



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ISM VADYBOS IR EKONOMIKOS UNIVERSITETO
VADYBOS (621N20001) PROGRAMOS
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *MANAGEMENT* (621N20001)
STUDY PROGRAMME

AT ISM UNIVERSITY OF MANAGEMENT AND
ECONOMICS

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Išvados parengtos anglų kalba
Report language - English

Vilnius
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Vadyba
Valstybinis kodas	621N20001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos magistras
Studijų programos įregistravimo data	1999-10-26, Nr. 1120

INFORMATION ON EVALUATED STUDY PROGRAMME

Name of the study programme	Management
State code	621N20001
Study area	Social Sciences
Study field	Management
Kind of the study programme	University studies
Level of studies	Second
Study mode (length in years)	Full-time (2)
Scope of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Management
Date of registration of the study programme	1999-10-26, No. 1120

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I. INTRODUCTION

ISM is an institution of undergraduate postgraduate education in business, management and economics based on two campuses: Vilnius, the headquarters of the university, and Kaunas. The University is managed as an entity, having one management organisation for both campuses. The programme was registered in October 1999 and the University started its operations in 1999 with this programme. The University is divided into four academic areas: Undergraduate Studies, Graduate Studies, Doctoral Studies and the Executive School. The Master in Management programme is located in the Executive School. The model of the Master of Management programme is an adaptation of the Master of Management programme of the BI Norwegian Business School and the programme offers a double degree from ISM and BI Norwegian Business School.

The programme was evaluated by the Lithuanian Centre for Quality Assessment in Higher Education in 2005 and awarded full accreditation. The current evaluation was conducted in February 2013 by a panel of experts from the United Kingdom, Estonia, Latvia and Lithuania, including a student representative. In conducting the evaluation the expert panel met senior administrative staff, teaching staff, current students, graduates and social partners, all of whom engaged with the evaluation process constructively and were most helpful in facilitating the work of the panel. The panel also reviewed teaching accommodation and learning resources, and scrutinised student work.

In documentation, and during discussions with staff, students, alumni and social partners, the term ‘Executive Master’s’ was frequently used. The correct title of the programme being evaluated is ‘Master in Management’ and the University must ensure that only this title is used in all oral and written communications.

II. PROGRAMME ANALYSIS

1. Programme aims and intended learning outcomes

The Self-Assessment Report states that ‘The ‘model of the Master of Management (MM) programme is an adaptation of the analogical Executive Master of Management programme that is being implemented by the BI Norwegian Business School. This is the first Master programme of such nature in Lithuania. The ISM Master’s Degree is based on Norwegian academic study principles and methods, practical business experience, and Scandinavian learning culture.’

The programme objectives and intended learning outcomes (ILOs) are very clearly defined, as well as objectives and ILOs of the modules or (sub)-programmes. In particular, the objectives of the programme are to prepare and develop professionals with a high level of knowledge and skills creatively to use them for decision-making and leadership in changing world and economy who think strategically, are sensitive to the culture and practices in a wide range of contexts, and have the ability to undertake independent learning. The aims and ILOs of the programme are available publicly.

The programme aims and intended learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market. The programme is in response to a changing business environment and a changing student population – most students are middle or top managers within national or international companies. Demand from the labour

market for education of such groups of business professionals was assessed by various surveys. The continuing need for such an educational provision derives from foreseeable developments in the Lithuanian economy and the consensus is that graduates of the programme are very much needed in the Lithuanian economy. Students, graduates and social partners underline the need for such a programme in Lithuania and it clearly satisfies the needs of major target groups.

The programme aims, intended learning outcomes and content are compatible and consistent with the type and level of studies and programme title. Also, the programme's modules correspond to the traditional structure of management curricula. The programme is largely targeted at students in employment who already have some practical experience.

2. Curriculum design

According to the Self-Assessment Report, the curriculum design meets legal requirements set by the Lithuanian authorities. The programme has been developed based on the following legal and strategic documents: Law on Science and Studies of the Republic of Lithuania; Law on Education of the Republic of Lithuania; Lithuania National Qualification Framework (hereinafter NQF); Order of Minister of Education of the Republic of Lithuania on the General Requirements for First Cycle Study Programmes.

