



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**KLAIPĖDOS UNIVERSITETO
STUDIJŲ PROGRAMOS *VERSLO VADYBA*
(*valstybinis kodas - 621N20015*)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF *BUSINESS MANAGEMENT*
(*state code - 621N20015*)
STUDY PROGRAMME
at KLAIPEDA UNIVERSITY**

Experts' team:

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Verslo vadyba</i>
Valstybinis kodas	621N20015
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuotalinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos magistras
Studijų programos įregistravimo data	2002-06-14

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Business Management</i>
State code	621N20015
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
Degree and (or) professional qualifications awarded	Master of Management
Date of registration of the study programme	14 June, 2002

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The Centre for Quality Assessment in Higher Education

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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.	<i>Protocols of the Management department meetings</i>
2.	<i>Klaipeda university guidelines</i>
3.	<i>Topics of Final Thesis in 2016</i>

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

Klaipėda University (hereinafter: KU) is an institution of higher education, established by the Republic of Lithuania in 1991. KU has a multidisciplinary structure of research, recognized

artistic activity, and multi-cycle studies. The university has the experience of international project development, implementation, and expertise.

KU has a well-developed three-cycle study system: 60 undergraduate study programmes, 1 integrated study programme, 59 graduate study programmes (including one in the study field of Management), and 10 doctoral study programmes (including one in the study field of Management).

The university is in a process of reviewing its postgraduate programme portfolio in order to rationalize the number of graduate programmes vis-à-vis its resources.

The University comprises five faculties (Humanities, Social Sciences, Marine Engineering and Natural Sciences, Pedagogy, and Health Sciences), moreover, an Academy of Arts, an Institute of Continuous Studies, and an Institute of Baltic Region History and Archaeology. Altogether, it has 36 Departments and 11 research and study centres.

The various Faculties and administrative services of KU are located in different parts of Klaipėda, some of them in a significant distance from the central administration. Although quite a number of communication processes can be carried out online, the concentration of all the divisions in one campus would be more favourable for more intensive activity of the academic community. The Faculty of Social Sciences (hereinafter: the SSF) where the administration and the main lectures of the assessed study programme take place is one of the divisions most remote from the central campus. As laid out in the approved structural changes of KU over the period of 2016 to 2017, the SSF is to be transferred to the premises in the KU campus.

In 2014, KU has implemented an ISO 9001-compliant internal Quality Assurance system University-wide which provides measures of activity and contributes to maintain the quality of studies. The QA system provides for programme self-evaluation and updating every three years.

The programme under review is a second cycle programme that awards the qualification of Master in Management. The programme is offered by the department of management in the Faculty of Social Sciences. The previous evaluation of the programme took place in 2009, and the programme received a positive evaluation.

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 *19/May/2016*.

1. **Prof. dr. Pandelis Ipsilandis (team leader)** *Professor of School of Business and Economics, Technological Education Institute of Larissa, Greece.*
2. **Prof. dr. Tatjana Volkova**, *Professor of BA School of Business and Finance, Latvia.*
3. **Dr. Pedro Pablo Cardoso Castro**, *Lecturer of Business School, Leeds Beckett University, UK.*
4. **Ms. Lina Grigonytė**, *Executive director at Association of Management Consultants of Lithuania, Lithuania.*
5. **Ms. Indrė Šadzevičiūtė**, *student of Vilnius Gediminas technical University study programme Entertainment Industry.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

Programme aims have a strong research orientation in the field of Management. As, stated in the SER, “*the programme is intended to prepare students for independent research or other tasks that require scientific knowledge and the ability to analyse and apply it*”. Students are expected to become highly qualified business management specialists who can conduct fundamental or applied research in business management, present the outcomes and be able to apply them in a business organisation. The aims of the programme also address the role of communications in the business field as well as the need for students to develop their ability to study independently. The Expert Team observed that the dimensions of promoting entrepreneurship and internationalization, both very important in today’s economies, could be more stressed, and recommends that in the next programme review, enhancement of programme aims in that direction is considered. As the programme under review is a 2nd cycle academic programme the overall philosophy of programme aims should focus and be expressed in terms of “*preparing*” rather than “*training*” students.

Programme aims and objectives are compiled into well-defined Learning Outcomes (LOs) at Programme level – differentiated between knowledge acquisition, application ability, research skills, as well as the development of social and personal skills and are consistent with programme aims and objectives. The Expert Team thinks that in few cases LOs could be reduced and expressed more coherently by combining similar ones (e.g. 1.1 with 1.3, 2.1. with 2.2, etc.) with a shift of focus on “*understanding*” rather than “*knowing*”, so that they are aligned with international practices and are clearer to prospective students and other interested parties (e.g. potential international partners). A great amount of effort was spent to develop a mapping scheme where all programme LOs are justified and supported by learning outcomes to be achieved at the subject study level. Some minor inconsistencies regarding the names of the study subjects between the SER, study subject descriptors and Web listed information, if not due to translation could be corrected.

The course aims and LOs are publicly available to students and any interested person / organization.

As stated by the management of the university, the university is in a process of reviewing its postgraduate programmes in order to rationalize the portfolio vis-à-vis its resources. The

specific programme is considered of strategic priority for the University and the intention is to enhance its international character (see also section 6.).

Comparison and benchmarking of the programme with other similar programmes internationally is therefore absolutely critical at this stage and recommended by Expert Team.

The Expert Team can commend that serious care was given to receive input from stakeholders regarding the development and continuous review of the programme's aims and learning outcomes. A series of formal meetings with social partners took place during the last years and a conference was held where with participation of social partners where aims, outcomes and implementation issues were discussed with them. As it was evident by social partners, and alumni who participated in the review visit meetings the programme is well accepted, its quality is highly respected, and is considered important for the regional development as it provides students and professionals the opportunity for acquiring advanced knowledge in management.

The program's aims and objectives and its LOs meet the requirements laid down in Lithuanian law and regulations as well as the developments in the wake of the European Bologna Process requirements of a second level academic programme in management.

