, and increased the number of contact hours in the Programme, as a whole, and in the weekly time-allocation, as well. The new time schedule was not described in the SER. During the visit, the expert team have got contradictory information from the SER group, the Faculty administration and from the students, but finally it

was confirmed that the number of face to face hours increased by 33% compared to the previous schedule.

The Programme was very popular between 2011 and 2013. The overall number of students was above 100. From 2013 there was a significant decrease in the number of applicants and in the number of admitted students: the latter one decreased from 52 (2013) to 23 (2015). The good news is that the dropout rate decreased as well, only one student left the Programme in the last two years.

During the visit, the expert team realized that the top management of the University and the Faculty management follow alternate recruiting strategy, and it is clear that the Faculty has limited resources for marketing purposes. However, the expert team strongly recommends a deeper analysis of the reasons of the diminishing interest and to elaborate a strategy to reach potential applicants. As the SER states this programme has a competitive advantage with its “business development” focus (it was justified by the students during the visit), which could be a solid basis for recruiting more students.

Students can easily find information about the study requirements not only on the webpage, but also during consultations with teachers or responsible persons for the programme (study programme coordinator, Vice Dean, Student Union representatives). Relevant information is provided by the student academic information system, VUSIS, or by e-mail.

Moodle system is not generally used, it is recommended to extend its application. Part of students and alumni said they were not using Moodle because of convenience and usability reasons. This is important information and need to be developed.

The assessment system of students' performance is understandable and publicly available in the course descriptions on the Faculty webpage. At the very beginning of the semester, the teachers announce the details of the course content, the mandatory readings and the assessment process, which is specific to the given subject. Usually the assessment consists of multiple parts: exam, class participation, home assignments, essays or projects. The expert team found that in most courses these parts are not balanced: the exam has a share of 50%. Since students rarely use Moodle and the contact hours are very limited, there is a **need for special and very serious attention to the individual work**. The expert team could recommend paying more attention to appropriate teaching and assessment methods with more weight and with the proper control of individual work of students.

Although students have opportunities to pursue research during their studies, they have not been participating actively. The SER gives just one example of serious participation in research together with a professor. The expert team realized that the Programme is practice-oriented, and the students have limited capacity to be involved in research activities, but even in that case the

Faculty could find ways to encourage the best students to publish, for instance, a well-selected part of the Master Thesis.

The Faculty offers mobility programmes for one semester or one academic year for study abroad or an internship. According to the SER (p.35), the Faculty has several foreign partners. However, during the evaluation period only one student used that opportunity. The Faculty has to **motivate students to go abroad**, and it is possible to use more “internationalization at home” elements (invited foreign lecturers, articles in foreign languages).

The University ensures an adequate level of academic and social support, as there are possibilities for students to contact the teachers not only during the consultation hours, but by e-mail communication, too. Social support is available. The student union also could help students to solve any question or problem they have.

Students and graduates of the programme work in various places and positions. They mentioned some examples of invited industry speakers, practitioners; however, there is quite big potential for improvement in this respect.

2.6. Programme management

The SER provided the availability of the main **quality assurance** documents of the University and the Faculty. The documents are based on the national regulation and they take into account the international developments in quality assurance. The most important measure is that all study programmes have to be periodically updated and regularly monitored. The Study Programme Committee has responsibilities for decisions and monitoring of the specific programme.

According to the SER, a redesigning and development process of the programme have been done and changes have been implemented with the involvement of the social partners. A special survey was conducted in 2012 to find the areas to be improved. Suggestions from the employers have been collected. Another source of recommendations was the previous assessment of the Programme in 2013. The Faculty management made efforts to introduce gradual changes, most of them reacted to a particular question (title change, minor revisions in the curriculum), but the last major revision in 2015 promised a renewed the Programme reacting better to the market needs. The expert team was not in the position to evaluate the results of these latest developments.

After having analysed the 2012-2015 period the expert team draw the conclusion that the Programme could be **transformed to the direction of a professional Master's programme** with all consequences in the classroom, the teaching methodology and the Thesis works. The

Faculty and teaching staff have to find the ways to increase the number of visiting lecturers from the industry and local organizations. The students also formulated that request as a main priority.