The programme has very clearly distinguished modules. The topics of the modules are not repeated in other modules. However, most of them contain integrative elements that help to form a common, core, knowledge for graduates even if they have chosen a diverse set of modules during their studies. Within modules, themes are well-developed and well-structured, avoiding repetition.

The content of the subjects and/or modules is consistent with the type and level of the studies. According to the Self-Assessment Report one module does not have a required textbook, four have one required textbook, four have two required textbooks, and only one (in addition to the thesis module) has four books. However, the team was informed that teachers require students to be familiar with numerous additional reading materials during the delivery of the module and students are required to be familiar with this in order to participate in class work.

The content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes. The flexible modular study schedule is an advantage stressed by many students and graduates. The variety modules offered in Vilnius is greater than in Kaunas; if students from Kaunas wish, they can register and take modules in Vilnius. However, depending on modules chosen, and the desired timeframe, it is possible to study exclusively in Kaunas.

The scope of the programme is sufficient to facilitate students' achievement of the intended learning outcomes. The programme has 10 modules from which the students choose at least three, although many choose more. The modules cover major fields of management knowledge and give the students the opportunity to design their own mix of modules to fit best with their expected career needs.

The content of the programme reflects best practice. The textbooks are relatively new, incorporating recent developments and current knowledge. The subjects include up-to-date material, such as articles and data, as required readings.

3. Staff

Teaching staff in Vilnius and Kaunas meet legal requirements. In Vilnius the programme is delivered by two full time professors, 16 assoc. professors, seven doctors, four PhD students, and 13 non-degree lecturers. Some 60% of staff hold professor, associate professor or doctors' positions and a similar percentage are employed on a full-time basis. The programme in Kaunas is delivered by 40 academics, 24 of whom hold professor, associate professor or doctors' positions; 70 per cent of teaching staff are employed full-time. Most of the staff teach, provide supervision and offer consultations on both campuses.

The number, and qualifications, of the teaching staff are adequate to ensure students achieve the intended learning outcomes. A core group of teaching staff is developing and currently delivers more than half of all teaching. Teaching staff turnover ensures an adequate provision for the programme. Young, enthusiastic and academically-motivated staff members hold diplomas from ISM and well established higher education institutions including Aalborg University and University of Roskilde, Denmark, University of Lausanne, Switzerland, University of Bath, UK and North Western University, USA. They have acquired the skills to work effectively in a multicultural and international teaching and research environment. International visiting staff deliver courses that call for an international outlook and expertise, such as International Finance, Entrepreneurship and Investment Management and are invited to undertake research.

The professional development of teaching staff is encouraged and supported. Professional development is determined by overall strategy and incorporated into the annual competence development plan financed internally and through and other sources, such as EU funds. On average, six lecturers every semester participate in mobility programmes. Every year, one staff member is sent to the International Management Academy (IMTA). Foreign visiting teaching staff are invited to participate in locally organised competence development seminars to share their expertise and experience. Staff and students value this interchange.

Teaching staff undertake applied research related to the subject area. Students have been involved in these projects and the resultant research findings have been integrated into teaching material, enhancing the student learning experience. Research is conducted in the following areas: Financial and Risk Management; Human Resources Management; Organisational Governance and Leadership; Higher Education Strategy; Organisational Strategy and Marketing; Consumer Behaviour; Strategic Organisational Development and Management of Change; Management of Business Relations. Teaching, research and other academic activities, as well as organisational and community activities, are included in the teaching staff workload.

4. Facilities and learning resources

The premises are adequate in size and quality. Both campuses have city-centre locations. The Vilnius campus comprises three buildings which house 21 auditoriums and two meeting rooms. Kaunas has eight auditoriums and one meeting room for academic activities.

Both campuses have well-equipped auditoriums and computer classes. Classrooms are of appropriate sizes, light, airy and well-equipped with state-of-the-art equipment. In Vilnius there are three computer classes each with 30 workplaces, and many individual/group workplaces – up to 54 in the corridors to 34 in the library, of which 18 are computer workstations. In Kaunas there is one computer class with 30 workplaces, up to 32 workplaces in the first floor hall and in the cafeteria, up to eight in the first floor stair hall, and 20 in the library, of which 16 of them are

computer workstations. Students can access computer and other laboratories during the day, in the evening and at week-ends.