The title of the programme, its aims and objective and the associated LOs are generally compatible with the offered qualification.

Strengths

- ✓ A programme with strong research orientation in the field of Management, aligned with the strategy of the institution.
- ✓ The programme's LOs, focus on providing students with strong academic knowledge along with the necessary skills and capabilities that respond to market needs.
- ✓ Being well positioned in the market, the programme is considered by students, graduates and social partners as a very good programme in its field, important for the regional economy.

Weaknesses

- ✓ Programme aims and LOs need to become more streamlined and clear to prospective students, potential international partners but also internally, among academic staff, so that they form a solid basis for further programme development.
- ✓ Trends in the modern business world such as entrepreneurship, internationalization, innovation could be directly reflected in programme aims and LOs.
- ✓ No systematic benchmarking against similar international programmes has so far taking place, neither benchmarking criteria has been set.

2.2. Curriculum design

The curriculum structure conforms to the ECTS system, meets legal requirements and the programme complies with the General Requirements of Lithuanian regulations for Higher Education.

The total programme workload of 120 credits is allocated equally among 4 semesters. Each of first three semesters includes 4 taught study subjects of 6 ECTS credits each, while additional 6 credits are allocated to a research oriented module "research paper". The later aims in developing the students' research skills and preparing them for their master thesis research,

which takes place during the fourth semester and amounts to a workload of 30 ECTS credits. The overall structure of the curriculum justifies the strong research orientation of the programme aims.

The study subjects follow a smooth progression in terms of building knowledge and competencies: Starting with subjects that introduce the students to a holistic business perspective, strategic thinking and management systems, students' progress to study more specialized aspects of business and management. At each semester, students enjoy the flexibility in choosing one out of three elective subjects. However, given the current small number of students in the programme not all electives are offered each semester.

The curriculum provides a solid process for the development of research skills progressively, over the duration of the course. In the first semester students define and formulate a problem, that eventually becomes the theme of their Master's final thesis. During semesters 2 and 3, students research skills are developed further through their progression to analysis of the literature and formulation of the aims and objectives of their research topic. The study process is completed by the Master's final thesis which confirms the knowledge and skills acquired by student and his professional qualification. The fact that several graduates of the business programme continued their studies at doctoral level signifies the effectiveness of the programme in building solid background and research skills.

Considering the plans for internationalization of the programme (section 6.) an overall review of the courses (study subjects) with ***broader and enhanced participation of all academic staff*** who teaches in the programme is recommended. The Expert Team would like to suggest considering areas for further development: Enhancements in foreign language teaching (i.e. some subjects may be taught in English, even for Lithuanian students, as interviewed students and alumni suggested), Titles of the courses could be more internationally recognized (e.g. *Human Resources management* instead of *Staff management methodology*, *Business valuation (?)*, etc.), Students could be taught on critical self-reflection,; especially under the transition of the programme delivery in a distance mode, Enhancement of the curriculum by introducing topics in Globalization, EU economics and policies, Entrepreneurship and Innovation, Alignment of ECTS, study workload and assessment with the learning activities and LOs for each module.

Overall the scope of the programme is sufficient to cover the programme LOs. Each of the programme's LOs is supported by the learning outcomes of several study subjects. Study subject learning outcomes are mapped into programme.

An excellent job was done in developing well laid-out detailed subject descriptors for each of the offered subjects. The descriptors clearly state the learning outcomes of the corresponding subject, the assessment methods, and their association with the programme LOs. Although a plurality of proper assessment methods are used to ensure the achievement of LOs, it seems that the final grade is dominated across all subjects by the performance of the students in a written exam ($\geq 50\%$). Perhaps this is due to an existed regulation which, as the expert team was informed, has been lifted. The review team would like to emphasize the need for continuous monitoring and review of the association between assessment methods and learning outcomes, and advice towards the employment of a multitude of assessment methods with less weight given to final exam to the favour of other forms of assessment aligned with specific learning outcomes and associated workload.

The majority of the books in the suggested literature lists are in Lithuanian language – very few subjects use English text books - and in many cases not updated. It is noticed that certain study descriptors include recent articles from business and scientific journals as well as

additional teaching materials to support the development of students' research skills. The Expert Team commends this practice and suggests a systematic approach of continuous update of the literature of study course with more materials in English and scientific journals.

Strengths

- ✓ Design of curriculum assures smooth progression in terms of building knowledge and competencies and gives students flexibility in terms of electives.
- ✓ Well-structured study subject descriptors assure consistency in delivery of the content regardless of the specific lecturer.
- ✓ Very strong emphasis and an effective approach in developing student's research skills

Weaknesses

- ✓ Broader and more active participation and interaction of teachers would be valuable to achieve an integrated approach in curriculum review.
- ✓ Stronger emphasis could be shown in areas that are important in today's economic environment (entrepreneurship, globalization, etc. as indicated above)
- ✓ Suggested literature could be enhanced with more international teaching materials (books, articles, etc.) since the library resources allow for this.

2.3. Teaching staff

The composition of the teaching staff on the study programme Business Management, fully complies with the requirements set by Lithuanian regulations for second cycle study programmes, specifically: *"No less than 80% of the teaching staff shall have advanced degrees of which no less than 60% shall engage in research in the same area as the subject they teach. ... No less than 20% of the subjects in the main field of studies shall be taught by full professors"*. The programme is supported by an adequate number of academic staff (14 according to the list provided to the Expert Team). All instructors in the programme are holders of Ph.D. degrees, including five full professors who teach 7 out of the 19 study subjects (research paper subjects is considered one subject).

Overall, the teaching staff can be considered as a strong asset for the programme, since all of the staff has strong academic background, and most of them over 10 years (much more for many) in teaching, research and/or professional activity experience, in fields that suit the disciplines. The roster also includes a professional from industry, holder of a doctoral degree who is also active in research. The team of the teaching staff provides a rich blend of ages, experience, academic and contextual backgrounds and a balanced representation between established approaches and current trends in business and management. Interviewed students reported their satisfaction regarding the academic staff who teaches in the programme and characterized them as supportive and responding to their needs. International students felt generally comfortable with the delivery of the subjects in English language, but have indicated few cases where strengthening of English language skills is needed.

