



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Europos humanitarinio universiteto
STUDIJŲ PROGRAMOS
VERSLO ADMINISTRAVIMAS
(*valstybinis kodas – 621N11002*)
VERTINIMO IŠVADOS

EVALUATION REPORT
of **BUSINESS ADMINISTRATION**
(*state code –621N11002*)
STUDY PROGRAMME
at European humanities university

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Išvados parengtos anglų kalba
Report language – English

Vilnius
2015

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Verslo administravimas</i>
Valstybinis kodas	621N11002
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	antroji
Studijų forma (trukmė metais)	nuolatinė (1,5)
Studijų programos apimtis kreditais	100
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo magistras
Studijų programos įregistravimo data	2009-08-20

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Business administration</i>
State code	621N11002
Study area	Social sciences
Study field	Business
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (1,5)
Volume of the study programme in credits	100
Degree and (or) professional qualifications awarded	Master in Business
Date of registration of the study programme	20-08-2009

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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 during the site-visit:

No.	Name of the document
1	MBA leaflet
2	List of visiting lecturers
3	Staff Development Plan 2013-2018
4	Participation in Conferences and Seminars 2015-2016
5	Minutes of Programme/Centre Committee 13/1/2015 and 11/3/2015/13/4/2015/18/5 2015

6	3 Examples of teachers qualifications
7	4 student feedback surveys
8	Methodological guidelines for paper works

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

EHU is a non-state university situated in the capital of Lithuania, having relocated from Minsk. The Business Administration Programme is run by the Centre for Business Education (the Centre) which is one of five academic departments in the University. It is located on a campus belonging to Mykolas Romeris University (MRU). Students studying at EHU are able to access the resources of MRU.

The Governing Board is responsible for the strategic management of EHU and reports to the General Assembly of Part Owners (GAPO). Continuity of management has been assured through the appointment, in October 2014, of the original Rector as president of EHU. The University has a Senate, which is an elected body with representatives from faculty and students. Senate takes responsibility for the quality of education, programme approval, regulations and research activity and confers academic titles and scientific degrees. EHU runs both undergraduate and postgraduate programmes, but the Centre runs only one postgraduate programme.

EHU is the only university in Europe to run an MBA in Russian which appeals to employees of leading international organisations which operate in Belarus. It is in a unique position in that it understands the needs of Russian business, and could develop stronger research links with the west.

The Self Evaluation Report was the outcome of a working group of 7 people, and has been approved by the Centre and by the Senate of EHU.

The Business Administration Programme was evaluated by SKVC during its registration in 2008/9 academic year, and accredited in November 2012 when recommendations were made relating to the curriculum, volume of study, accommodation and resources, management of the programme and the relationship with social partners. The Centre has addressed some of these recommendations, but indicated that the practical emphasis of the programme, and the nature of the student population (in full time employment) had made it more difficult to fully implement those relating to internationalisation and academic research.

The programme runs over three semesters, with the final semester comprising six and a half months to accommodate the completion of the thesis. The language of tuition is Russian, but guest lecturers deliver some topics in English aided by a translator. Students are recruited from

middle managers of companies in Belarus, particularly from the banking, pharmaceutical and IT sectors. They attend the University in blocks of five days every four weeks.

At the time of the evaluation, the future of the Centre and the MBA programme was uncertain due to financial constraints and proposed changes to the employment contracts of the academic staff. Emails were received by SKVC suggesting that the programme will close once the current cohort of students has graduated. However later correspondence from the Centre indicated that they wished to go ahead with the evaluation visit. A presentation by the Centre's Senior Management Group to the Review Team, indicated that, unless alternative sources of funding are forthcoming, the programme is unlikely to recruit another cohort of students. The Centre will be required to make a contribution to the University's deficit and changes in employment regulations will mean that teaching staff will be employed with labour contracts rather than authorship agreements. They will also be required to relocate to Vilnius, and, as the majority are from Belarus, they do not wish to do so. The Senior Management Group indicated that they wished to go ahead with the Review in the hope that the political and financial constraints surrounding both the Centre and the MBA Programme would be resolved. They believed that recommendations made by the Review Team, would help the Centre to establish a strategy for the sustainability of the programme. The site visit, therefore, continued as planned with a tour of the resources and meetings with staff, students, alumni and social partners.

1.4 The Review Team

The review team was completed according to the *Description of experts' recruitment*, approved by order No. 1-01-151 by the Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to the HEI was conducted by the team on 28th October 2015.