Learning materials are distributed through the Moodle learning management system. Students enjoy free access to the Internet for learning materials, module outlines, timetables, examination schedules, employment opportunities, support services and examination results. Students can also find information about academic and free-time events. Both campuses offer WiFi, which is accessible to all students. The University has installed a modern printing system and has agreed a three-year, 4.2 million LTL contract for infrastructure upgrading.

There are adequate arrangements for students' work-placements and the Career Centre offers many such opportunities. This is conducted through the ISM webpage, in a separate section dedicated to the Career Centre. The Career Centre's list of permanent contacts includes more than 300 business entities, more than 350 different job/internship/projects/contests proposals. Students have the possibility of obtaining work-placements abroad, either through Erasmus or ISM's bilateral agreements. However, for many, work and family commitments make taking up this opportunity difficult.

The library, spread over Vilnius and Kaunas campuses, can accommodate 118 readers, including 23 at computer workstations. The Library is open from 9 a.m. to 9 p.m. weekdays and from 10 a.m. to 5 p.m. on Saturdays; it is also open on Sundays during examination periods. The Library subscribes to publications in various formats - books, newspapers, journals, audio and video cassettes, CDs, DVDs and electronic databases. All items are registered in an online catalogue or can be accessed through the Library webpage. Between 2007 and 2012, the number of book titles rose from 3,100 to 5,000 and all items from 11,400 to 17,400. Textbooks, books, periodical publications and databases are adequate for the needs of the programme. However, scrutiny of student work suggests that some students need to be encouraged to draw more heavily upon these valuable sources.

There is ample, attractive, social space at both campuses. The premises allow students to conduct private study or engage in group work in appropriate accommodation. The prevailing atmosphere is relaxed, but business-like, and provides students with a pleasant and friendly learning environment.

5. Study process and student assessment

Admissions take place twice a year, in spring and autumn; enrolments are always higher for the latter. Entry requirements are available on the university website and prospective entrants can contact the University at any time to discuss their situation. Students and alumni were most appreciative of the help they received prior to admission.

Entrants must hold a bachelor's award or similar, with an acceptable level of performance, at least four years' managerial experience, proficiency in English and demonstrate motivation during interview. Enrolments peaked at 129 in 2008, then fell, but rose again to 100 in 2012. For the autumn 2012 intake, over 60 per cent of students received financial support from their companies. Entry requirements appear to be consonant with the aims, intended learning outcomes and method of delivery of the programme.

Teaching takes place on Fridays and Saturdays, typically comprising 32 contact hours per month. This accords well with students' work and personal commitments. Furthermore, students value

the opportunity to concentrate on one subject area per semester allowing them to deepen their knowledge. Many modules are available in both Vilnius and Kaunas, allowing students to organise their study according to their preferred location.

Teaching is in Lithuanian, except for occasional guest lectures. However, graduates who met the experts were fluent in English and would have no problem following instruction in that medium. Given that much of the bachelor's programme is taught in English, and teaching staff fluency in English, it is odd that this is not the case at master's level. Students' English language oral communication skills are more highly developed than their writing skills and they would benefit from further support with the latter.

The dropout rate is high, ranging from 35 per cent in 2009 to 60 per cent in 2011; a similar figure is anticipated for 2012. This suggests that the stipulated two-year duration of the programme is unrealistic. However, many students elect to withdraw and then return to complete their studies. The overall successful completion rate is therefore considerably higher than might be inferred from the dropout rate. Students regard this flexibility as a strength, rather than a weakness, of the programme. The University's understanding of students' personal and work circumstances and their support for them reflects the University's commitment to supporting life-long learning.

There are opportunities for students to engage in numerous activities, such as open lectures, conference attendance and research, although their work and personal commitments often militate against this. There are also opportunities to meet students from ISM partner institutions although there is little evidence of this taking place as students tend to focus more narrowly on the requirements for their thesis. Students also have the opportunity to engage in international mobility schemes, but students' work and personal commitments mean that they are unlikely to engage in these activities, although some may be sent abroad by their companies.

Support starts on enrolment, with an induction programme to introduce new students to the facilities on offer. Information is available on the Moodle-driven intranet and notice-boards. Students value the accessibility of staff through formal and informal channels. In particular, staff are understanding of the pressures arising from students' needs to balance study demands and those emanating from personal circumstances. Many students also receive valuable support from their mentor and other colleagues in their place of employment.

