STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS GEDIMINO TECHNIKOS UNIVERSITETAS
STUDIJŲ PROGRAMOS *ORGANIZACIJŲ VALDYMAS*
(valstybinis kodas – 612N20012)
VERTINIMO IŠVADOS

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EVALUATION REPORT
OF *ORGANIZATION MANAGEMENT* (*state code -612N20012*)
STUDY PROGRAMME
at VILNIUS GEDIMINAS TECHNICAL UNIVERSITY

Experts' team:

1. **Prof. dr. Jozsef Temesi (team leader)** *academic,*

2. **Prof. dr. Inga Lapiņa** *academic,*

3. **Prof. dr. Viire Täks** *academic,*

4. **Mr. Gintautas Kučas** *representative of social partners'*

5. **Ms. Julija Stanaityte** *students' representative.*

Evaluation coordinator -

Ms Rasa Paurytė

Vilnius
2017

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

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Studijų programos pavadinimas	***Organizacijų valdymas***
Valstybinis kodas	612N20012
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės studijos (4)
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos bakalauras
Studijų programos įregistravimo data	2012-07-17

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INFORMATION ON EVALUATED STUDY PROGRAMME

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Title of the study programme	***Organization Management***
State code	612N20012
Study area	Social Sciences
Study field	Management
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Management
Date of registration of the study programme	17-07-2012

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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.	General presentation about VGTU
2.	VGTU Library electronic resources
3.	*Organizational Behaviour* - Course card for the first and second cycle and integrated studies
4.	Comparative analysis of the study programme Office Management and renewed study programme Organization Management (after visit)

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

As it is stated in Part 1 (p.4) of the self-assessment report (hereafter – SAR) and in the general presentation during the visit, Vilnius Gediminas Technical University (hereafter – VGTU) is a state university and one of the largest higher education institutions in Lithuania having a wide range of faculties and study programmes in various study areas. The Bachelor's degree study programme "**Organization management**" (hereafter – the Programme) belongs to the Faculty of Business Management (hereafter – the Faculty). The field of study is Management and graduates are awarded a Bachelor degree in Management, therefore the Programme has to meet the requirements of Bachelor's programmes in that particular field. The SAR refers to the proper legal acts, decrees and other regulatory documents.

The Programme was launched and **registered officially in 2012**. However, prior to May 2016 the Programme **had different title**: "*Office Management*". The Programme was renamed taking into account previous experts' evaluation and conclusions. First time the Programme was evaluated in 2005. In 2010-2012, the Programme was redesigned in accordance with the Dublin descriptors, measuring the volume of studies in ECTS credits and accepting recommendations suggested by social partners and the recommendations of the visiting expert team. The Programme was supplemented by new study courses and improved by implementing the student-oriented model of studies.

The assessment period of the review starts with 2012. The length of the Programme is 4 years, one student group graduated, but they belong to the previous version of the programme. No students were admitted in 2015, a group of 12 students started their studies in 2016.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *07/02/2017*.

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

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The **objective of the Programme is very comprehensive** and its scope is **quite wide.** The SAR Part 2 (p.8) and Annex 5 say that "*the objective of the Programme is to train Organization Management Bachelor's degree holders having knowledge of integrated management, economics and other fields of study based on the results of the latest fundamental and applied scientific researches and able to apply them in the fields of office administration, finance and international relations management as well as increasing the efficiency of organization activity, satisfying resident needs, forming prosper conditions for business creation and development as well as making the impact on the social, economic and technological development of the country*".

The main attributes of the Programme **objective and learning outcomes** are complexity and quite high and wide expectations, especially for a Bachelor's programme. The Programme-level learning outcomes have been categorized in five groups – there are ten learning outcomes in total, two in each group. Overall, the Programme intended learning outcomes are concise, the descriptions meet the requirements, and the content is clear enough and relates well to the objective. However, expected knowledge and its application (described in SAR in Annex 5) is too general, high level and wide to measure the achievements easily.

The standards of learning outcomes are common for all course units in each category. The expert team looked at the course descriptions to verify the general objective and learning outcomes of the Programme. **The aim of the courses** are very concise (one sentence), but overall they reflect to the Programme objective and learning outcomes properly. It should be mentioned that SAR Annex 1 (Descriptions of course units) is designed for the previous version of the Programme.

