



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos verslo kolegijos, Šiaulių fakulteto
ĮSTAIGŲ IR ĮMONIŲ ADMINISTRAVIMO PROGRAMOS
(653N23005)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF ADMINISTRATION OF ENTERPRISES AND
INSTITUTIONS (653N23005)
STUDY PROGRAMME

at Lithuania Business College, Faculty of Šiauliai

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Įstaigų ir įmonių administravimas</i>
Valstybinis kodas	653N23005
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Įstaigų administravimo profesinis bakalauras
Studijų programos įregistravimo data	26-06-2002; Nr. 1190

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Administration of Enterprises and Institutions</i>
State code	653N23005
Study area	Social Sciences
Study field	Management
Kind of the study programme	College Studies
Study Cycle	First
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor degree in office administration
Date of registration of the study programme	26-06-2002; No. 1190

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I. INTRODUCTION

Public institution Lithuania Business College (LBC) formerly known as West Lithuania Business College was founded in 2001 as a School of Higher Education by Decree of the Government of the Republic of Lithuania № 1028, dated 28-08-2001 following the reorganization of the school of further education for the higher education training of business administrators and managers. The College has 9 higher education study programmes that offer awards in Professional Bachelor degrees.

LBC's mission is that of a "modern and innovative school of higher education, striving to be open to the society, orienting its activity to the needs of the region and integrating into the Lithuanian and European education system".

LBC started study implementation process in Šiauliai city in 1999, after establishment of Šiauliai Department of Education of Klaipėda School of Further Education for Secretaries – Manager's Assistants. Following the growth in number of students and lecturers and striving for the higher quality of study process organisation, in 2005 two departments were opened in Šiauliai Department of Education – Social Sciences and Humanities.

LBC Šiauliai Faculty is managed by the Dean who is in charge of organisation of study process, and for the rational use of material and human resources. The Dean supervises and controls performance of other staff of the Faculty, plans and implements activities of public relations and promotion of the LBC Šiauliai Faculty.

Pursuant to the LBC director's order № 1.5.-16, dated 14 November, 2012, a working group of seven members was formed for preparation of Self-Evaluation Report (SER) of the *Administration of Enterprises and Institutions (AEI)* study programme. The self-evaluation group consists of: external social stakeholders – two representatives of employers and one researcher from other institution of higher education; one student of LBC Šiauliai Faculty; the Head of Public Administration Department, Dean of LBC Šiauliai Faculty; a lecturer of LBC Šiauliai Faculty *AEI* study programme.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The aim of *AEI* study programme is to prepare specialists, able to work in various sizes (small, medium, large) and type (service, commerce, production) business companies or state-owned enterprises and public institutions, other organisations, who would have sufficient competences enabling them to perform functions of an administrator or a job similar to this professional activity, to establish his/her own business, to integrate successfully into international labour market as a specialist of this field, to organize and administer e-business.

In the course of organisation of studies under the *AEI* study programme the following objectives are also set:

1. To provide knowledge on the methods of organisation of economic and financial operations of an economic entity;
2. To provide special professional competences ensuring ability to acquire and understand comprehensive knowledge in administration and other social sciences;
3. To develop competences allowing to organise practical activities requiring high-level of professional preparedness, in the course of such activities demonstrating the ability to act independently, to make decisions;
4. To plan and manage operations, to assume responsibility for results of his/her own and others' performance.

The study programme aims and intended learning outcomes are consistent with the type and level of studies. The name of the study programme, its intended learning outcomes, content and the qualifications offered are compatible with each other. The aims and the intended learning outcomes are clearly defined in LBC documents and are available on the College web-site and printed documents. The expert team members share the opinion that the formulation of some of the study programme intended learning outcomes could be more specific and more closely connected to the courses and in the specific areas. For example: Will explain, interpret and generalize the obtained findings of analysis; Will explain the basic peculiarities of individual and team work, preconditions for increase of its effectiveness; Will have the formed responsible approach to his/her activity, environment and its sustainable use; Will recognise leader's traits in himself/herself and in others, etc.