1. **Prof. dr. Tiiu Paas (team leader)**, *Professor at Faculty of Economics and Business Administration, University of Tartu, Estonia.*
2. **Ms. Brenda Eade**, *Reviewer for Quality Assurance Agency, UK, Director, BE Education Consultants, Associate of the UK Higher Education Academy.*
3. **Dr. Detlev Remy**, *Lecturer at Les Roches International School of Hotel Management, Educational Consultant, Switzerland.*
4. **Ms. Vitalija Freitakaitė**, *Director of JSC "Javinės būstas", Lithuania.*
5. **Ms. Jurgita Šarkovaitė**, *Master student of International Management, Rotterdam School of Management, Erasmus University, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme is targeted at middle level managers in Belarusian private companies who need to have the necessary skills to operate effectively in the changing global economic market. It combines practical competences such as leadership with theoretical knowledge from the fields of economics and management.

The programme aims are well defined and reflect the needs of the labour market which requires well trained managers who are able to operate professionally in a global environment. They are supported by the learning outcomes and the curriculum (see 2.2):

- to educate managers with a knowledge of a wide range of relevant concepts and models of business development;
- to train professional managers to respond adequately to current challenges and take part in transformation of the global economy;
- to educate a new generation of entrepreneurs who will be able to use theoretical knowledge for the creation and development of business in the new global economic system;
- to train managers to deliver effective and efficient governance of companies which are involved in international cooperation and division of labour.

Graduates are expected to have knowledge of economic trends and business practices drawn from their own business experience. They should be able to participate effectively in a rapidly changing economic environment, make informed decisions, formulate clear strategies and develop their leadership skills.

The learning outcomes of the programme are consistent with the aims of the programme and are divided into five categories – knowledge and understanding, intellectual ability, practical skills, communication and continuous personal development. They are designed to meet the professional requirements and needs of the labour market, and have been revised three times since the programme's inception, to take account of suggestions from employers and graduates. The most recent revision added a learning outcome relating to Corporate Social Responsibility, however this is not fully supported by the curriculum (see 2.2).

Furthermore, learning outcome 5 relates to the capacity for continuous self-education, but this is not fully supported by the Centre, as it does not currently offer Business Administration courses in the first cycle from which students could progress to the MBA, although it has ambitions to do so. It has registered a joint programme with Kaunas Technical University for a double degree programme in World Politics and Economics which has recruited 19 students for

the first year. Graduates from this course may be recruited to the MBA, but this progression route has yet to be fully developed, and may not fully support the MBA as it is in a different field of study.

In addition, there are no prescribed progression routes for MBA graduates, which would enable them to continue their studies at a higher level of study such as a Phd. *The team recommends that EHU strengthens the programme field by offering a Business Administration programme in the first cycle, and develops opportunities for MBA graduates to progress to higher level studies.*

The programme aims and learning outcomes are consistent with those of an executive MBA programme and are appropriate for study at masters' level. The aims are clearly set out on the EHU web site and in a promotional leaflet used by the Centre for recruitment purposes. They are effectively communicated to students during recruitment and induction and to other stakeholders, including social partners.

In conclusion, the aims and intended learning outcomes of the programme are consistent with those of a typical MBA programme, but could be strengthened through the introduction of a programme in the field of business administration in the first cycle and through establishing opportunities for students to continue their learning by progressing to higher level programmes such as a PhD.

2.2. Curriculum design

The curriculum meets the legal requirements of the Ministry of Education and Science in Lithuania. The MBA is recognised by the European Union. Since the programme was introduced in 2008, the curriculum has been revised three times. It now comprises 100 ECTS. All revisions to the curriculum have been approved by the University's Senate. There are 70 taught credits and a 30 credit thesis for graduation in the final semester. Business Research is now taught in the first semester and students are required to present papers for Human Resources and Organisational Behaviour in semesters one and two, to prepare them for the research they will be expected to undertake for their thesis.

The credits are spread evenly over the programme with 30 ECTS in semesters one and two and 40 ECTS in the longer final semester (30 credits for the thesis and 10 taught credits). Students take five modules in semesters one and two and three modules (one of which is an option) in semester three.

The language of tuition is Russian to support the majority of students who are from Belarus. The modules studied are representative of the field and consistent with other European

MBA programmes as they include economics, finance, management, marketing, strategy and human resource management. They are practical to support the working environment of the students, but are underpinned by theoretical frameworks. Subjects are clearly differentiated, with links between modules which provide a structured and coherent learning experience for students. The breadth and depth of the curriculum is appropriate for study at masters' level.