The Faculty has a **standard procedure for collecting student feedback** after each semester by the help of standardized online questionnaires about the courses, and they conduct an overall satisfaction poll for graduates about the whole Programme, too. The self-assessment report did not contain evaluation tables with the averages, the low number of students and the low response rate did not make a statistical analysis possible. The report said that the Study Committee collected feedback in informal meetings and discussions with the students, too. It is useful to meet the students personally and asking for their opinion as addition to formal questionnaires, but it could not replace the results of the anonym survey.

During the meetings with students and alumni, the expert team confirmed that they have not had communication problems with the staff during their studies and some changes in the curriculum happened as feedback to the students' evaluations and comments.

According to the regulation, there is a regular supervision of the teaching and research performance of the staff. The Faculty encourages participation in scientific conferences and seminars, provides possibilities for academic exchange programmes. The periodic questionnaires provide information about the teaching process, but the Faculty has no **standard procedures for monitoring and ensuring the quality and improvement** of the lectures during the semester: regular evaluation and adjustment of the applied teaching methods, modes of delivery, use of technology and the assessment system is recommended.

The expert team experienced an information gap between the top management and the staff. Of course, the top management has responsibility for the overarching strategic issues of the Faculty, however, the portfolio consists of the individual programmes and the details can be important even in creating appropriate strategy or marketing plan. Open corporate culture and leadership would lead to more engaged staff and programmes that are more efficient.

The expert team suggests **strengthening the on-going monitoring**, periodic review and improvement system though several key performance indicators, such as students' satisfaction, students' workload progression, and success and dropout rates. Beside the indicators which being monitored regularly, there are other important indicators to monitor including attributes and qualities of the programmes (such as share of practical trainings, content quality and professional approaches), career paths of graduates or the effectiveness of procedures for assessment. Benchmarking with other programmes would be a good tool for managing programme portfolio and encouraging continuous improvement.

III. RECOMMENDATIONS

1. The expert team recommends redesigning the content of the programme taking into account changes in business development topics and including the latest topical concepts. Benchmarking with other programmes would be a good tool for managing programme portfolio and encouraging continuous improvement.
2. As the Programme management process consists of several stages – designing, implementing and delivering curricula – including reachable learning outcomes, advanced teaching and learning approaches as well as appropriate methods of assessment, it is suggested to pay more attention to the integrated and outcome-based education (especially to assessment of learning outcomes), active and creative teaching methods, and constructive alignment.
3. It is necessary to highlight the topical issues for modern business development and to make them more visible in the course descriptions as well as to include new subjects in the programme.
4. It could be suggested to develop the ability related competences and pursue various proactive and projective activities based on creativity and innovation, responsibly dealing with the problems occurring in the changing environment. The formulated learning outcomes are very much concentrating on analytics and missing active development vector.
5. As the decreasing number of enrolments in the Programme remains a serious source of concern, the expert team recommends exploring additional opportunities for attracting students and promoting programme through different partner networks (e.g. professional associations, alumni etc.).
6. The expert team suggests that the proportion of contact hours has to be extended or appropriate part-time education (almost distance) study methods have to be used in order to achieve the Programme aim and recommends paying more attention to appropriate teaching and assessment methods with more weight and with proper control of individual work of students.
7. The University and the Faculty management could more extensively motivate staff to participate in training activities to apply innovative teaching methods, and incorporate new technologies into teaching materials. The incentive system has to keep balance between academic staff research and teaching activities in order to ensure efficient knowledge transfer into practice for both teachers and students.
8. Professional requirements, public needs and the needs of the labour market could be better analysed and it would be suggested for the Faculty and the Programme management to make the necessary revision regularly. Deeper business education market research would show

directions for further development as well as strong and week points of the Programme and position of the VU Faculty of Economics in the market.

9. Strengthening the on-going monitoring, periodic review and improvement system could be suggested. Beside the indicators which being monitored regularly, there are other important indicators to monitor including attributes and qualities of the programmes (such as share of practical trainings, content quality and professional approaches), career paths of graduates or the effectiveness of procedures for assessment.