Over the period 2009 – 2015, the turnover of academic staff who teaches in the programme has been very low (only 2 persons left and another 2 retired). Currently, more than 75% of the teaching staff is employed full-time by Klaipeda University. The great degree of stability and gradual renewal of the academic staff presents an opportunity for inducing more intense interaction among academic staff at programme level, so that a core team with a sense of

programme ownership is formed. Integration of academic staff at programme level will create excellent prospects in further development of the programme, especially under the current elaborations of introducing a distance learning delivery mode.

Academic staff hiring and advancement follows clear rules as described in the university's official manual "*Descriptor of the Order of Attestation and Competition for Tenure of KU Academic Staff, Heads of Departments, and Deans of Faculties*", while their professional development is ensured by making and implementing annual plans of individual activity such as: participation in department's research themes, attending courses, exchange visits and lecturing at universities abroad and informal consultation among them. Student evaluations of academic staff are reviewed and discussed in departmental meetings. Although there is an attestation process every five (5) years for full time staff, where their performance is reviewed, the expert team received no clear indication regarding the monitoring of the staff development process within the attestation period and would like to suggest that such policies may be introduced.

The academic staff receives adequate support and attention regarding their continuous professional development in their scientific areas (research leaves, conference organization & participation, scientific publications, etc.). Annual courses related to didactics are also offered to staff in the form of annual courses (e.g. English language, Statistical software, Virtual learning environment, etc.) and exchange visits to international universities, while informal consultation is offered to new staff members.

The research activity of the teaching staff over the last five years shows that individual members of staff have their own research interest and pursue research activities accordingly. Based on the list of the staff's scientific publications, it is noted that all teaching staff has been active in research during the 2009 – 2015 period, however very few publications are shown for 2014 – 15. Although the fact that all teaching staff is active in research is commended, the majority of the published work appears in proceedings of Lithuanian conferences, and Lithuanian / Baltic region journals, with very few in other international scientific journals. Improving on the later will work to the benefit of the programme and should become one of the goals for the future.

Student's involvement in research activities is rather limited and within the framework of their master thesis. Several students present their results in an annual scientific conference organized by the Faculty of Social Sciences. The department and the SSF established an excellent practice of setting "research themes" so that academic staff can take them into consideration when developing their individual plans. The Expert Team commends these initiatives and urge the department to also consider establishing a portfolio of applied research areas that may conduce to academic consultancy products. This alignment (teaching specialized subjects - research on these specialized subjects - specialized consultancy portfolio) will satisfy the standard mission of H.E. Institutions (education, research and social extension). The integration of these three activities may enhance the quality of both, the student experience and the content of the program and contribute via academic consultancy to the generation of income - sustainability of the course.

Benefits for the programme are also derived by the active involvement of members of the teaching staff in significant EU and National projects related to economic and business development in Lithuania and the Baltic region, thus bringing their experiences in the classroom. Student involvement in these types of activities should also be encouraged.

Strengths

- ✓ A stable group of highly qualified academic staff with rich academic and professional experience, caring about their continuous improvements in their teaching, which provides a solid basis for further programme development.
- ✓ Excellent organization of staff management and staff development policies who are well accepted by the staff and seem to work effectively and efficiently thus creating a very constructive work environment.
- ✓ Initiatives towards establishing research agenda at the department level which must be further integrated and strengthened.

Weaknesses

- ✓ Staff cooperation at programme level could be enhanced.
- ✓ English language skills need to be strengthened to support the plans for more programme internationalization.

2.4. Facilities and learning resources

The SER provides a detailed description of the physical resources available for the delivery of the programme. As with other sections of the SER, the material is well presented and designed to meet the information needs of the review team.

Fourteen medium-sized classrooms and 2 large classrooms, equipped with modern multimedia, are available at the Faculty of Social Sciences for the delivery of the programme. Larger groups of students can be accommodated at another building. The Faculty building also hosts a faculty library facility, a gym and a canteen.

Two computerized rooms with 24 computers, as well as 34 computerized workplaces at the faculty library and 12 at the central library are also available to students both for in-class training and student use. Other equipment available to students and teachers for supporting the study process include 19 graph projectors, 14 multimedia projectors, 26 notebooks, 81 stationary computers, 3 TV sets, 5 video cameras, and 12 copying machines. Available software includes standard software applications like Windows, MS Office, Adobe Acrobat and other auxiliary applications, as well as specialized software for business applications like Statistical analysis (SPSS and Statistica), Business Simulation (Powersim), GIS, Project Management (MS Project) and Strategic analysis (Mind Genius). Wireless Internet access is available on the premises of the faculty, which allows students to use their own PCs.

The Moodle platform has been adopted and used by all the teaching staff as a learning management system that hosts teaching materials, practical tasks and self-assessment tests uploaded by the lecturers.

Students have access to use the services of all nine divisions of the Klaipeda University Library (KUL). The main literature for business subjects is hosted at the Library of the Faculty of Social Science which is open six days a week. Through the KU virtual library (<http://ku.lvbt.lt>) and the e-Lithuanian Academic Library eLABa (<http://www.elaba.lt>) the academic community receives one-stop shop services to library resources.

Business Management students have access to 47 titles of Lithuanian scientific journals in the area of social sciences, while the databases supported by the project *eMoDB.LT: Opening the Online Research Databases for Lithuania* provide free access to over 20,885 full-text

journals and 143,790 e-books, including 518 e-books in Lithuanian (including most of the major journals in the area of Business and Management. Academic staff and students can access electronic library materials and request services from any place.

The Expert Team welcomes the detailed treatment of library resources and usage in the SER. The KU library clearly meets its ambition to provide leadership in the provision of learning resources to the academic community.