It is not clear how regularly the curriculum is reviewed to ensure it is aligned to the latest trends in economics and business and the Review Team found that some of the modules did not have up-to-date texts. The most recent text for "Creative Strategies, Innovations and Entrepreneurship" is 2009, for Economics of Corporate Culture" is 2005, and for "Business Research" is 2008. More recent key and recommended texts were listed for the other modules. The Review Team recommends that the Centre reviews the resources for all modules and ensures that the most recent texts are included in the reading lists.

The programme could be improved by a greater international emphasis in both the structure and content of the curriculum, as recommended in the previous Evaluation Report (2013). The programme aims emphasize the ability of graduates to operate effectively in the international environment, which could be supported by increasing the amount of teaching in English and through greater use of study materials in English. Although some English texts have been included in module reading lists, and the library has invested in a small number of English texts, not all reading lists refer to English texts. Guest lectures are delivered in English (with interpreters to support students whose level of English is insufficient to understand the lecture). This accounts for about 10% of the teaching. The Centre indicated that it intends to increase the international focus of the programme by enabling students to participate in exchange programmes, but this may not be practical as students are in full time employment. The Review Team recommends that the Centre reviews the curriculum and considers alternative approaches to meeting the international aims of the programme and ensures that English texts are included in the recommended reading for all modules.

In response to recommendations from the Evaluation Commission in 2013, the number of optional modules available has been increased to four from the MBA curriculum and in addition, students can now take a module from elsewhere in the University. However, students do not appear to have taken this route for the selection of optional modules. Furthermore, students are able to select only one of the optional courses, each semester, which is worth 2 ECTs. With the relatively small number of students in each cohort (10 in the current cohorts) it is not viable to run all four options and the scope of choice is therefore restricted. Students are guided by their tutors as to which options will be available.

There is a clear correlation between programme aims and learning outcomes and the learning outcomes of individual modules. These have been mapped in the tables presented on pages 20-22 of the Self Evaluation Report. The scope of the programme which is set out in the programme specification and course outlines is sufficient to ensure the learning outcomes are met.

A further learning outcome relating to Corporate Social Responsibility has recently been introduced, but at the time of the Review the Centre did not offer a module on this topic. However, it is covered in part in the modules International Management and Leadership, and Human Resource and Organisational Behaviour. As this area of study is at the forefront of business today, ***the Review Team recommends that the Centre develops a module which specifically addresses Corporate Social Responsibility.***

The design of the curriculum enables students to develop their practical skills whilst increasing their knowledge of the business environment. During semester one, students are encouraged to develop their management techniques, presentation, and team working skills and are given support to improve their essay writing and research skills in preparation for the thesis. Students from different academic backgrounds are able to take additional courses in Economics and Management to prepare them for the MBA and ensure that they are able to fully participate in these areas of study. ***The support given to students to develop their skills and the availability of preparatory modules to assist students who have not studied business or economics in their first degree is considered to be an area of good practice by the Review Team.***

In conclusion, the curriculum meets the legal requirements of the Ministry of Education and Science in Lithuania and is in line with other European MBAs. It provides opportunities for students to gain a sound knowledge of the key areas of business and supports their career development. However it could be strengthened by a greater focus on the international environment which would support managers operating in the global business world. To ensure that all modules fully reflect the latest trends in business and management recommended texts should be reviewed and updated. The inclusion of a module relating to Corporate Social Responsibility would support managers to understand the challenges of this aspect of business.

2.3. Teaching staff

There is an adequate number of academic staff (thirteen) to support the delivery of the curriculum for the programme. The staff student ratio is favourable (1:2.31). However the number of students on the programme is small and the majority of staff are part-time. Staff are recruited using a set of 6 criteria to ensure they have the appropriate qualifications, practical

experience and motivation to teach on the programme. Fifty-three percent are teachers-practitioners. Eighty-five percent (11) of the faculty have postgraduate degrees, and over 60% (8) have doctorate degrees, 23% (3) act as professors. The staff are well qualified in their fields and are able to use the outcomes of their research, which in many cases directly relates to the companies with whom they work and their own practical experience in the business world to provide case studies to support their teaching.

The qualifications of the staff are drawn from the fields of economics, business administrations, management, philosophy and law and are relevant to the subjects they are teaching. They meet the legal requirements of the Ministry of Education and Science in Lithuania. The changes made to the faculty by EHU in response to recommendations from the previous review in 2013, have strengthened the teaching team, and the number of subjects taught by professors and those with a scientific degree now meet the national legal requirements. EHU has won funding from the Fulbright foundation for a new professor in 2016/17 and is currently negotiating with a professor from the United States to join the MBA team. However the future of this is uncertain in the current political and financial climate.