The name of the Programme, its learning outcomes, content and the degree offered are compatible with each other. Regarding the **learning outcomes of the course units**, the expert team found that the teaching staff is familiar with the general and specific concept of the learning outcomes and they have been able to form proper learning outcomes. The unified course description template gives a solid framework for them. The connection between the Programme learning outcomes and particular course learning outcomes have been described and the descriptions cover the content of the subject. The Programme learning outcomes are publicly accessible. The expert team would suggest carefully check if all publicly available information regarding the Programme and its changes are correct.

In the market of business education, there is a strong competition in Lithuania and it is understandable that VGTU would like to distinguish their programmes from the competitors.

Therefore **professional requirements, public needs and the needs of the labour market could be better analysed** and it would be suggested for Programme Committee to make the necessary revision regularly. Deeper business education market research would show directions for further development as well as strong and week points of the Programme and position of the Faculty of Business Management of VGTU in the market. In the experts` team opinion, technology management could be one of the competitive advantages of the Faculty because of the general experience and knowledge of VGTU. It is recommended that additional emphasis be given to further comparative analysis and differentiation of the defined objective and learning outcomes from other bachelor programmes, taking into account the strengths of the Faculty, strategic goals of the University, and the needs of Lithuanian labour market and society.

2.2. Curriculum design

The SAR Part 3 (p.12), Annex 6 and Comparative analysis (submitted after the visit) prove that the Programme complies with the basic laws and other legal requirements. The size of the **Programme is 240 ECTS**. The duration of the full-time studies is 4 years. The Programme is conducted **only in full-time** form. The intensity of full-time studies is 60 ECTS per year. The structure and volume of **the Programme correspond to the legal requirements** for Bachelor`s study programmes.

The block of general university courses consists of 24 ECTS per semester. The field of studies direction courses consist of 177 ECTS; it includes general theoretical subjects (30 ECTS), the main field of study subjects (87 ECTS), specialization subjects (40 ECTS). Other parts of the Programme consist of Introductory and Professional Practice (15 ECTS) and the Bachelor's Thesis (18 ECTS). The Specialization courses consist of a block for deeper specialization (40 ECTS) and optional subjects (6 ECTS). The programme is made of three parts, study courses are spread evenly, and their themes are not repetitive in general. However, as SAR Annex 1 (Descriptions of course units) is designed for the previous version of the Programme there could be differences in the current situation.

The general courses and study direction **courses correspond to the level and field of study**, the content of the courses is consistent with the type and level of the studies. However, as it is stated in SAR Part 2 (p.8), the Programme provides knowledge/specializations of Office Administration, Office Financial Management, and International Relation Management. Therefore, it could be concluded that specializations cover quite different fields of management. In the (old) version of the Programme described in the SAR Part 3 (p.14), it is possible to distinguish specializations. However in new version available in SAR Annex 6 and Comparative analysis (submitted after the visit) there is only one specialization course mentioned for *Office*

Financial Management and *International Relation Management,* and two courses for *Office Administration*. If it is just optional subject for students, then it could be suggested not to call it specialization confusing the students and other stakeholders.

The **course descriptions** contain appropriate learning and assessment methods corresponding to the practice of the Faculty and the University. A variety of **teaching methods** are in use, including group discussions, case study analysis, home assignments, presentations, project work etc. However not all course descriptions are at the same level and not all are properly completed. The expert team would suggest to pay particular attention to Bachelor`s thesis description to SAR Annex 1 (pages 306-323). The list of independent work topics and number of hours are not mentioned in some of the descriptions. Some Bachelor`s thesis descriptions lack the revision of reference guide, but the latest (2015) regulation approved by the Senate on this topic (mentioned SAR p.14) is valid now for all graduating students and it is available for them.

Overall content of the Programme reflects the latest achievements in the field, however the most topical concepts in management education, such as innovation, business ethics, social responsibility, critical thinking, creativity – mostly appear in the learning outcome part. It could be suggested **highlight the topical issues and make them more visible** in the course descriptions, as well, where it is possible.