A well-equipped media-centre is also included in the faculty facilities. The Expert Team would like to indicate the opportunities that this centre can provide in supporting the distance learning mode of teaching. Students have already pointed out, they would like to have access to more “live” teaching materials (i.e. videoed lectures, short videos on practicals etc.). Proper training of the academic staff will lead to effective exploitation of the opportunities available at the media centre and will greatly enhance the distance learning approach that the programme plans to follow.

Overall the premises and the learning resources provide a comfortable space and a learning environment that covers the needs of the programme. The Expert Team was informed that a project is underway for SSF to be relocated in new built facilities on the central campus of KU that will include library, classrooms and office space as well as dormitories for students. Student dormitories have just been completed and opened to students. It is understandable that since the relocation of the Faculty is planned to happen within the next couple of years, no major investments are made to the existing facilities. In the meantime, however, serious consideration should be given to providing better room conditions for academic staff (i.e. privacy, space to work and meet with students, etc.).

Strengths

- ✓ Adequate premises for the delivery of the programme.
- ✓ Fully functional and supportive learning environment. Availability of the electronic services to the academic community of the programme, including access to Library e-books, e-journals, databases from any place that should be further exploited.
- ✓ Faculty supported library that directly responds to academic staff and students’ needs that can be instrumental in enhancing teaching materials with more international books, journals.
- ✓ Well – equipped media room that can enhance the support provided to distance learning delivery mode

Weaknesses

- ✓ Academic staff space is rather limited and lacks privacy.
- ✓ Limited investment in facilities in the light of plans for building new faculty facilities.
- ✓ No plans yet to explore the media centre opportunities for enhancing the learning process.

2.5. Study process and students’ performance assessment

Clear student’s admission procedures are administrated according to KU-Senate approved procedures. Two groups of students are currently in the programme. Lithuanian students follow part-time studies in Lithuanian language, while international students study full-time in English language. Relative information is available to all prospective students, mainly on

the web. Besides a possession of a first level degree, international students must prove knowledge of English at B2 level.

As evidenced by current students, recent graduates and social partners during the review process, the programme is well received and the study process facilitates the achievement of LOs. Because of that the programme attracts a large number of applicants each year with an upward trend, the majority of whom select the programme among their first two choices. However, due to limited number of positions funded by the state, the percentage of the applicants enrolled is rather low (one out of five) but the numbers of admitted students is rather stable over the last few years (10+ students every year) with the exception of 2011, when admissions were almost double. Overall the admission process is very sound and build on the academic merit principles. The programme attracts students with excellent grades from undergraduate studies (state funded places) and very good or fair grades (paid places).

The study process is characterized by mutual trust and respect between students and lecturers that contributes to excellent end-results. Evidence from students, teaching staff, alumni convinced the Expert Team that the study process is stable and in control. Students enjoy a rich learning process in terms of learning activities according to the provisions in the study subject descriptors, and testimonies of teachers and students during the interviews. Student work time is well allocated between lectures, seminars or other forms of learning activities and self-study. According to SER, the study and learning process is further enriched by lectures of visiting professors, and field trips to businesses in the region. Since 2010 a “*Manager’s Club*”, founded by students, is in operation. The club brings students and alumni together and brings students and graduates in contact with successful business representatives. Students do realize the value of activities that bring them in contact with the “real world” in their learning process and demanded more activities of that kind.

The programme should strive for continuous enrichment of the study process, along the lines of student demands by increasing the presence of more foreign lecturers, delivery of study-subjects in English even for Lithuanian students, increasing the interaction between international and local students and inviting industry professional to lecture in the programme. The latter will also to strengthening the links of the programme with industry.

The programme puts a lot of emphasis on building students’ research skills in the process of writing academic papers, conducting research, and writing Master’s final theses. The themes of research papers (final theses) are formulated by combining student and teachers’ research interests.

An excellent practice that it is worth being commended is the stage oriented approach in the process of the Master thesis that extends over the three semesters and gives students time to build strong research skills (section 2). The thesis writing process is detailed in the official university document: *Descriptor of General Requirements for KU Students’ Independent Academic Papers and Art Works*, while additional methodological recommendations are provided in the guide authored by KU staff: (Stašys R., Šimanskienė L. *Master’s Final Thesis in the Study Fields of Management and Marketing. A Methodological aid. Klaipėda University Press, 2011*).

The defence of the thesis follows rigorous academic rules set by the department. Each year, in the Faculty of Social Sciences a students’ scientific conference is held, during which 5 to 10 students in the study field of Management make presentations. The best scientific works of students are awarded with Dean’s and social partners’ established prizes. The conference

proceedings are published as a volume, and its articles are reviewed. To further promote Master students' research activity, a departmental decision was made in 2014, that students will be allowed to defend their Master's final theses provided they had at least one publication. Students have also the opportunity to present their work to the public and be exposed to work of others at "Research Nights" organized every year.

Overall, the study process equips students with the necessary knowledge and skills, meeting the intended learning outcomes. Most of the students who enrol the programme are already employed with only 10% of students being with no job at the time of admission. Records of the Klaipeda Job Centre show that no graduate of the programme is registered with them. On the basis of the information supplied, it would seem reasonable to infer that the majority of graduates achieve satisfying professional careers at the appropriate level. It is strongly advisable however that the programme monitors the career development and paths of its graduates.

A major concern about the programme has to do with the high failure rate of students to complete their studies on time (over 40% in the last 4 years) creates. The programme management has looked at the reasons for the high failure rate and attributes them mainly to financial (60%) and academic (30%). Although only few cases of students being expelled because of poor academic performance exist (2009-2015), and most of the students who delay, manage to complete their studies a year later, more consideration should be given to alleviate obstacles by providing additional support to the learning process for those students (e.g. videoing lectures, distance learning material, etc.)