IV. SUMMARY

The Master's degree study programme “**Business Development**” belongs to the Faculty of Economics in Vilnius University. The field of study of the Programme is Management and graduates are awarded Master degree in Management, therefore the Programme has to meet the requirements of Master's programmes in that particular field. The SER refers to the proper legal acts, decrees and other regulatory documents. The length and the form of the programme is a **2-year part-time study**. Important features of the Programme are that all students are working and all of them pay tuition fee.

The Programme-level learning outcomes are divided into two parts (generic competences and professional competences). The name of the Programme, its learning outcomes, content and the degree offered are partly compatible with each other. Learning outcomes in the part of professional competences not fully complies with the objective of programme and not fully cover the business development area.

Volume of the Programme is 120 ECTS, which is appropriate for a part-time Master's level study programme. The structure and volume of the Programme correspond to the legal requirements. The content of the Programme is related with some of current business development topics as international and intercultural management, valuation, strategic management, information systems and quality management. However, some important business development topics and topical concepts, such as innovation, business ethics, social responsibility, critical thinking, creativity, change management appear in the learning outcome part only, and rarely mentioned as a topic in the course.

The course descriptions contain appropriate learning and assessment methods corresponding to the practice of the Faculty and the University. However not all course descriptions are on the same level; some are very well developed, but some just formal. A variety of teaching methods are described in the SER, including group discussions, case study analysis, home assignments, presentations, project work etc. In general, the course descriptions meet the requirements. The lists of required reading and supplementary reading include the latest textbooks mostly, and few journal articles. Overall, the list of readings is textbook-centred and only a few scientific or field related articles are mentioned either in required or supplementary sections.

The expert team appreciate that the Final Theses Defence Committee includes a social partner – an expert in the business development area, the head of an enterprise or its division, and a representative from another higher school whose research interests are close to business development issues.

Comprehensive overview and analysis of the teaching staff is done in SER. Almost all of teaching staff members have a scientific doctor's degree (95%). The Programme has 19 teachers, including 14 professors, 4 associate professors, and 1 lecturer. The teachers belong to different departments of the Faculty; most of them have full-time position, turnover is low, and the Programme has stable teaching staff. The age distribution of the teaching staff is satisfactory; the structure of the age of the academic personnel is mixed: about 37% of all teaching staff is younger than 55 years.

VU infrastructure includes the University library, auditoriums, computer labs and other facilities; all other programmes of the whole University share this infrastructure. Most of the teaching process of the Programme is going on in the premises of the Faculty. All equipment have been updated and the necessary hardware and software for computerized classes are available in the labs of the Faculty or in VU Library. Computers have all programmes students could need. The Library provides students with most of the study material they need. The Library offers possibility to use all international databases, various IT programmes, software, small discussion/working rooms, books, etc. The Library has many places for students to work individually or for group work. It is open 24/7 to ensure students availability even after the evening classes and the weekends.

The admission requirements are clear and available on the Faculty website. Students can easily find information about the study requirements not only on the webpage, but also during consultations with teachers or responsible persons for the Programme. The assessment system of students' performance is understandable and publicly available on the Faculty webpage.

Moodle system is not generally used, it is recommended to extend its application. Part of students and alumni said they were not using Moodle because of convenience and usability reasons. Since students rarely use Moodle and the contact hours are very limited, a special and serious attention has to be devoted to the control of the individual work.

Although students have opportunities to pursue research during their studies, they have not been participating actively. The University ensures an adequate level of academic and social support, as there are possibilities for students to contact the teachers not only during the consultation hours, but by e-mail communication, too. Social support is available. The student union also could help students to solve any question or problem they have.

The SER provided the availability of the main quality assurance documents of the University and the Faculty. The documents are based on the national regulation and they take into account the international developments in quality assurance.

After having analysed the 2012-2015 period the expert team draw the conclusion that the Programme could be transformed to the direction of a professional Master's programme with all

consequences in the classroom, the teaching methodology and the Master Thesis works. The Faculty and teaching staff have to find the ways to increase the number of visiting lecturers from the industry and local organizations. The students and alumni also formulated that request as a main priority.

According to the regulation, there is a regular supervision of the teaching and research performance of the staff. The Faculty encourages participation in scientific conferences and seminars, provides possibilities for academic exchange programmes.