The Programme **includes practice** (internship) as an integral part of the programme. Organization of the internship period, evaluation of the learning outcomes and its role in the Programme is not clear from the SAR (p.13). The SAR Annex 1 contains the course descriptions for different practice periods. They are assigned to the specializations, but the structure and the content of the descriptions are unified. The expert team asked for additional information during the visit. Every specialization has a responsible person to organize the placement, and company supervisors are also take part. The assessment of internship is based on a written and an oral report supplemented by the evaluation of the internal supervisor. The experts' team suggestion is to **revise the internship descriptions** in accordance with the decision regarding specializations in the Programme. If the are not real specializations offered then no need for different practice descriptions.

In general, the course descriptions meet the requirements. However, it is not clear from the course descriptions if there is a main textbook or compendium of materials, and which chapters of recommended literature are required (at least approximately). The **list of compulsory and recommended readings is quite extensive** and it is doubtful if students were able to read the material within the hours allocated to the course. Overall, the list of readings is textbook-centred and only a few scientific or field related articles are mentioned either in compulsory or

recommended sections. The expert team advises original research or field related articles to be included in the reading list and the list should be updated regularly.

During the visit, the members of the expert team had the opportunity to see the **students' papers** and to check the format, the citation mode, the references, and the methodological and analytical tools had been applied. The expert team found that the requirements are met; however, less proportion of electronic (Internet) references would be advisable.

2.3. Teaching staff

The SAR Part 4 (p.17-21) and Annexes 2-3 provide a **comprehensive overview and analysis of the teaching staff**. Almost a half of teaching staff who participated in the Programme for period of 2014-2016 had a Master's degree or appropriate level higher education, and almost a half of those had a scientific Doctor's degree (48%). Majority of the teaching staff have a position of lecturer (54%), the proportion of associate professors is 42%, and only 4% of the staff is full-professor. The staff belongs to different departments of the Faculty; most of them have full-time position. According to the information from the SAR, the majority of the staff have a long record at the Faculty, turnover is low, and the Programme has stable teaching staff.

The **age distribution** of the teaching staff is good; the structure of the age of the academic personnel is mixed: it is an advantage that about 70% of all professors were in the 30–39 and 40–49 years old categories in the last 4 years.

As it is learned from the visit at the University, the Faculty has **good relationship with the local industry**; however, the SAR does not give details about invited speakers from local companies and other organizations. The Faculty provided a list of invited foreign lecturers. It proves that they have proper channels to collaborate in teaching , however, the evaluation is focusing on the particular programme, and not the Faculty as a whole. During the visit at the University, the expert team asked the management, students and the partners about the situation and could recommend a larger involvement of business partners in the Programme.

During the assessment period 29% of all teachers travelled abroad under the Erasmus exchange programme. During the last five years 25% of teaching staff involved in the Programme were trained in foreign and Lithuanian organisations and business companies. These figures demonstrate that **staff mobility indicators in the internationalization** process of the Faculty are good and developing. However, the Programme would greatly benefit from invited foreign experts and active business leaders sharing their experience.

The **number of students in the Programme is low**, therefore the student/staff ratio is very low: in 2013/2014 – 1.4 student and in 2014/2015 – 2 students. Those figures demonstrate that the capacity of the Faculty has much more potential. The workload of teachers is relatively low

in the Programme: 7% of their total workload. The other 53% have been used in other programmes (further 40% are assigned to methodological, administrative and scientific work). SAR shows that around 50 academic staff members provide the teaching process from the Faculty of Business Management and other VGTU departments in the assessment period. Some professors taught a few subjects and some of them changed every year. For the period of 2012–2016, the highest workload was assigned to the Department of Finance Engineering and Department of Social Economics and Management.

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

The Senate of the University regulates the **periodical qualification enhancement** of teaching staff in all positions. The staff members have to spend an internship (1-4 months) in a business company or a scientific organization. They can also spend the internship abroad. The latest regulation was approved in 2014, and the implementation is in progress. The SAR describes a large number of training courses have been participating by the staff of the Programme. The expert team asked the teachers about the benefits of that regulation. According to their opinion the internship periods are useful for them. The expert team could suggest paying **more attention to the integrated and outcomes-based education**, as well as constructive alignment in the study process especially to assessment of learning outcome.