Fifty percent of the original staff are still teaching on the MBA programme ensuring that there is continuity in terms of the faculty, however EHU actively searches for new lecturers to improve and strengthen the Centre's faculty. New members of staff receive training and have been able to undertake a training programme based on the MBA programme offered by one of the Centre's social partners – Kemmy Business School, at the University of Limerick in Ireland. Three members of the faculty are currently completing PhDs. The remainder undertake research in their subject areas or are involved in practice based projects and consultancy relating to their companies. All but three of the staff have recent publications, although many of these are associated with the practical aspects of business rather scientific research. The Centre recognises that there is a need for more staff to be actively involved in scientific research to which MBA students could contribute whilst undertaking their thesis. Furthermore, there is limited involvement by staff in international exchange programmes, as they are part-time employees at the Centre and have obligations to the other organisations for whom they work. Participation in these programmes would help to improve the international focus of the programme. ***The Review Team recommends that the Centre actively supports its staff to participate in international exchange programmes and to undertake scientific research which could provide topics for the theses of MBA students.***

The Centre does not have a formal system of peer review or teaching observation. Teachers observe one another's classes to share best practice and to ensure that there are clear

links between subject areas, that topics are not being repeated and that students experience a variety of teaching methods. However there is no formal recording of peer observations, and line managers do not observe lectures. Although the 2013 evaluation report recommended the introduction of peer observation and the formal recording of line-management teaching observations, neither of these have been fully implemented. ***The Review Team recommends that the Centre implements a formal process for teaching observations and peer review.***

In conclusion: The qualifications and profile of the Centre's staff meet the legal requirements of the Lithuanian Ministry of Education and Science, but the amount of academic research undertaken by the faculty is limited and needs to be increased to support the development of the thesis. As recommended in the previous review, a formal system of recording peer reviews and teaching observations should be introduced to ensure that the student learning experience is appropriate.

2.4. Facilities and learning resources

The premises for teaching the MBA students are limited in terms of size and equipment, but are adequate for the small number of students currently on the programme. The main teaching room is equipped with a data projector and wireless broadband to facilitate information sharing and communication during lectures. Three smaller rooms offer facilities for team working and small group discussions, but these are also used as office space by the lecturers, so cannot be fully utilized for the MBA programme. The Centre has access to larger rooms in the University which it uses for guest lectures. In response to the recommendations of the 2013 Evaluation Report to provide space for small group discussions and private study, the number of rooms available for use by the MBA students has been increased from two to three, but as indicated above, these are limited in size and are also used by lecturers. In 2015/16 EHU may be offered new teaching premises in the Old Town, which will provide significantly improved accommodation for the MBA students.

Staff and students communicate between the teaching sessions by face to face meetings, telephone, email or facebook, and students commented on the excellent support they received from all their tutors between the teaching blocks. However, this level of support is informal and may not be sustainable for larger groups. Consequently, a more structured approach to student support should be developed. EHU has implemented a distance learning platform using Moodle but this is not widely used by staff teaching on the MBA, although it was a recommendation made in the 2013 Evaluation Report. ***The Review Team recommends that the Centre makes***

effective use of the virtual learning platform offered by the University and develops on-line learning materials and discussions forums for its students.

Students rely on material provided by their tutors for completing their assignments and for their research, which may not give them the necessary breadth of material, nor encourage them to study independently. MBA students can access the University library but this has only a limited number of books in English, but since the last review, it has acquired access to two databases – Business Source Complete and Emerald Management e-Journal. However, it was not apparent that MBA students regularly visited the library to make use of its resources. The Centre also has a small number of books which students can borrow when they are participating in the teaching blocks, and it has plans to subscribe to an electronic database. *The Review Team recommends that the Centre increases the resources available to students and encourages them to make more use of academic textbooks and databases.*

In conclusion: The physical resources are adequate for the programme and students are closely supported by their tutors, but for the programme to be sustainable with larger numbers of students the library needs to be expanded, and students should be encouraged to make more effective use of the resources available to them. To ensure that there is a more formal system of support for students between lectures the Centre should encourage all staff to use the University's virtual learning environment to provide additional learning material and links to further sources of research.

2.5. Study process and students' performance assessment

The admissions requirements are in line with those for other MBA programmes. Students are required to have a first degree, a good command of English, at least 3 years practical experience and be working as a middle manager. They are selected by interview based on their motivation to study. There are two intakes each year, but the number of students per intake is small – 9/10. As already discussed, there are issues relating to the viability of running a programme with such small numbers. Recruitment is from citizens of Belarus many of whom work for top companies in the pharmaceutical, banking and IT sector. Students are either self-funded, or part funded by their employing organisation. For political reasons it is not possible to obtain state funding or loans from the Lithuanian sources for students from Belarus, nor from Belarusian sources for studying in Lithuania.