KU has an extended Erasmus University Charter and collaborates with almost 180 partners in 25 countries by implementing activities of the Erasmus programme: student and teacher exchange, intensive programmes, and student practices. KU supports the mobility of students and ensures the quality of the mobilities by offering additional courses of foreign languages at the University and demanding that students pass an exam. All the courses completed in partner universities abroad are transferred as respective courses of that semester in the study programme of Business Management at KU. Despite the large number of partner institutions, and the efforts of the university, the number of the outgoing students through the Erasmus programme is low. Actually the only mobilities showing is for the period of 2014-2015 when several graduate students of Business Management did Erasmus + practices in Nicolaus Copernicus University in Poland and the Universities of Latvia and Liepaja in in Latvia. The reason for low mobility is mainly because almost all the students of the study programme are working and cannot be absent for a long period of time, something that is usual at masters programmes.

To compensate, attempts are made to invite more visiting teachers from abroad.

The SER states that "*For several years, the number of inbound students was not large, however, over the last two years, it has grown more than twice.*", exact data could be submitted in future SER.

The need and the importance of international mobility is recognized in the SER, but a coherent policy should be in place.

The KU Business Management programme provides strong academic support to students throughout their studies. Detailed information about their studies is readily available at the admission phase. Orientation of new students takes place through a well-designed process where the teacher – curator is introduced and students get acquainted with their studies and teachers. All teachers are also required to introduce in detail their subject at the first meeting with

students. All relative information is also available at the web. Teachers maintain close contact with students and provide individual consultation to students during their studies during office hours and also through the learning platform or through e-mail.

Career Centre (CC) services are available to students since 2013. The CC organizes meetings with employers who provide information on the significance of the courses of the study programme for the further career. KU holds career days where students have an opportunity to directly communicate with employers on the issue of employment and other current issues

Social support is provided through the operation of psychological counselling services, individual study plans for student-sportsman, events like *Fitness Days*, and supporting a number of artistic groups and sports teams that students of Business Management can join (e.g. singing groups, representing KU in field and track competitions, basketball playing for the KU team, etc.).

Several grants are also available to students (e.g. the KU Senate Grant; the Faculty Council grant; social grants from the state appropriations; one-time Rector's grants; and one-time Dean's grants) that are awarded based on academic performance.

Three dormitories are available to students coming out of town and another one is just added at the new SSF location (section 4).

The present premises of the Faculty of Social Sciences are only partly adjusted to the needs of the disabled, since the current building is an old one.

Students' assessment rules are clear and the information is available to students. However assessment by exam seems to dominate the grade at every single subject. As it is stated previously (section 2) the review team advises the employment of a multitude of assessment methods with less weight given to final exam to the favour of other forms of assessment reflecting the achievement of the specific learning outcomes and the associated workload. Integration of teaching staff at programme level (sections 2 & 3) can also help in establishing a moderation process both in the formation of the assessment tools and also the grading procedure but this is a matter for the Faculty, the Programme committee and the team to decide.

Strengths

- ✓ Well controlled processes assure the smooth delivery of the programme and the achievement of mutual trust and respect between students and lecturers to the benefit of the programme.
- ✓ A rich learning process in terms of learning activities that include lectures of visiting professors, and field trips to businesses in the region .
- ✓ Effective in building students' research skills through an excellent practice of stage oriented approach for the Master thesis that extends over the three semesters, and requires students to have at least one publication before defending their Master's final theses.
- ✓ Strong academic and social support for students

Weaknesses

- ✓ Large number of student drop-outs for many reasons, mostly non-academic and lack of coherent strategy / plans to respond to this phenomena.
- ✓ Assessment methods not entirely aligned with learning activities and student workload within each study subject.

2.6. Programme management

The Business Management study programme is administered by the Study Programme Committee of the Social Science Faculty (SSF), the Council of the SSF, and the Course Attestation Committee for the Studies of Social Sciences. The SSF Faculty Council has the responsibility of approving the study programmes and is in charge of the study programme improvement, staff competence, and their attestation.

Given that the university is reconsidering its portfolio of all master's programmes, with an intention to reduce the overall number of master programmes offered, the SSF has decided that the programme under review is of strategic importance to the Faculty and should be further strengthened by enhancing its international dimension so that it attracts students from the neighbouring countries, and introducing distance learning approach in delivery so that it becomes attractive to working students, which is considered a large target group.

Although some of the specific targets (e.g. 5% exchanges) should be adjusted to reflect student numbers, the Expert Team is convinced that a well thought strategy for the programme is in place. Nevertheless, the Expert Team would like to draw attention to the management team so that market interests do not put the quality of the programme and the achievement of promised Learning Outcomes in doubt.

To that extent, serious consideration should be given to build a strong programme management structure at programme level with clear allocation of duties and responsibilities so that management functions are strengthened at the programme level. Currently it seems that most of the management functions are performed at departmental or faculty level, leaving administrative operations at the programme level.

Programme management should aim at building a continuous quality enhancement process based on more intense communications and interaction among academic staff who delivers the content. The Expert Team was made aware of the interest of the academic staff in continuous improvements in the content and teaching of their modules. This should be extended to a continuous quality enhancement culture at programme level, so that issues related to curriculum design, content integration and delivery methods are addressed in an integrated and holistic approach. Special attention should be given to methods of delivery which should be adapted to maintain the level of LOs in terms of teamwork skills, critical thinking, creativity, communications, research skills, etc.).

The Expert Team was given evidence of informal and ad-hoc communications between academic staff and sometimes between academic staff and social partners, mostly concerning individual study subjects which result in improvement actions. Social partners and alumni expressed their willingness to support the development of the programme in many ways (Participate in meetings, delivering special lectures, sharing experiences with students, etc.) and the programme management team should exploit to their fullest extend all these opportunities. After all, the association of social partners, alumni, academic community is marked by a "regional community spirit" that helps building strong relationships.

KU has implemented an internal Quality Assurance system which provides measures of activity and contributes to maintain the quality of studies. The QA system provides for programme self-evaluation and updating every three years. This process is carried out by a 12 persons group that includes also a student and a social partner representative, while input from all interested parties is welcomed.