2.4. Facilities and learning resources

VGTU infrastructure includes university library, auditoriums, computer labs and other facilities; all other programmes of the University share this infrastructure. Most of the teaching process of the Programme is going on in the premises of the Faculty. The class size in the Programme is quite small; therefore, a sufficient number of different types of classrooms are available for the students. Majority of classes have an appropriate IT equipment, multimedia and internet access. All **equipment have been updated** and the necessary hardware and software for computerized classes are available in the labs of the Faculty or in VGTU Library. Computers have all programmes students could need.

The University and the Faculty Library provides students with most of the study material they need. Funds for updating the stock of books, journals and databases are constantly available. The library offers possibility to use all international databases, various IT programmes, software, small discussion/working rooms, books, etc. The Library has many places for students to work individually or for group work.

Students' could use all available databases from home using VPN connection. Most of the learning material teachers provide in **Moodle platform**. It seems that teachers and students are using Moodle efficiently; students mentioned that all textbooks, presentations, course descriptions, and other relevant information are provided in the Moodle.

Furthermore, the University has „*LinkMenų fabrikas*" which is very good place for students' to do their interdisciplinary projects, implement their business ideas.

Overall, the **premises for study process are good and modern**. Students mentioned some remarks regarding the parking place availability and too small/busy cafeteria in the Faculty building.

2.5. Study process and students` performance assessment

The **admission requirements** for students are clear, publicly available, well founded on main University webpage and they are in accordance with the national regulation. All admission procedure is the same as for the majority of Lithuanian higher education institutions for Bachelor's studies. The main admission requirement is to have a secondary education and in order to get state-funded places the students have to achieve competitive scores from mandatory exams (Lithuanian language and literature, math and selected foreign language).

The admitted **students have been studying in state-funded places**. The number of students was 31 in 2012, it decreased to 18 in 2013, and a bit increased to 21 in 2014. The Faculty management decided to launch a new Bachelor programme *Business Intelligence*, and the application for the programme *Organization Management* was suspended in 2015, but

opened again in 2016. In 2015 there were no students admitted to this programme and during the visit it was mentioned that **12 students were admitted in 2016**. It is obvious that the Faculty management should consider new tools how to attract more students to this study programme.

Dropout rate is quite high (15-20%) due to the small number of the classes: 4 students left the programme from the 2012 cohort, the numbers from 2013 and 2014 are 3 and 4 consecutively. Only one of these students withdrew due to academic reasons, the others had personal and financial problems. Prevention of cancelled and suspended studies would contribute to the sustainability of the Programme; the expert team recommends making additional efforts for retaining the students.

Students have multiple opportunities to participate in **research or other scientific activities**. Students' scientific society unites those students who are interested in research activities. This student initiative is a very positive aspect of creating young researchers community. Moreover, there are possibilities to write and present students articles, participate in various conferences. Unfortunately, in the SAR or during the visit there was no additional information provided about the involvement of the students of this particular study programme in research activities.

Students have good opportunities to study abroad, but they are **not very active in participating in the mobility programmes**. During the visit, students mentioned that they heard about the mobility opportunities, but they will more likely go abroad for internship near the end of their studies.

The University ensures an **adequate level of academic and social support**. Students could easily approach teachers for consultations, solve problems discussing with Faculty administration and the Students Union. Financial support is also organized by giving students loans, scholarships, dormitories, etc.

The **assessment process of students' performance** is clear, adequate and publicly available. The University has the assessment system that is general for all courses and programmes. The final grade evaluates the performance of the students in a summative approach including participation in lectures, group works, home assignments, not only exam papers. During the first lecture teachers present the course plan, assessment strategy and the Moodle system is extensively used. The SAR mentions the students' self-assessment in the individual work of their fellow-students (SAR p.24); it has positive impact on taking responsibility as "evaluator", but extensive use of that practice has to be avoided.

Students seems to have **appropriate organization of study process**. All information about the study process is provided on the Faculty webpage, Moodle or by staff of Academic Affairs Office. It is positive that once in a month, meetings with students and administration is

organized. These meetings are very good for the students to give their feedback for the head of the programme and administrative staff in order to ensure quality of the study programme.

The role of the Carrier Office is described, but the SAR does not provide evidences about the professional activities of the students and their career paths. Answering the question of the expert team the management clarified that the majority of first cohort of student have been graduated in 2016 have already had jobs.