Classes take place during weekends from 9:00 to 16:30. Most of graduate students are middle and top level managers. Therefore, weekend sessions are particularly appropriate and helpful for them. This reflects the University's clear understanding of the needs of, and demands upon, its students.

The University Career Centre is highly active and can assist students seeking career moves. However, the vast majority of graduates continue with the same employer with many reporting career advancement as a result of graduating. Current students and alumni consider that they receive a high level of academic and pastoral support. Continued links with staff and fellow students provide strong networking opportunities that can support students' professional advancement.

The assessment regime is explained to students when they enrol. Examinations are conducted at the end of each semester, to supplement continuous assessment; both are focused appropriately on assessing students' achievement of the intended learning outcomes.

There is considerable emphasis on research, and the assessment regime is formulated appropriately to address this. External academics are involved in assessing students' defence of

their final thesis, which may result in a dual award with the BI Norwegian Business School. However, if theses are written in Lithuanian it is not clear how well these can be evaluated by the Norwegian partner institution. Scrutiny of final theses indicates that topics are generally appropriate and the work has benefited from close working with employers. However, a small number of theses would have benefited from more extensive bibliographies.

Graduates enjoy a high level of employment and almost all are already in employment. However, the ambiguity of the data supplied in the self-assessment report makes it difficult to evaluate, with any precision, the employment profile of graduates and the added-value from their graduation. The overlap, in English, between categories of 'Entrepreneurs', 'Top management', 'Middle management', and 'Managers and specialists' is not helpful and needs to be refined if it is to facilitate external scrutiny of graduate employment. It is clear, however, that maintenance of good contact with the University following graduation ensures helpful feedback on graduate employment patterns.

6. Programme management

Responsibilities for monitoring and enhancement of the programme are well-established, and clearly understood, from programme to university level, through a number of meetings and committees. However, these would benefit from a clearer articulation, perhaps in the form of a 'quality cycle' chart for the academic year, in order to facilitate external evaluation. The Quality Director exhibited a clear understanding of the key issues impinging on the programme and a willingness to address these.

Data are collected from a wide range of sources and there are clearly-defined responsibilities for collection, collation and action. However, in contrast to their highly effective input to the delivery of the programme, and although there is helpful input on an individual basis, a more structured approach to the engagement of external stakeholders in enhancing the programme would be beneficial.

Students feel that their voice is heard and responded to and there have been changes in response to student feedback, such as replacement of under-performing lecturers. However, notwithstanding the fact that students consider flexibility in completion times to be a strength, the University may wish to consider whether the dropout rate suggests that the stipulated two-year period is insufficient for many students.

At university-level the Business Council provides advice and guidance and stakeholders are involved constructively in the delivery of the programme. However, there is more limited formal, structured, stakeholder input at programme level. The University may wish to consider establishing more formal links at programme level with social partners and alumni to inform curricular developments and quality assure the programme. For example alumni and employers could usefully comment on the realistic completion time for the programme.

Internal quality assurance measures are comprehensive, well-focused at all levels, informed by a wealth of data and with responsibilities clearly defined. They have proved effective in a number of areas outlined above in ensuring the high quality of the programme.

III. RECOMMENDATIONS

1. The University must avoid all reference, oral and written, to an 'Executive Master's' as the correct title of the award accredited is 'Master in Management'
2. Students would benefit from further support with their English language writing skills
3. Students should be encouraged to research and draw upon databases more thoroughly
4. Collection of more precise employment data and establishment of more formal, structured links with alumni and social partners at programme level would improve transparency and further enhance programme development and quality assurance in general.

IV. SUMMARY

The programme's flexibility is well-received by students. The modular structure and study calendar allows students to select modules relevant to their needs and to schedule their study of these to suit their personal and work commitments. In particular, the ability to 'dip-in' and 'dip-out' of the programme is instrumental in ensuring a high completion rate over time. This reflects the University's commitment to promoting and supporting lifelong learning. Enthusiastic, well-qualified and motivated staff, students and social partners, most of whom are fluent in English and the high quality learning resources and general facilities are major assets. There are clear, well-understood, responsibilities for programme management and students feel that not only do they have a voice but that their concerns are taken seriously. A wide range of data sources is utilised to inform programme management.