The Expert Team has been informed that students and stakeholders have been called to evaluate the programme, but besides a general statement that both social partners and students find the programme in good standing, no other specific results of the evaluation process neither a plan of improvement actions was presented. The Expert Team suggests that a more formal approach should be taken in programme reviews. For example, it was stated that the proposition to teach the programme in distance teaching mode, has also received a positive view by academic staff teaching in the programme but no critical analysis of pros and cons of this strategically significant action exists.

Despite the clear allocation of responsibilities and the existence of a formal QA system, the current programme management scheme raises some certain concerns regarding its effectiveness: the academic freedom of individual lecturers could be respected within a framework that monitors and ensures the achievement of learning outcomes, and decisions regarding the delivery and assessment of each subject. Also, no details about a firm plan for continuous quality improvement exists and it seems that any improvements made to the programme came as a result of the 2009 external evaluation. More explicit evidence on how the programme interacts with local business-people and how this interaction informs the curriculum would be beneficial as also a strong alumni involvement in providing feedback during programme reviews could be considered.

Strengths

- ✓ There is a strategic plan for programme development at the faculty level that has been received positively by the academic staff who teaches in the programme.
- ✓ A Quality Assurance system is in place, including processes related to quality of the study process and periodic programme reviews are taking place.

Weaknesses

- ✓ Most of management processes are at the Faculty and Department level. Management processes should be strengthened at the Programme level.
- ✓ Lack of systematic approach for monitoring achievement of learning outcomes, alumni career paths, student failures, etc.

2.7. Examples of excellence

- The emphasis on the quality of the Master Thesis as it evidenced by the introduction of a stage controlled approach and the requirement to have at least one publication before being allowed to defend their Master's final theses.
- The Faculty and department's established practice of setting "research themes" periodically, so that academic staff can take them into consideration when developing their individual professional development plans.

III. RECOMMENDATIONS

1. The Study Programme Committee should review the programme's aims, objectives and LOs to make them more coherent, put emphasis on "preparing" rather than "training" students, and align them with today's business environment in terms of entrepreneurship, internationalization, innovation etc. Benchmarking the programme against similar programmes at international level should definitely be part of this process.
2. Management functions at programme level must be strengthened and focus to achieve broader and enhanced participation of all academic staff who teaches in the programme so that matters that have to do with curriculum design and study process are addressed in an integrated and holistic approach at the programme level, thus promoting a sense of "programme ownership" among academic staff.
3. Special attention is needed to ensure that the transition to distance learning mode does not have a negative impact on the quality of the programme. A staff development plan is necessary so that lecturers are prepared to face the new needs, and adapt delivery methods accordingly in order to maintain the level of LOs in terms of teamwork skills, critical thinking, creativity, communications, research skills, etc.). English language skills, exploitation of the opportunities available at the media centre, enhancement of the teaching materials with more self-study activities, introduction of simulation, and interaction with the business world should be considered.
4. The assessment process for all taught subjects must be reviewed at programme level so that students experience a multitude of assessment methods, properly selected for each subject depending on the specific learning outcomes, with less weight given to final exam to the favour of other forms of assessment subject to the associated workload. The continuous monitoring of this process using student feedback is necessary, while the introduction of a peer-moderation scheme could also help in a paradigm shift from "subject ownership" to "programme ownership".
5. The programme management team should exploit to their fullest extent the willingness of social partners and alumni to support the development of the programme. A systematic approach should be implemented that leads to specific actions that strengthen their association with the programme and develop "programme community".

IV. SUMMARY

The Master in Business Management programme at Klaipeda University is aligned with the strategy of the institution. The programme's LOs, focus on providing students with strong academic knowledge along with the necessary skills and capabilities that respond to market needs. Students, graduates and social partners, have a very positive view about the positioning of the programme in the market, as a very good programme in its field and important for the regional economy.

In a continuous improvement effort, consideration should be given to review aims and learning outcomes so that they are more coherent and address contemporary issues regarding internationalization, entrepreneurship, innovation, etc. In addition, the benchmarking of the programme against compatible ones at European and International level will add value to it.

The curriculum is designed in a way that assures smooth progression in terms of building knowledge and competencies and gives students flexibility in terms of electives. Aligned with the programme's aims and objectives, the structure and content of the curriculum puts very strong emphasis in developing the student's research skills. Well-structured study subject descriptors assure consistency in delivery of the content regardless of the specific lecturer.

The programme can be benefited more by broader and more active participation and interaction of teachers so that an integrated approach in curriculum review is achieved. Consideration should be given to put more emphasis in areas that are important in today's economic environment (entrepreneurship, globalization, etc. as indicated above) and also to alignment of study subjects' learning objectives, associated workload and methods and weight of assessments.

A stable group of highly qualified academic staff with rich academic and professional experience, caring about their continuous improvements in their teaching, is an asset of the programme, and provides a solid basis for further programme development. The staff management and staff development policies are thoroughly organized, well accepted by the staff and seem to work effectively and efficiently thus creating a very constructive work environment.

Broader participation of foreign teachers and industry professionals will enrich the study process.

Current initiatives towards establishing research agenda at the department level must be further integrated and strengthened. Staff development should continue especially regarding skills required to support plans for programme internationalization and distance learning delivery (e.g. English language skills, distance learning material development, etc.).

The programme is delivered at the premises of the Social Science Faculty which are adequate, and well cared, although no major investments are made due to the fact that plans are under way for relocation of the Faculty to the new premise in the main campus. A fully functional and supportive learning environment is available and sufficiently covers the needs of the academic community including (learning platforms, access to Library e-books, e-journals, databases from any place, etc.). In addition, an organized Faculty library meets its ambition to provide leadership in the provision of learning resources to the academic community). The resources of a new well – equipped media room can be exploited further to enhance the support

provided to distance learning delivery mode. Consideration should be given for making more space available for academic staff.