2.6. Programme management

The **Programme belongs to the Faculty of Business Management**. The programme development and design have been supervised by the departments of the Faculty, responsible person for the implementation is the Dean. General rules and regulations of the University and the Faculty were listed in the SAR Part 7 and all documents have been available for the expert team before and during the visit. The heads of the departments are in charge for implementing the procedures of the quality assurance system. The evaluation of Programme has to be carried out in accordance with the latest regulations.

At least once a year the **Programme Committee** has to report to the Dean about the implementation of the Programme. The reports have to contain information about the organization issues, competence of the staff, relevance of teaching materials, survey results among students, staff and social partners. The Programme Committee periodically discusses the developments and decide on the necessary measures. In general, the system is logical and well designed, but the SAR and its Annexes do not include sample reports, therefore the expert team asked for key performance indicators, quality assurance reports, and other documents to check the implementation.

The teachers' **overall evaluation** of the Programme was very good. Social partners found the level and outcomes of the Programme in compliance with Bachelor`s studies.

Strategic documents of the University and the Faculty include quality assurance policy. The main strategic goals and tools are available for students, teachers and other stakeholders. The Programme Committee has responsibilities for decisions and monitoring the Programme. When the new *Business Intelligence* programme did not meet the expectations in 2015, internal and external stakeholders participated in the process of redesigning the Bachelor's study programme. **Social partners were represented in the Programme Committee**, too. Learning outcomes have been changed; however, further improvement would be possible by using market research for the subject-specific competencies. Some market-focused changes have been implemented in the past several years, including increase of practical training elements and invitations of social partners as lecturers.

The Faculty has a standard procedure for collecting **student feedback** after each semester: online questionnaires and overall satisfaction poll once per year. The management had difficulties with the low response rate of these feedback reviews and introduced measures to increase the number of responses, e.g. updated the contract with the students including a requirement to fill-in the questionnaires. The expert team could suggest using other motivation tools, e.g. explaining benefits and value, feedback of results. As addition to formal questionnaires, informal feedback sessions with students (such as occasionally happens with the dean) could be useful and could become a standard practice. Despite of the difficulties in collecting the reviews some changes in the curriculum and the time of practice have been initiated after the feedback of students – it proved that students "had a voice". It would be suggested to improve the systematic feedback to the students that could increase the motivation of students to provide their opinion.

A special survey was made in early 2016 in order to summarize the opinion of students, teachers and employers about the Programme. Most of the opinions were favourable, at least or more than 90% of the students confirmed that the quality of teaching materials was good, the teaching and assessment methods were appropriate, the facilities were excellent.

Once a year the Programme Committee review the work of the lecturers. The Faculty provides training courses and traineeship for qualification improvement. Experts' team could suggest the University and the Faculty management **more extensively use the motivation policy** and organizing training activities encourage academic staff to apply innovative teaching methods, to incorporate new technologies into teaching materials. As the result, the University and Faculty could expect more efficient knowledge transfer and growth in quality of teaching together with increasing students satisfaction rates.

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

III. RECOMMENDATIONS

1. The expert team recommends to formulate the objective and some of the learning outcomes of the Programme more precisely, corresponding better to the real labour market needs, and to redefine the leaning outcomes in such a way that their fulfilment could be checked unambiguously.

2. As the Programme management process consists of several stages (designing, implementing and delivering curricula) including reachable learning outcomes, advanced teaching and learning approaches as well as appropriate methods of assessment, it is suggested to pay more attention to the integrated and outcome-based education and constrictive alignment; especially to active and creative teaching methods, assessment of learning outcomes. The experts team suggests keeping balance between academic staff research and teaching activities in order to ensure efficient knowledge transfer into practice for both teachers and students.

3. The professional requirements, public needs and the needs of the labour market could be better analysed and it would be suggested for Programme Committee to make the necessary market analysis and competitor analysis. Deeper business education market research would show directions for further development as well as strong and weak sides of the Programme and position of the Faculty of Business Management in the market: it could form a solid basis for any modification in the programme content and in the promotion of the programme. Benchmarking with other programmes would be a good tool for managing programme portfolio and encouraging continuous improvement.

4. As the very low number of enrolments in the Programme remains a serious source of concern, the expert team recommends exploring additional opportunities for attracting students and promoting programme through different partner networks (e.g. professional associations, alumni).