The expert team experienced an information gap between the top management and the staff. Of course, the top management has responsibility for the overarching strategic issues of the Faculty, however, the portfolio consists of the individual programmes and the details can be important even in creating appropriate strategy or marketing plan. Open corporate culture and leadership would lead to more engaged staff and programmes that are more efficient.

V. GENERAL ASSESSMENT

The study programme Business Development (state code – 621N20008) at Vilnius University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	2
6.	Programme management	2
	Total:	15

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

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

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

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

Grupės vadovas: Team leader:	Prof. Dr. József Temesi
Grupės nariai: Team members:	Prof. Dr. Inga Lapina
	Mrs. Viire Täks
	Mr. Gintautas Kučas
	Julija Stanaitytė

**VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
VERSLO VYSTYMAS (VALSTYBINIS KODAS – 621N20008) 2017-05-16 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-87 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Verslo vystymas* (valstybinis kodas – 621N20008) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	15

* 1 – Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 – Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 – Labai gerai (sritis yra išskirtinė)

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IV. SANTRAUKA

Magistrantūros studijų programą „Verslo vystymas“ vykdo Vilniaus universiteto Ekonomikos fakultetas. Programos studijų kryptis yra vadyba, absolventams suteikiamas Vadybos magistro laipsnis, todėl studijų programa turi atitinkti šios krypties magistrantūros studijų programoms keliamus reikalavimus. Savianalizės suvestinė remiasi tinkamais teisės aktais, dekretais ir kitais reglamentuojančiais dokumentais. Studijų programos trukmė ir forma – 2 metų trukmės ištęstinės studijos. Svarbi studijų programos ypatybė yra ta, kad visi studentai dirba ir visi moka už studijas.

Programos studijų rezultatai suskirstyti į dvi dalis (bendruosius gebėjimus ir profesinius gebėjimus). Programos pavadinimas, numatomi studijų rezultatai, turinys ir suteikiamas laipsnis suderinti tarpusavyje. Profesinių gebėjimų dalies studijų rezultatai ne visiškai atitinka programos tikslą ir ne visiškai aprėpia verslo vystymo sritį.

Studijų programos apimtis yra 120 ECTS kreditų; ji atitinka ištęstinių magistrantūros studijų programos apimties reikalavimus. Studijų programos struktūra ir apimtis atitinka teisės aktų reikalavimus. Studijų programos turinys susietas su keliomis šiuolaikinėmis verslo vystymo temomis, pavyzdžiui, tarptautine ir tarpkultūrine vadyba, įvertinimu, strateginiu valdymu, informacinėmis sistemomis ir kokybės vadyba. Vis dėlto keletas svarbių verslo vystymo temų ir aktualių sąvokų, pavyzdžiui, inovacijos, verslo etika, socialinė atsakomybė, kritinis mąstymas,

kūrybišumas, pokyčių valdymas, yra įtrauktos tik į studijų rezultatų dalį, bet retai minimos kaip dalykų temos.

Dalykų aprašuose nurodyti tinkami mokymosi ir vertinimo metodai, atitinkantys fakulteto ir universiteto vykdomą praktiką. Tačiau ne visų dalykų aprašai yra to paties lygio – kai kurie labai gerai parengti, tačiau keli jų tik formalūs. Įvairūs mokymo metodai aprašyti savianalizės suvestinėje, išskaitant grupines diskusijas, atvejo analizę, namų užduotis, pristatymus, projektus ir t.t. Dalykų aprašai iš esmės atitinka reikalavimus. Į privalomos ir papildomos literatūros sąrašus daugiausia įtraukti naujausi vadovėliai ir keletas žurnalų straipsnių. Apskritai, į literatūros sąrašus daugiausia įtraukti vadovėliai, o privalomos arba papildomos literatūros dalyje nurodyta tik keletas moksliinių ar srities straipsnių.

Ekspertų grupė teigiamai vertina faktą, kad į Baigiamųjų darbų gynimo komitetą įtrauktas socialinis partneris – verslo vystymo srities ekspertas, įmonės ar jos padalinio vadovas ir kitos aukštostios mokyklos atstovas, kurio tyrimų sritis yra artima verslo vystymo sričiai.