The study process is characterized by a mutual trust and respect between students and lecturers, while well controlled processes assure the smooth delivery of the programme. Students enjoy a rich learning process in terms of learning activities that include lectures of visiting professors, and field trips to businesses in the region, which can be further enhanced. An excellent practice of stage oriented approach for the Master thesis that extends over the three semesters, and requires students to have at least one publication before defending their Master's final results in building strong research skills. Overall students receive strong academic and social support.

Assessment methods not entirely aligned with learning activities and student workload within each study subject.

Large number of student drop-outs for many reasons, mostly non-academic and lack of coherent strategy / plans to respond to this phenomena.

The strategic plan for programme development focuses at enhancement of internalization and introducing distance learning mode and has been received positively by the academic staff who teaches in the programme. The success of the new strategy depends to a large extent to proper development of academic staff skills needed (e.g. English language, design and development of distance learning material, new learning activities, etc.) At the operational level, a Quality Assurance system is in place, including processes related to quality of the study process and periodic programme reviews are taking place.

Management processes which are currently administrated at Faculty and Department level, should be strengthened at the Programme level, including coordination and intense communication among academic staff who teaches in the programme, introducing systematic approaches for monitoring achievement of learning outcomes, alumni career paths, student failures, etc. and exploiting the potential of alumni and social partner contribution to the development of the programme.

V. GENERAL ASSESSMENT

The study programme BUSINESS MANAGEMENT (state code – 621N20015) at KLAIPEDA 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	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	18

*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. Pandelis Ipsilandis
Grupės nariai: Team members:	Prof. dr. Tatjana Volkova
	Dr. Pedro Pablo Cardoso Castro
	Lina Grigonytė
	Indrė Šadzevičiūtė

**KLAIPĖDOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
VERSLO VADYBA (VALSTYBINIS KODAS – 621N20015) 2016-09-27 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-217 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

KLAIPĖDOS UNIVERSITETO studijų programa *VERSLO VADYBA* (valstybinis kodas – 621N20015) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	18

* 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)

<...>

2.7. Gerosios praktikos pavyzdžiai

- Akcentuojama magistro darbų kokybė; tą įrodo įdiegta etapų kontrolės sistema ir reikalavimas parengti mažiausiai vieną publikaciją prieš ginantis magistro darbą.
- Fakulteto ir katedros įdiegta praktika periodiškai nustatyti mokslinių tyrimų temas, kad dėstytojai į jas atsižvelgtų rengdami savo asmeninius profesinio tobulėjimo planus.

<...>

IV. SANTRAUKA

Klaipėdos universiteto vykdoma magistrantūros studijų programa *Verslo vadyba* atitinka institucijos strategiją. Programos studijų rezultatuose akcentuojamas tvirtų akademiinių žinių teikimas studentams ir reikalingų įgūdžių bei gebėjimų, atitinkančių rinkos poreikius, ugdymas. Studentai, absolventai ir socialiniai partneriai labai teigiamai atsiliepia apie programos statusą rinkoje; pasak jų, tai labai gera šios krypties studijų programa, svarbi regiono ekonomikai.

Siekiant tęstinio tobulinimo reikėtų peržiūrėti tikslus bei numatomus studijų rezultatus, kad jie būtų nuoseklesni ir atsižvelgtų į šiandienos klausimus: tarptautiškumą, verslumą, inovacijas ir t. t. Be to, būtų naudinga palyginti studijų programą su panašiomis europinėmis ir tarptautinėmis studijų programomis.

Programos sandara užtikrina sklandžią žinių ir gebėjimų įgijimo progresiją ir suteikia lanksčias galimybes studentams rinktis pasirenkamuosius dalykus. Studijų programos sandara ir turinys atitinka programos tikslus ir uždavinius ir ypač akcentuoja studentų mokslinių tyrimų įgūdžių ugdymą. Aiškios struktūros studijų dalykų aprašai užtikrina turinio nuoseklumą, nesvarbu, koks dėstytojas dėsto dalyką.

Studijų programai praverstų didesnis ir aktyvesnis dėstytojų dalyvavimas ir bendravimas, siekiant integruoto požiūrio į studijų sandaros peržiūrą. Reikėtų apsvarstyti ir akcentuoti sritis, kurios svarbios šiandienos ekonominei aplinkai (verslumą, globalizaciją ir pan., kaip minėta anksčiau), taip pat suderinti studijų dalykų uždavinius, atitinkamą darbo krūvį ir vertinimo metodus bei svorį.

Stabilus ypač kvalifikuotas akademinis personalas, sukaupęs daug akademinės ir profesinės patirties ir besirūpinantis nuolatiniu pedagoginiu tobulėjimu, yra studijų programos vertybė, suteikianti tvirtą pagrindą tolesniam programos vystymui. Personalo vadybos ir tobulinimo politika yra kruopščiai parengta, palankiai vertinama darbuotojų, veiksminga ir efektyvi, todėl kuriama labai konstruktyvi darbo aplinka.

Didesnis dėstytojų iš užsienio ir pramonės atstovų dalyvavimas padarys studijų procesą vertingesnį.

Dabartinės iniciatyvos, susijusios su mokslinių tyrimų darbotvarkės nustatymu katedros lygiu, turi būti toliau integruojamos ir stiprinamos. Darbuotojai turėtų toliau tobulintis, ypač kalbant apie įgūdžius (pvz., anglų kalbos mokėjimo, nuotolinių studijų medžiagos rengimo ir pan.), reikalingus didinant programos tarptautiškumą ir vykdant nuotolines studijas.