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

IV. SUMMARY

The Bachelor's degree study programme "***Organization management***" belongs to the Faculty of Business Management. The field of study is Management and graduates are awarded a Bachelor degree in Management.

The main characteristics of the Programme objective and learning outcomes are complexity, and quite high and wide expectations, especially for a Bachelor`s level programme. Overall, the Programme intended learning outcomes are concise, the descriptions meet the requirements, the content is clear enough and relates well to the objective. Regarding the learning outcomes of the course units, the expert team found that the teaching staff is familiar with the general and specific concept of the learning outcomes and they have been able to form proper learning outcomes. The connection between the Programme outcomes and course outcomes have been described in each course unit, and the descriptions cover the content of the subject, which are consistent with the Bachelor's level. The course descriptions contain appropriate learning and assessment methods.

Overall content of the Programme reflects to the latest achievements in the field; however, some of the most topical concepts in management education, such as innovation, business ethics, social responsibility, critical thinking, and creativity mostly appear only in the learning outcome part. It could be suggested to highlight the topical issues and make them more visible in the course descriptions, as well.

The list of compulsory and recommended readings is quite extensive and it is doubtful if students were able to read the material within the hours allocated to the course. The list of readings is textbook-centred, the expert team advises original research or field related articles to be included in the reading list and the list should be updated regularly.

Research activity is an important part of the teaching staff workload in the Faculty. The SAR and its Annexes give a general description on these activities: participation and presentations in international conferences, positions in the editorial boards of national and international scientific journals, publication of articles and books in Lithuanian and in foreign languages, participation in domestic and international research projects. The overall picture is good and acceptable.

The staff travelled abroad mainly under the framework of the Erasmus exchange programme and most of them have teaching experience abroad. These figures demonstrate that staff mobility indicators in the internationalization process of the Faculty are good and developing. However, the Programme would greatly benefit from foreign experts, both from academia and business, as well as local experts from the labour market.

The student/staff ratio is very low that demonstrate that the capacity of the Faculty has much more potential. The workload of teachers is relatively low in the Programme: 7% of their total workload. The other 53% have been used in other programmes (40% are assigned to methodological, administrative and scientific work).

The study process in general is well organized. All information about the studies are provided on the main Faculty webpage, Moodle or by the staff of Academic Affairs Office. It is positive that once in a month meetings with students and administration are organized. These meetings are very useful for students to give their feedback to the head of the programme and the administration staff in order to ensure quality of the Programme.

The premises of the University and the Faculty are quite good and modern. Students mentioned some complaints regarding the parking place availability and too small/busy cafeteria in the Faculty building.

At least once a year the Programme committee has to report to the Dean about the implementation of the Programme. The reports have to contain information about the organization issues, competence of the staff, relevance of teaching materials, survey results among students, staff and social partners. The Programme Committee periodically discusses the developments and decides on the necessary measures. In general, the system is logical and well designed.

Study process evaluations by students are made at the end of each term. A special survey was made in early 2016 in order to summarize the opinion of students, teachers and employers about the Programme. Most of the opinions were favourable, at least or more than 90% of the students confirmed that the quality of teaching materials was good, the teaching and assessment methods were appropriate, the facilities were excellent.

The teachers' overall evaluation of the Programme was very good, too. Social partners found the level and outcomes of the Programme in compliance with Bachelor`s studies. The expert team could suggest strengthening the on-going monitoring, periodic review and improvement system, as well as trying to keep balance between academic staff research and teaching activities in order to ensure efficient knowledge transfer for both teachers and students.

V. GENERAL ASSESSMENT

The study programme Organization Management (state code – 612N20012) at Vilnius Gediminas Technical 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	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	**19**

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;
2 (satisfactory) - meets the established minimum requirements, needs improvement;
3 (good) - the field develops systematically, has distinctive features;
4 (very good) - the field is exceptionally good.

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

VILNIAUS GEDIMINO TECHNIKOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *ORGANIZACIJŲ VALDYMAS* (VALSTYBINIS KODAS – 612N20012) 2017-04-11 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-62 IŠRAŠAS

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V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus Gedimino technikos universiteto studijų programa *Organizacijų valdymas* (valstybinis kodas – 612N20012) 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	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	19

* 1 – Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)
2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)
3 – Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)
4 – Labai gerai (sritis yra išskirtinė)

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IV. SANTRAUKA

Bakalauro laipsnio studijų programą Organizacijų valdymas vykdo Verslo vadybos fakultetas. Studijų kryptis – vadyba, absolventams suteikiamas vadybos bakalauro laipsnis.