The delivery pattern of the programme is organised in study blocks in Vilnius with assignments completed at home, and is beneficial for students who are in work. The achievement

rate of students entering the programme is recorded as 82% but the final figure may be higher as some students are still completing the programme.

The Centre provides individual academic support for its students and continuously coaches them through their programme, however, this may not be sustainable for larger cohorts, and as previously discussed does not encourage students to research widely and work independently. Students have access to the social facilities at the University.

EHU assessment regulations have been adopted for the programme and these provide the basis for determining whether or not students have met the learning outcomes. They are transparent and publicly available. The authenticity of student work is checked through a software programme, but as assessments relate directly to the student's workplace, there is little opportunity for plagiarism.

The range of titles for the thesis is extensive, but much of the research is of a practical rather than a theoretical nature. However, several graduates have gone on to publish papers and to present their research at conferences, and the Centre organises one field in the EHU conference which enables MBA students and alumni to present papers based on their thesis. Although the Centre has attempted to strengthen the theoretical and research aspects of the thesis, following recommendations from the previous review, copies of theses presented to the Review Team did not demonstrate any depth of data analysis and lacked critical evaluation. Students are now required to include a literature review and methodology and prepare for the thesis by presenting two research papers in semesters one and two, as part of the assessment for two other modules. However, further emphasis needs to be placed on the theoretical underpinning of the thesis and the use and analysis of relevant data. The assessment criteria for awarding marks for the thesis were also unclear. The Review Team recommends that this area of the programme is further strengthened by closer links to academic research, and the marking criteria are more clearly stated.

EHU has a student mobility programme but MBA students do not participate as the majority are in full-time employment and their programme is not flexible enough to accommodate absence whilst studying abroad. In view of the need to strengthen the international dimension of the programme, *the Review Team recommends that the Centre considers alternative ways in which students can benefit from knowledge exchange with international partners.*

MBA graduates indicated that their employment opportunities have increased and many have been promoted within their own companies or have been able to obtain higher managerial positions with other organisations as a result of completing the programme.

In conclusion: The admission process and the support provided for the small number of students on the programme is effective, but the thesis needs to be strengthened through a greater emphasis on academic research, and more innovative ways of providing an international experience for students should be considered.

2.6. Programme management

The Centre is an autonomous unit, headed by the Director who is assisted by a Deputy Director and a Co-ordinator. It reports to the University Vice-Rector for Academic Affairs and is represented on different university bodies including Senate, Rectorate, Academic Council, Graduate School and Scientific Council. The Centre has aspirations to increase the number of programmes offered to include economics and managerial sciences, and to transform the Centre into a Business School and this is supported by the University. However, at the time of the review there was little evidence that processes were in place to achieve these aspirations. With the current uncertainty surrounding the programme, a clear strategy will need to be developed to safeguard the MBA and define the future of the Centre. As the majority of staff are employed on a free-lance basis, their involvement in the management and development of the programme is limited, and this may have a negative effect on the future of the MBA programme.

The Centre is monitored through the quality assurance processes of the University and is able to participate in the decision making process. Responsibility for recruiting and training staff and maintaining the physical resources including the library and IT rooms lies with the University. The Centre is responsible for developing the curriculum, delivery, assessment and administration of the programme, and for programme monitoring to ensure it meets the expectations of an MBA. Internal quality assurance measures are effective and efficient. As the programme has only a small number of students, there is a close relationship between management, teaching staff and students. This provides clear channels of communication and a swift and responsive approach to informal feedback. Students are able to contribute to the enhancement of the programme through surveys, which are administered at the end of each semester, and the outcomes are discussed at EHU Rectorate meetings. Some adjustments have been made to the MBA programme as a result of student feedback, this includes a revised timetable for the presentation of the thesis. An internal review of teaching has been carried out by representatives from the University and recommendations made for improvement. An annual report, of the activities of the Centre, is presented to the University Council.

Although there has been some external review of the programme, the methods of obtaining external feed-back are informal, unstructured and do not appear to be effectively

recorded and used to continually enhance the programme. The programme was subjected to external scrutiny as part of the evaluation of EHU by the Institutional Evaluation Programme of European University Association (EUA) in January 2014. It was also evaluated by visiting professors from the University of Limerick in 2015. The Alumni Association of the MBA, established in 2014, surveyed members and some changes to the programme aims and learning outcomes were made in response to the feedback received. The social partners provide external feedback on the programme and much of this is positive.