Savianalizės suvestinėje atlikta išsami apžvalga ir personalo analizė. Beveik visi dėstytojai turi moksłų daktaro laipsnį (95 %). Studijų programe dirba 19 dėstytojų – 14 profesorių, 4 docentai ir 1 lektorius. Dėstytojai yra iš skirtinės fakulteto katedrų; dauguma jų dirba visu etatu, jų kaita nedidelė, taigi studijų programos personalas stabilus. Dėstytojų amžiaus pasiskirstymas patenkinamas; dirba įvairaus amžiaus dėstytojai – apie 37 % jų yra jaunesni nei 55 metų amžiaus.

VU infrastruktūra apima universiteto biblioteką, auditorijas, kompiuterių klasę ir kitas patalpas; šia infrastruktūra naudojasi ir visos kitos universiteto vykdomos studijų programos. Didžioji dalis šios programos studijų vyksta fakulteto patalpose. Visa įranga buvo atnaujinta, o kompiuterių klasėms reikalinga aparatinė ir programinė įranga galima naudotis fakulteto laboratorijose ar universiteto bibliotekoje. Kompiuteriuose įdiegtos visos studentams reikalingos programos. Bibliotekoje yra didžioji dalis studentams reikalingos studijų medžiagos. Biblioteka siūlo galimybę naudotis visomis tarptautinėmis duomenų bazėmis, įvairiomis IT programomis, programinė įranga, nedideliais diskusijų / darbo kambariais ir t. t. Bibliotekoje yra daug vietų, kuriose studentai gali dirbti individualiai ar grupėmis. Ji dirba visą parą, kad studentai galėtų dirbti net po vakarinių paskaitų ir savaitgaliai.

Priėmimo reikalavimai yra aiškūs ir prieinami fakulteto interneto svetainėje. Studentai gali lengvai gauti informacijos apie studijų reikalavimus ne tik tinklalapyje, bet ir konsultuodamiesi su dėstytojais ar už studijų programą atsakingais asmenimis. Studentų pasiekimų vertinimo sistema yra suprantama ir viešai prieinama fakulteto tinklalapyje.

„Moodle“ sistema paprastai nesinaudojama, todėl rekomenduojama išplėsti jos taikymą. Dalis studentų ir alumnų teigė, kad jie nesinaudoja „Moodle“ dėl nepatogumo ir jos naudojimo. Kadangi studentai retai naudojasi „Moodle“, o kontaktinių valandų skaičius labai ribotas, reikėtų skirti ypatingą dėmesį jų savarankiško darbo kontrolei.

Nors studentai turi galimybę studijų metu vykdyti tyrimus, jų dalyvavimas tiriamojoje veikloje nėra aktyvus. Universitetas užtikrina tinkamą akademinę ir socialinę paramą, nes studentams sudarytos galimybės susiekti su dėstytojais ne tik per konsultacijas, bet ir el. paštu. Socialinė parama teikiama. Studentų sajunga taip pat galėtų padėti studentams spręsti bet kokius iškilusius klausimus ar problemas.

Savianalizės suvestinėje pateikti pagrindiniai universiteto ir fakulteto kokybės užtikrinimo dokumentai. Jie grindžiami nacionaliniais reglamentuojančiais teisės aktais ir juose atsižvelgiama į tarptautinius kokybės užtikrinimo srities pokyčius.

Išanalizavusi 2012–2015 metų laikotarpį, ekspertų grupė daro išvadą, kad studijų programa galėtų būti keičiamā profesinės magistrantūros studijų programos linkme, atitinkamai keičiant auditorinio darbo, dėstymo metodologijos ir baigiamujų magistro darbų aspektus. Fakultetas ir dėstytojai turi rasti būdų, kaip padidinti kviestinių lektorų iš pramonės sektoriaus ir vienos organizacijų skaičių. Studentai ir alumnai taip pat išreiškė tokį pageidavimą kaip prioritetinį.

Remiantis nuostatais, vykdoma nuolatinė dėstytojų dėstymo ir tyrimų rezultatų stebėsena. Fakultetas skatina dalyvauti mokslinėse konferencijose bei seminaruose ir sudaro akademinių mainų galimybes.