Pagrindinės programos tikslo ir studijų rezultatų savybės yra kompleksiškumas ir gana aukšti bei platūs lūkesčiai, ypač bakalauro laipsnio programai. Apskritai, programos numatomi studijų rezultatai yra glausti, aprašymai atitinka reikalavimus, turinys gana aiškus ir yra gerai susijęs su tikslu. Kalbant apie studijų dalykų rezultatus, ekspertų grupė nustatė, kad dėstantysis personalas yra susipažinęs su bendrąja ir konkrečia studijų rezultatų sąvoka ir geba suformuluoti tinkamus studijų rezultatus. Ryšys tarp programos rezultatų ir studijų dalyko rezultatų aprašomas kiekviename studijų dalyko apraše, o į aprašus įtrauktas ir dalyko turinys; tai atitinka bakalauro laipsnio lygį. Studijų dalykų aprašuose pateikti tinkami studijų ir vertinimo metodai.

Apskritai, programos turinys atspindi naujausius šios srities pasiekimus, tačiau kai kurios naujos vadybos mokymo sąvokos, pavyzdžiui, tokios kaip „inovacijos", „verslo etika", „socialinė atsakomybė", „kritinis mąstymas" ir „kūrybiškumas", daugiausiai sutinkamos tik studijų rezultatų dalyje. Siūloma pabrėžti aktualiausius klausimus, taip pat juos išryškinti kurso aprašuose.

Privalomosios ir rekomenduojamos literatūros sąrašas yra gana platus, todėl abejojama, ar studentai sugeba perskaityti tiek medžiagos per studijų dalykui skirtas valandas. Sąraše dominuoja vadovėliai; ekspertai siūlo į literatūros sąrašą įtraukti straipsnių apie originalius mokslinius tyrimus ar su šia sritimi susijusių straipsnių, o patį sąrašą reguliariai atnaujinti.

Mokslinių tyrimų veikla yra svarbi fakulteto dėstančiojo personalo darbo krūvio dalis. SS ir jos prieduose pateikiamas bendras šios veiklos aprašymas: dalyvavimas ir pristatymai tarptautinėse konferencijose, dalyvavimas nacionalinių ir tarptautinių mokslinių leidinių redaktorių tarybose, straipsnių ir knygų leidyba lietuvių ir užsienio kalbomis, dalyvavimas vietos ir tarptautiniuose mokslinių tyrimų projektuose. Bendras vaizdas yra geras ir priimtinas.

Personalas vyksta į užsienį daugiausiai pagal „Erasmus" mainų programą, dauguma dėstytojų turi dėstymo užsienyje patirties. Šie skaičiai rodo, kad personalo judumo rodikliai fakulteto tarptautiškumo procese yra geri ir augantys. Tačiau programai būtų labai naudinga pasikviesti užsienio ekspertų, tiek akademikų, tiek verslo atstovų, o taip pat vietos ekspertų iš darbo rinkos.

Studentų ir personalo santykis yra labai žemas, tai rodo, kad fakultetas turi kur kas daugiau potencialo. Dėstytojų darbo krūvis programoje yra santykinai nedidelis: 7 % jų bendro darbo krūvio. Kiti 53 % skiriami kitoms programoms (40 % skiriama metodiniam, administraciniam ir moksliniam darbui).

Apskritai, studijų procesas yra gerai organizuotas. Visa informacija apie studijas teikiama pagrindiniame fakulteto tinklalapyje, „Moodle" aplinkoje arba ją praneša personalas Akademinių reikalų komitete. Pagirtina, kad kartą per mėnesį organizuojami susitikimai su studentais ir administracija. Šie susitikimai yra labai naudingi studentams, nes jie gali išsakyti atsiliepimus programos vadovui ir administracijos personalui, taip užtikrinama programos kokybė.

Universiteto ir fakulteto patalpos yra gana geros ir modernios. Studentai išsakė keletą pastabų dėl automobilių statymo vietų trūkumo ir per mažos (per daug užimtos) kavinės fakulteto pastate.