The Centre has not fully implemented all the recommendations of the Evaluation Report of 2013, which would have further enhanced and strengthened the MBA programme. For example, the Report recommended “a more systematic approach to engaging with social partners”, and that “external input to the programme review process would facilitate more appropriate benchmarking against comparable institutions”. Although the Centre has involved social partners and external experts in the review process this has not been formalised, and consequently the outcomes cannot be used in a systematic way to enhance the programme. *The Review Team recommends that the Centre and EHU implement a formal method of external review which identifies clear headings for comment and a timetable for collecting feedback (e.g. annually).*

In conclusion: The Centre has a variety of methods for internal and external review and there is some evidence that it has made changes as a result of feedback from its stakeholders. However a more formalised approach to internal and external monitoring needs to be developed to ensure that it is timely and fit for purpose, and recommendations made by SKVC Reports should be fully implemented.

2.7. Examples of excellence *

The availability of preparatory modules to ensure that students who have not studied business or economics in their first degree are able to fully participate in the MBA is considered to be an area of good practice by the Review Team.

III. RECOMMENDATIONS

1. Develop a clear strategy for the future sustainability of the programme, building on the Centre's ability to bridge the knowledge between East and West.
2. Strengthen the programme field by offering a Business Administration programme in the first cycle, and develop opportunities for MBA graduates to progress to higher level studies.
3. Review the resources for all modules and ensure that the most recent texts are included in the recommended reading list
4. Consider alternative approaches to meeting the international aims of the programme and ensure that English texts are included in the recommended reading for all modules.
5. Develop a module which specifically addresses Corporate Social Responsibility.
6. Actively support staff to participate in international exchange programmes and to undertake scientific research which would strengthen the curriculum and provide topics for the theses of MBA students.
7. Implement a formal process for teaching observations and peer review.
8. Make more effective use of the virtual learning platform offered by the University and develop on-line learning materials and discussions forums for students.
9. Increase the resources available to students and encourage them to make more use of academic text books and databases.
10. Ensure that the thesis is underpinned by greater academic research and that the marking criteria are clearly stated.
11. Consider alternative ways in which students can benefit from knowledge exchange with international partners.
12. Implement a more formal method of internal and external review which identifies clear headings for comment and a timetable for collecting and analysing data.

IV. SUMMARY

The Centre for Business Education, which is one of five Faculties in the European Humanities University aims to bring Belarussian business community to Europe through the MBA. It was the first business school in the EU to deliver an MBA in Russian.

The MBA is the only programme in its field at the University, so there is no clear progression route on to the programme and lectures do not have the benefit of teaching across a range of levels. Furthermore, graduates from the MBA do not have a clear route through which they can continue their studies.

The programme aims to develop the knowledge and practical skills of those already operating in business and equip them to work effectively in the global environment. It is specifically aimed at middle managers working in Belarussian companies. The learning outcomes are consistent with those of a typical European Executive MBA, and have recently been up-dated to include Corporate Social Responsibility. However a module in this subject is not currently available, although the Centre has plans to develop one. The curriculum combines the development of practical skills with some theoretical underpinning, but could be further strengthened by a greater emphasis on research and reference to academic resources. In particular the thesis should require students to analyse and critically evaluate data rather than simply provide summary statistics. Furthermore, students should be encouraged to make use of more academic sources including journals and on-line databases. There is a lack of international emphasis in the programme and although it may be difficult for MBA students to fully engage with the University's international mobility programme, consideration should be given to developing other methods of international knowledge exchange. Some of the resources for modules need to be up dated to ensure students are directed towards the latest trends in business and economics.

The teaching staff bring their practical experience in industry to the classroom and individually support and coach their students between the study blocks. However few are involved in scientific research. More emphasis on academic research by the faculty would assist students in selecting a topic for their thesis which developed the theoretical aspects of their knowledge.

The teaching rooms for the MBA students are minimal, but adequate and include small areas for break-out activities. However the University library and the Centre library provide only limited access to texts relevant to the programme and consequently students rely too heavily

on material provided by their tutors. Little use is made of the University's virtual learning environment. As students study in blocks, and complete their assessments away from the University, this could be developed to provide access to the University's resources including on-line databases and journals.

The management and development of the programme is the responsibility of two members of staff as the remaining faculty are on part-time contracts which do not reward involvement in management issues. This will need to be addressed if the future of the programme is to be secured. Monitoring of the programme is effected through the university processes. However, peer review and teaching observations remain unstructured and largely go unrecorded. Feedback from students is positive but informal, and it is not evident how this contributes to continuous improvement and enhancement of the programme. Some external review of the programme has been undertaken, but this needs to be formalised to identify areas for development, and the Centre should respond to, and act upon, recommendations contained in formal review reports such as the 2013 Evaluation by SKVC.