Ekspertų grupė pastebėjo informacijos spragą tarp aukščiausios vadovybės ir darbuotojų. Be abejo, aukščiausia vadovybė yra atsakinga už bendriausius strateginius fakulteto klausimus, tačiau visumą sudaro atskiro studijų programos, todėl detalės gali būti svarbios net rengiant tinkamą strateginę ar rinkodaros planą. Atvira korporacinė kultūra ir lyderystė padėtų labiau motyvuoti darbuotojus ir padidintų studijų programų veiksmingumą.

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III. REKOMENDACIJOS

1. Ekspertų grupė rekomenduoja peržiūrėti studijų programos turinį, atsižvelgiant į verslo vystymo temų pokyčius, ir įtraukti naujausias aktualias sąvokas. Palyginimas su kitomis programomis būtų gera priemonė valdant studijų programą ir skatinant nuolatinį tobulinimą.
2. Kadangi studijų programos vadybos procesą sudaro keli etapai – studijų turinio kūrimas, įgyvendinimas ir vykdymas, iškaitant pasiekiamus studijų rezultatus, pažangius mokymo ir mokymosi būdus ir tinkamus vertinimo metodus, siūloma daugiau dėmesio kreipti į integruotą ir rezultatais grindžiamą švietimą (ypač vertinant studijų rezultatus), aktyvaus ir kūrybiško mokymo metodus ir konstruktyvų reguliavimą.
3. Reikia pabrėžti aktualius šiuolaikinio verslo vystymo klausimus ir labiau juos akcentuoti dalykų aprašuose, taip pat įtraukti naujus dalykus į studijų programą.
4. Siūloma ugdyti su gebėjimais susietas kompetencijas ir vykdyti įvairią iniciatyvią ir projektinę veiklą, grindžiamą kūrybiškumu ir novatoriškumu, atsakingai sprendžiant problemas, kylančias besikeičiančioje aplinkoje. Suformuluoti studijų rezultatai pernelyg sutelkti į analizę ir juose trūksta aktyvaus vystymosi krypties.
5. Kadangi mažėjantis stojančiųjų į šią studijų programą skaičius ir toliau kelia dideli nerimą, ekspertų grupė rekomenduoja paanalizuoti papildomas galimybes, kaip pritraukti studentų ir reklamuoti studijų programą per įvairius partnerių tinklus (pvz., profesines sąjungas, alumnus ir pan.).
6. Ekspertų grupė siūlo padidinti kontaktinių valandų skaičių arba taikyti atitinkamus ištestinių (beveik nuotolinių) studijų metodus, kad būtų įgyvendintas programos tikslas; taip pat rekomenduoja kreipti daugiau dėmesio į atitinkamus dėstymo ir vertinimo metodus, kurie turėtų daugiau svorio, ir tinkamai kontroliuoti savarankišką studentų darbą.
7. Universiteto ir fakulteto vadovybė galėtų labiau motyvuoti darbuotojus dalyvauti mokymuose, kaip taikyti novatoriškus dėstymo metodus ir įtraukti naujas technologijas į mokymo medžiagą. Skatinimo sistema turi išlaikyti pusiausvyrą tarp dėstytojų tiriamosios ir dėstomosios veiklos, siekiant užtikrinti tiek dėstytojų, tiek studentų veiksmingą žinių perkėlimą į praktiką.
8. Reikėtų geriau paanalizuoti profesinius reikalavimus, visuomenės ir darbo rinkos poreikius, o fakulteto ir studijų programos vadovybei siūloma reguliarai atliliki

- reikiama peržiūrą. Nuodugnesnis verslo švietimo rinkos tyrimas parodytu tolesnio vystymo kryptis, taip pat studijų programos stiprybes ir silpnybes bei VU Ekonomikos fakulteto poziciją rinkoje.
9. Siūloma stiprinti nuolatinės stebėsenos, periodinės peržiūros ir tobulinimo sistemą. Be rodiklių, kurių stebėsena reguliarai vykdoma, yra ir kitų svarbių rodiklių, kuriuos reikėtų sekti, įskaitant studijų programos požymius ir ypatybes (pavyzdžiu, praktinio darbo dalį, turinio kokybę ir profesinius metodus), absolventų karjerą ar vertinimo procedūrų veiksmingumą.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojos kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)