Programos komitetas bent kartą per metus turi dekanui pateikti ataskaitą apie programos įgyvendinimą. Ataskaitose teikiama informacija apie organizacinius klausimus, personalo kompetenciją, dėstomosios medžiagos tinkamumą, studentų, personalo ir socialinių partnerių mokslinių tyrimų rezultatus. Programos komitetas periodiškai aptaria atnaujinimus ir nusprendžia, kokių privalomųjų priemonių reiktų imtis. Apskritai, sistema yra logiška ir gerai organizuota.

Studentai vertina studijų procesą kiekvieno semestro pabaigoje. 2016 m. pradžioje buvo atliktas specialus tyrimas, siekiant apibendrinti studentų, dėstytojų ir darbdavių nuomonę apie studijų programą. Dauguma nuomonių buvo palankios, bent 90 % ar daugiau studentų patvirtino, kad dėstomosios medžiagos kokybė buvo gera, dėstymo ir vertinimo metodai – tinkami, patalpos – puikios.

Dėstytojai taip pat bendrai gerai įvertino programą. Socialinių partnerių manymu, programos lygis ir rezultatai atitiko bakalauro lygio studijas. Ekspertų grupė siūlo stiprinti nuolatinę stebėseną, periodinius vertinimus ir tobulinimo sistemą, taip pat stengtis palaikyti pusiausvyrą tarp akademinio personalo mokslinių tyrimų ir dėstymo veiklos tam, kad būtų užtikrintas veiksmingas žinių perdavimas tiek dėstytojams, tiek studentams.

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III. REKOMENDACIJOS

1. Ekspertų grupė rekomenduoja tiksliau suformuluoti programos tikslus ir kai kuriuos studijų rezultatus, kad jie labiau atitiktų realius darbo rinkos poreikius, ir iš naujo apibrėžti studijų rezultatus, kad jų įgyvendinimą būtų galima nedviprasmiškai patikrinti.

2. Kadangi programos vadybos procesą sudaro keli etapai (projektavimas, įgyvendinimas ir studijų turinio teikimas), įskaitant įgyvendinamus studijų rezultatus, pažangius dėstymo ir mokymosi metodus bei atitinkamus vertinimo metodus, siūloma daugiau dėmesio skirti integruotam ir rezultatais grindžiamam švietimui bei siaurinamajam reguliavimui, būtent aktyvaus ir kūrybiško dėstymo metodams, studijų rezultatų vertinimui. Ekspertų grupė siūlo palaikyti pusiausvyrą tarp akademinio personalo tyrimų ir dėstymo veiklos tam, kad būtų užtikrintas veiksmingas žinių perdavimas tiek dėstytojų, tiek studentų praktikos tikslais.

3. Reikėtų geriau išanalizuoti profesinius reikalavimus, visuomenės poreikius ir darbo rinkos poreikius, o programos komitetui siūloma atlikti būtinąją rinkos analizę ir konkurentų analizę. Išsamesnis verslo srities švietimo rinkos tyrimas parodytų tolesnio tobulinimo kryptis, taip pat atskleistų silpnąsias ir stipriąsias programos puses bei Verslo vadybos fakulteto poziciją rinkoje: ji gali duoti pagrindą bet kokiems programos turinio pakeitimams ir programos reklamai. Palyginimo su kitomis programomis analizė būtų gera priemonė programos portfeliui valdyti, skatinanti nuolatinį jos tobulinimą.

4. Kadangi mažas pageidaujančiųjų studijuoti pagal šią programą skaičius toliau kelia rūpestį, ekspertų grupė rekomenduoja išnagrinėti papildomas galimybes, kaip pritraukti studentų, ir reklamuoti programą įvairiuose partnerių tinkluose (pvz., profesinėse asociacijose, absolventų tarpe).

5. Siūloma sustiprinti tęstinę stebėseną, nustatyti periodinių patikrinimų ir tobulinimo sistemą. Be reguliariai stebimų rodiklių, reikėtų kontroliuoti kitus svarbius rodiklius, įskaitant programos požymius ir savybes (pvz., praktinių mokymų mainus, turinio kokybę ir profesinius metodus), absolventų karjerą ar vertinimo procedūrų efektyvumą.

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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)