With its knowledge and operations in Belarus the Centre is in a unique position to develop research in East-West issues, and to attract students from other neighbouring countries such as Ukraine. However, the future of both the MBA programme and the Centre is uncertain for economic and political reasons and the Centre, therefore, needs to build on its strengths and develop a clear strategy for sustainability and future growth.

V. GENERAL ASSESSMENT

The study programme *Business Administration* (state code – 621N11002) at European Humanities 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	2
5.	Study process and students' performance assessment	2
6.	Programme management	2
	Total:	15

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

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

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

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

Grupės vadovas:

Team leader:

Prof. dr. Tiiu Paas

Grupės nariai:

Team members:

Ms. Brenda Eade

Dr. Detlev Remy

Ms. Vitalija Freitakaitė

Ms. Jurgita Šarkovaitė

EUROPOS HUMANITARINIO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS *VERSLO ADMINISTRAVIMAS* (VALSTYBINIS KODAS – 621N11002) 2015-12-31 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-370 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Europos humanitarinio universiteto studijų programa *Verslo administravimas* (valstybinis kodas – 621N11002) 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	2
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	15

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Verslo studijų centras, vienas iš penkių Europos humanitarinio universiteto fakultetų, siekia suartinti Baltarusijos verslo bendruomenę su Europa per magistro laipsnio studijų programą *Verslo administravimas*. Universitetas buvo pirmoji verslo mokykla ES, ėmusi vykdyti magistro laipsnio studijų programą *Verslo administravimas* rusų kalba.

Magistro laipsnio studijų programa *Verslo administravimas* yra vienintelė šios krypties programa universitete, tad nėra aiškaus nuoseklaus kelio iki studijų programos ir prarandama

nauda, kurią užtikrintų dėstymas įvairiose studijų pakopose. Be to, neaišku, kaip magistro laipsnio studijų programos *Verslo administravimas* absolventai galėtų tęsti studijas.

Studijų programos tikslas yra ugdyti jau dirbančių asmenų žinias ir praktinius įgūdžius ir parengti juos efektyviam darbui globalioje aplinkoje. Studijų programa konkrečiai orientuota į Baltarusijos bendrovėse dirbančius vidurinės grandies vadovus. Studijų rezultatai nesiskiria nuo tipinės Europos vadovų magistro laipsnio verslo administravimo programos studijų rezultatų ir visai neseniai atnaujinti įtraukiant įmonių socialinės atsakomybės temą. Vis dėlto šiuo metu studijų programoje nėra šiai temai skirtas modulis, nors centras planuoja tokį parengti. Studijų sandaroje derinamas praktinių įgūdžių ugdymas ir teoriniai pagrindai, tačiau programos turinį būtų galima dar labiau sustiprinti daugiau dėmesio skiriant moksliniams tyrimams ir akademinėms šaltinių naudojimui. Reikėtų reikalauti, kad rengdami baigiamuosius darbus studentai analizuotų ir kritiškai vertintų duomenis, o ne tiesiog pateiktų apibendrinamąją statistiką. Be to, studentus reikėtų skatinti naudoti daugiau akademinėms šaltiniams, įskaitant žurnalus ir internetines duomenų bazines. Studijų programai trūksta tarptautiškumo ir nors magistro laipsnio studijų programos *Verslo administravimas* studentams gali būti sunku visapusiškai dalyvauti universiteto tarptautinio judumo programoje, reikėtų pagalvoti apie kitus galimus tarptautinių žinių mainų metodus. Reikėtų atnaujinti kai kuriuos modulių išteklius ir taip užtikrinti, kad studentai išmanytų naujausias verslo ir ekonomikos tendencijas.

Akademinis personalas praktiškai įgyta profesine patirtimi dalijasi su studentais per paskaitas ir individualiai padeda ir moko studentus tarp studijų blokų, tačiau nedaug jų vykdo mokslinius tyrimus. Didesnis fakulteto dėmesys akademinėms moksliniams tyrimams padėtų studentams pasirinkti baigiamųjų darbų temas, leisiančias toliau gilintis į teorinius žinių aspektus.

Studentams skirtos auditorijos – minimalios, tačiau tinkamos, jose yra nedidelės poilsio erdvės. Vis dėlto universiteto bibliotekoje ir centro bibliotekoje nėra pakankamai programai aktualios literatūros, todėl studentai pernelyg pasikliauja dėstytojų pateikta medžiaga. Mažai išnaudojama virtualioji mokymosi aplinka. Kadangi studentai studijuoja blokais ir užduotis atlieka ne universitete, tokią praktiką būtų galima tobulinti ir suteikti prieigą prie universiteto išteklių, įskaitant internetines duomenų bazines ir žurnalus.