Evaluation of labour market needs utilises the experiences of the Klaipėda *Administration of Enterprises and Institutions* study programme. The region was hit strongly by the economic

crisis. Many people have emigrated from Šiauliai region. During the last year 9 schools closed in Šiauliai region, it is a half of the previously existing secondary schools. Furthermore to identify the labour market needs the College looks for labour market statistics, and regularly conducted regional and national surveys, asks social partners, takes into account the study programmes offered by other higher education institutions. According to the data gathered about labour market demand, general administrators of this kind are needed. General administration study programme is offered to cover as many market needs as possible. Moreover the College intends to meet regional specific demands for graduates. Between 2006 and 2011 the *AEI* study programme was amended and updated 5 times, seeking adjustments to the estimated needs of the labour market. They have included two new specialisations as a response to requests from social partners: *E-Business Administration* and *Innovative Solutions in E-Business*. Generally the College offers a very broad study programme to help the graduates in finding working places. In total the study programme includes 4 specialisations: *Administration of Business Companies*, *Administration of State Enterprises and Public Institutions*, *E-Business Administration*, *Innovative Solution in E-Business*.

In spite of these development activities the number of students shows declining. While there were 60 students (17 full-time and 43 part-time) in academic year 2008-2009, this number has decreased to 29 (9 full-time and 20 part-time) in 2011-2012. The decline in student numbers is connected to the economic crisis. Students prefer the part-time study mode as they have better financial conditions to continue their studies. The teaching activity with these small numbers of students is regarded as sustainable according to the Lithuanian standards.

It is necessary to mention, that graduates can find working places. About 83% of graduates found a job in accordance with their acquired profession.

In conclusion, the study programme aims and some of the intended learning outcomes are defined, but could be more specific. The aims of the Administration of Enterprises and Institutions study programme correlate with the mission of Lithuania Business College. The qualifications offered are compatible with the name of the study programme and its intended learning outcomes. The study programme adjusts to the changing requirements of the labour market, new specialisations were launched to meet the need of social partners. The decrease in student numbers is a consequence of the economic crisis and means of raising the number of entrants should be considered.

2. Curriculum design

The curriculum design meets legal requirements and regulations. According to the SER, the programme complies with the national legal acts and the regulations for Professional Bachelor study programmes. Consecutive order and curriculum of the *AEI* study programme comprises of the following blocks of subjects: general education subjects (15 credits), basic professional subjects (57 credits), special (professional) subjects (46 credits), elective subjects (9 credits), specialization subjects (14 credits), professional training practices (30 credits) and preparation and defense of the final thesis (9 credits). Practical training covers at least one third of the study programme.

The total volume of the study programme is 180 ECTS credits. The programme complies with the Bologna process in the way of shifting from national credits to the European Credit Transfer and Accumulation System (ECTS). *AEI* study programme is dedicated for both: full-time and part-time students. Duration of the full-time studies is 3 years, while duration of the part-time studies is 4 years. The scope of the study programme is sufficient to achieve the intended learning outcomes.

The programme is flexible and the student may choose elective courses up to 9 credit points which is equivalent with 3 subjects. The impact of social partners on curriculum design is very important. College reacts almost immediately to their suggestions, and introducing new subjects into the study programme. For example, during our meeting with social partners one of the company representatives said that there is a need for students to know more about a conflict solving and now the College is looking for the possibility of teaching about it. Moreover in modern society it may be necessary to include business ethics course, as well as legal aspects of intellectual property in the curriculum.

The expert team agrees that it is rational to divide the study programme of business companies, and public institutions due to the specific characteristics of these organisations. But it is quite difficult to understand the reasons behind separating the *E-Business Administration* and the *Innovative Solutions in E-Business* specializations. The subjects taught in the specialisations have similarities and also the labour market options. Experts team recommends the College merge these specialisations especially due to the small number of students.

In conclusion, the AEI study programme curriculum meets legal acts requirements, it is well designed and could be defined as broad as result of consultations with social partners. Although in an attempt to be inclusive and responsive, and meet the expectations of the labour market two

new specialisations in e-business give the very similar opportunities and skills. These are particularly E-Business and Innovative Solutions in E-Business. The rationale of these two new specialisations is questionable. The incorporation of a course in business ethics and legal aspects of intellectual property is recommended.

3. Staff

The College has an adequate number of the staff with the necessary qualifications. The study programme is provided by the staff meeting legal requirements. There are 19 lecturers in the College, most of them full-time employed. Ten out of the 19 teachers have more than 4 years pedagogic work and practical experience. 5 teachers have scientific degree which represents 26,3% of the staff members in academic year 2011/2012. Ratio of lecturers with academic degree and those being in the process of getting a degree have increased during the last years.

Lecturers are using different methods of teaching which help to attract students, for example students review each others' researches, problem and situation analysis, simulation games, discussion, reflection and presentations. Students also are provided with opportunities to participate in researches. Lecturers try to bring context in general subjects closer to professional subjects.

The College provides different support to lecturers: arrange seminars and conferences for lecturers including English courses, and attracts lecturers to arrange seminars for further development. During the meeting with the staff members it was mentioned that colleagues are exchanging experience and knowledge as well helping each other for professional growth. However the majority of teaching staff have insufficient knowledge in foreign languages, particularly English language.