Studijų programa vykdoma Socialinių mokslų fakulteto patalpose, kurios yra tinkamos ir gerai prižiūrimos, nors į jas nėra daug investuojama, nes planuojama perkelti fakultetą į naujas patalpas pagrindiniame pastate. Visapusiškai veiksminga ir palaikanti mokymosi aplinka pakankamai tenkina akademinės bendruomenės poreikius (mokymosi platformos, prieiga prie bibliotekos elektroninių knygų, elektroninių žurnalų, duomenų bazių iš bet kurios vietos ir t.t.). Be to, organizuota fakulteto biblioteka įgyvendina savo siekį pirmauti teikiant mokymosi išteklius akademinėi bendruomenei. Naujojo puikiai įrengto medijų kabineto ištekliai gali būti išnaudojami dar labiau, siekiant stiprinti nuotolinių studijų formą. Reikėtų apsvarstyti, kaip suteikti daugiau vietos akademiniam personalui.

Studijų eiga galėtų būti apibūdinama abipusiu studentų ir dėstytojų pasitikėjimu ir pagarba, o puikiai valdomi procesai užtikrina sklandų studijų programos vykdymą. Studentai vertina įdomų mokymosi procesą, nes paskaitas skaito ir kviestiniai dėstytojais, taip pat organizuojamos pažintinės išvykos į regiono verslo įmones. Šiuos aspektus dar galima gerinti. Magistro darbų etapų kontrolės sistema, kai magistro darbas rašomas tris semestrus, o studentams keliamas reikalavimas prieš ginantis magistro darbą parengti bent vieną publikaciją, taip ugdantis mokslinių tyrimų įgūdžius, yra puikios praktikos pavyzdys. Apskritai, studentai gauna tvirtą akademinę ir socialinę paramą.

Vertinimo metodai ne visiškai atitinka kiekvieno dalyko mokymosi veiklas ir studentų darbo krūvį.

Didelį studentų nubyrežimo rodiklį lemia daugybė priežasčių, daugiausia neakademinės priežastys ir nuoseklių strategijų / planų, kaip spręsti šią problemą, nebuvimas.

Strateginiame programos tobulinimo plane akcentuojamas tarptautiškumo didinimas ir nuotolinės studijų formos įdiegimas. Šį planą palankiai įvertino programos dėstytojai. Naujosios strategijos sėkmė didžia dalimi priklauso nuo tinkamo reikalingų akademinio personalo įgūdžių (pvz., anglų kalbos, nuotolinių studijų medžiagos, naujų mokymosi veiklų rengimo ir tobulinimo ir pan.) ugdymo. Veiklos lygmeniu kokybės užtikrinimo sistema, įskaitant su studijų eigos kokybe susijusius procesus, veikia; studijų programos peržiūros taip pat vykdomos periodiškai.

Vadybos procesai, šiuo metu administruojami fakulteto ir katedros lygmeniu, turėtų būti stiprinami ir studijų programos lygmeniu, įskaitant koordinavimą ir intensyvų studijų programos dėstytojų bendravimą, diegiant sisteminius metodus, kaip vykdyti studijų rezultatų pasiekimo lygio, absolventų karjeros, studentų nesėkmių stebėseną ir t. t., ir pasinaudojant absolventų ir socialinių partnerių indėliu tobulinant studijų programą.

<...>

III. REKOMENDACIJOS

1. Studijų programos komitetas turėtų peržiūrėti programos tikslus, uždavinius ir studijų rezultatus, kad jie taptų nuoseklesni ir labiau akcentuotų studentų „pasirengimą“, o ne „išmokymą“, ir suderinti juos su šiandienos verslo aplinka verslumo, tarptautiškumo, inovacijų ir kt. aspektais. Studijų programos palyginimas su panašiomis tarptautinėmis programomis neabejotinai turėtų būti šio proceso dalis.
2. Programos lygmeniu būtina stiprinti vadybos funkcijas ir akcentuoti siekį plačiau ir labiau įtraukti visą akademinį personalą, dėstantį šią studijų programą, kad su programos sandara ir studijų eiga susiję klausimai būtų sprendžiami laikantis integruoto visuminio požiūrio programos lygiu, taip skatinant darbuotojų „studijų programos nuosavybės“ jausmą.
3. Būtina atkreipti ypatingą dėmesį į siekį užtikrinti, kad perėjimas prie nuotolinių studijų formos neturėtų neigiamo poveikio programos kokybei. Reikalingas personalo tobulinimo planas, kad dėstytojai būtų pasirengę atsižvelgti į naujus poreikius ir atitinkamai pritaikytų dėstymo metodus, siekdami išlaikyti studijų rezultatų lygį, kalbant apie komandinio darbo įgūdžius, kritinį mąstymą, kūrybiškumą, bendravimo ir mokslinių tyrimų įgūdžius ir t. t. Reikėtų apsvarstyti tokius aspektus kaip anglų kalbos žinios, medijų centro teikiamų galimybių išnaudojimas, mokymosi medžiagos stiprinimas, įtraukiant daugiau savarankiško mokymosi veiklų, modeliavimo įdiegimas ir ryšių su verslo pasauliu palaikymas.
4. Programos lygmeniu būtina peržiūrėti visų dalykų vertinimo procesą, kad būtų taikomas ne vienas studentų pasiekimų vertinimo metodas, tinkamai parinktas atsižvelgiant į kiekvieno dalyko konkrečius studijų rezultatus, ir kad baigiamojo egzamino vertinimas turėtų mažesnę svarbą bei nebūtų nepelnytai pamirštos kitos vertinimo formos, atsižvelgiant į atitinkamą darbo krūvį. Būtina vykdyti nuolatinę šio proceso stebėseną renkant studentų grįžtamąjį ryšį, o grupinio darbo moderavimo schemos įdiegimas taip pat galėtų padėti jiems pereiti nuo „dalyko nuosavybės“ prie „programos nuosavybės“ paradigmos.
5. Studijų programos vadovybė turėtų visiškai išnaudoti socialinių partnerių ir absolventų norą prisidėti tobulinant programą. Reikia sisteminio požiūrio ir konkrečių veiksmų, stiprinančių jų ryšį su programa ir kuriančių „studijų programos bendruomenę“.

<...>

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

Vertėjos rekvizitai (vardas, pavardė, parašas)