Students' oral communication skills in English are high, but there remains scope to improve their written skills and to encourage them further to research and draw upon databases in their work. Although employability of graduates is high, more precise employment data would enhance transparency. There are strong informal links, but the University may wish to consider developing more formal links with social partners and alumni at programme level to inform curricular developments and quality assure the programme. The University must avoid all reference, oral and written, to an 'Executive Master's' as the correct title of the award accredited is 'Master in Management'.

V. GENERAL ASSESSMENT

The study programme *Management* (state code – 621N20001) at ISM University of Management and Economics 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	4
2.	Curriculum design	4
3.	Staff	4
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	4
6.	Programme management (programme administration, internal quality assurance)	4
	Total:	24

*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:

Jeff Butel

Grupės nariai:
Team members:

Enn Listra

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**ISM VADYBOS IR EKONOMIKOS UNIVERSITETO ANTROSIOS PAKOPOS
STUDIJŲ PROGRAMOS VADYBA (VALSTYBINIS KODAS – 621N20001) 2013-04-19
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-100 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

ISM Vadybos ir ekonomikos universiteto studijų programa *Vadyba* (valstybinis kodas – 621N20001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	4
3.	Personalas	4
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	4
	Iš viso:	24

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Studentai gerai suvokia programos lankstumą. Modulinė struktūra ir studijų kalendorius studentams leidžia pasirinkti modulius pagal savo poreikius ir susiplanuoti savo studijas pagal asmeninius ir darbo įsipareigojimus. Ypač svarbu, kad į programą galima „laikinais įsitraukti“ ir

„iš jos pasitraukti“, o tai užtikrina aukštą programos baigimo rodiklį laikui bėgant. Tai atspindi universiteto įsipareigojimą skatinti ir remti mokymąsi visą gyvenimą. Itin svarbūs pilni entuziazmo, aukštos kvalifikacijos ir motyvuoti darbuotojai, studentai ir socialiniai partneriai, kurių dauguma sklandžiai šneka anglų kalba, aukštos kokybės metodiniai ir bendrieji materialiniai ištekliai. Atsakomybė už programos vadybą yra aiški ir gerai suprantama ir studentai jaučia, kad jie ne tik gali pasisakyti, bet į jų rūpesčius žiūrima rimtai. Programos vadybai naudojamas platus duomenų šaltinių spektras.

Studentų anglų kalbos kalbėjimo įgūdžiai yra labai geri, tačiau dar reikėtų tobulinti jų rašymo įgūdžius ir skatinti juos savo darbuose tyrinėti ir remtis duomenų bazėmis. Nors baigusiujų įsidarbinimo lygis yra aukštas, tikslesni duomenys apie įsidarbinimą padidintų skaidrumą. Užmegzti stiprūs neoficialūs ryšiai, tačiau universitetas, siekdamas patobulinti studijų turinį ir užtikrinti programos kokybę, turėtų apsvarstyti galimybę su socialiniais partneriais ir buvusiais studentais sukurti oficialesnius ryšius programos lygmenyje. Universitetas turėtų vengti, kad studijų programa nei raštu, nei žodžiu nebūtų vadinama „magistras vadovams“, nes teisingas akredituotas pavadinimas yra „vadybos magistras“.

III. REKOMENDACIJOS

1. Universitetas turi vengti, kad studijų programa nei raštu, nei žodžiu nebūtų vadinama „magistras vadovams“, nes teisingas akredituotas pavadinimas yra „vadybos magistras“.
2. Studentams būtų naudinga tolesnė pagalba gerinant jų anglų kalbos įgūdžius raštu.
3. Studentus reikėtų skatinti nuodugniau tyrinėti ir remtis duomenų bazėmis.
4. Tikslesnių duomenų apie įsidarbinimą rinkimas ir oficialesnių ir struktūriškai apibrėžtų ryšių su baigusiais studijas studentais ir socialiniais partneriais sukūrimas programos lygmenyje leistų padidinti programos skaidrumą, toliau ją tobulinti ir bendrai užtikrinti kokybę.

<...>

Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė,
parašas)

¹ Žin., 2002, Nr.37-1341