Atsakomybę už programos vadybą ir tobulinimą dalijasi du personalo nariai, nes kiti fakulteto darbuotojai dirba ne visu etatu ir jiems neatlyginama už vadybinę veiklą. Jei bus norima užtikrinti studijų programos ateitį, šią situaciją reikės keisti. Studijų programos stebėseną vykdoma pagal universiteto procesus, tačiau kolegų atliekamas vertinimas ir dėstymo stebėjimas nėra struktūrizuoti ir didžiąją dalimi lieka neįforminti. Studentų grįžtamasis ryšys yra teigiamas,

tačiau neoficialus – neaišku, kaip jis naudojamas studijų programai nuolat gerinti. Šioks toks išorinis studijų programos vertinimas buvo atliktas, tačiau jį reikėtų oficialiai įforminti, kad būtų nustatytos tobulintinos sritys, o pats centras galėtų reaguoti ir veikti pagal oficialiose vertinimų išvadose, pavyzdžiui, 2013 m. atlikto SKVC vertinimo, pateiktas rekomendacijas.

Kadangi išmano situaciją ir veiklą Baltarusijoje, centras turi unikalią galimybę vykdyti mokslinius tyrimus Rytų ir Vakarų pasaulio temomis ir pritraukti studentų iš kaimyninių šalių, pavyzdžiui, Ukrainos. Vis dėlto tiek magistro laipsnio studijų programos *Verslo administravimas*, tiek centro ateitis dėl ekonominių ir politinių priežasčių yra neaiški, todėl centrui būtina išnaudoti savo stiprybes ir parengti aiškia strategiją tvarumui ir augimui ateityje užtikrinti.

<...>

III. REKOMENDACIJOS

1. Parengti aiškia strategija programos tvarumui ateityje užtikrinti, pasiremiant centro gebėjimu susieti žinias apie Rytus ir Vakarus.
2. Sustiprinti studijų kryptį pasiūlant pirmosios pakopos studijų programą *Verslo administravimas* ir suteikti galimybes magistro laipsnio studijų programos *Verslo administravimas* absolventams studijuoti aukštesnėse pakopose.
3. Peržiūrėti visų modulių išteklius ir užtikrinti, kad į rekomenduojamos literatūros sąrašą būtų įtraukta naujausia literatūra.
4. Apsvarstyti alternatyvius metodus, kaip pasiekti programos tarptautiškumo tikslus, ir pasirūpinti, kad į visų modulių rekomenduojamos literatūros sąrašus būtų įtraukta literatūros anglų kalba.
5. Parengti modulį, skirtą vien įmonių socialinės atsakomybės temai.
6. Aktyviai remti personalo dalyvavimą tarptautinių mainų programose ir mokslinių tyrimų vykdymą – tai sustiprintų studijų turinį ir suteiktų temų magistro laipsnio studijų programos *Verslo administravimas* studentų baigiamiesiems darbams.
7. Įdiegti oficialų dėstymo stebėjimo ir kolegų atliekamo patikrinimo procesą.
8. Efektyviau išnaudoti universiteto turimą virtualiąją mokymosi aplinką, parengti nuotolinio mokymosi medžiagą ir sukurti diskusijų forumų studentams.
9. Padidinti studentams prieinamų išteklių kiekį ir paskatinti juos aktyviau naudotis akademiniais vadovėliais ir duomenų bazėmis.
10. Užtikrinti, kad baigiamieji darbai būtų grindžiami išsamesniais akademiniais tyrimais, o vertinimo kriterijai – aiškiai išdėstyti.

11. Apsvarstyti alternatyvius būdus, kaip studentai galėtų gauti naudos iš žinių mainų su tarptautiniais partneriais.
12. Taikyti labiau struktūrizuotą vidinio ir išorinio vertinimo metodą, pagal kurį būtų nustatytos aiškios komentuotinos sritys ir duomenų ir rinkimo ir analizavimo dažnumas.

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2.7. Išskirtinės kokybės pavyzdžiai

Ekspertų grupės nuomone, parengiamųjų modulių dėstymas siekiant užtikrinti, kad per bakalauro studijas verslo ar ekonomikos nestudijavę studentai galėtų visavertiškai studijuoti antrosios pakopos studijų programą *Verslo administravimas*, yra geroji praktika.

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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)