The CVs of teachers include mainly teaching related methodological papers and articles published in the journal Management edited by the College. Hardly any publications appears in refereed journals. This is an area where further development would be advisable. On the other hand, lecturers try involve students to their research for their degree and also they appeal to social partners to provide research.

The Dean of the College is aware of the need for further development of staff members. Different schemes are available, e.g. Erasmus exchanges, joint projects with foreign partners, organisation of scientific conferences by the College, but till now the results especially concerning the foreign languages skills improvement are rather poor despite the fact that nearly 80% of staff members participated in these further training activities.

Lecturers are observed mainly by the Head of the Department, but not by colleagues. This is a frequently observable practice in higher education institutions in Europe. There is also a system at the College for meetings with colleagues when a lecturer comes back from a seminar or international exchange programme. This issue is considered as very positive by experts team.

According to students' comments, lecturers qualifications and skills are commended. Lecturers use practical methods, which helps to attract and teach students.

In conclusion, the number, qualification and experience of the teaching staff meet the formal requirements and provide framework to assure the achievement of the study programme aims and intended learning outcomes. Teachers are motivated, trying to keep themselves up-to-date with practical knowledge. They are supported by the College authorities in their efforts to improve themselves. Further steps should be taken to improve the research and publication activity of the staff members and their knowledge of foreign languages. The staff is aware of the position of the College on the market and aware of necessity for changes.

4. Facilities and learning resources

Resources are provided in teaching rooms, computer equipment and library resources. Special accounting programmes are used for learning purposes at the College (Rivilė, Stekas etc.). Part-time students mostly use Excel and PowerPoint, although they are aware of other programmes at the College, but they have not used them yet. Use of statistical and accounting programmes would be advisable.

The library is very good in supporting the needs and course requirements, with a good number of books, literature, journals as well as access to internet, which is very useful especially before assessment. Students have not expressed serious complaints about resources although some of the computers are quite slow.

Students have enough information regarding student exchange programmes, provided by the web-page, and in leaflets. As the majority of students are part-time, the opportunity to advantage of international exchange programmes is limited. Students know, that agreements are signed between the College and Šiauliai University, as well with some other institutions, and it allows them to study further.

Students have opportunities to find by themselves or use College assistance for practice places. Part-time students expressed, that for them it is much more comfortable to find places themselves as in that way they can be more flexible, and combine work and studies. Flexibility

was mentioned as very important issue applied by the College: part-time students have their sessions on every Saturday, and this is very positively perceived by students.

Students have enough information regarding grants and accommodation. According to students the facilities provided by the College are good. Students are informed that renovation will start during the summer time, and it will improve the teaching facilities.

Students would recommend the College to others, as they are generally satisfied with the College.

In conclusion, the College has the necessary teaching rooms, library and IT systems. Work placements are provided in adequate numbers and variety. Flexibility of the College in both timing of classes and practical placements are appreciated by the students. However some of the IT facilities should be renewed.

5. Study process and student assessment

According to students, the admission requirements to the study programme and processes are clear and achievable. There is enough and reliable information on the College website. The College develops and implements various individual students' assessment systems, and also feedback regarding the completion of the intended learning outcomes.

Information on study subject content and assessment criteria are provided to students at the beginning of each semester. Students found that this information was enough to get acquainted with the requirements. During the study subject feedback is provided indicating student progress. The mentioned feedback is a bit general and the experts team would welcome a more specific and detailed evaluation in a written form. The evaluations in many cases are oral, which may be useful but probably students would profit more from detailed written evaluations.

The expert team had the opportunity during the site visit to have a look at the course papers and the final theses. The level and quality of the final theses meet the requirements of Professional Bachelor degree. Two evaluators (one from the College and one from outside) write their opinions on the final theses. Representatives of social partners are invited into the final defence committees and their opinion and feedback to the College provide important information sources for development of the curriculum.

More than 83% of graduates are employed in accordance with the acquired profession. Announcements on job vacancies, information on competition procedures for certain vacancies

in companies and organisations are posted on the College notice board and website. Students interviewed during the meeting expressed their satisfaction with lecturers and study requirements and they agreed that they have got enough theoretical and practical knowledge to join the labour market; and in some cases it helped to establish their own business and be successful as employer for others. Graduates interviewed during the visit expressed that they can apply acquired skills and competences at their job. This was also confirmed by employers. Graduates recommended the further development and improvement of practical skills and better communication with social partners.

Šiauliai Youth Labour Centre plays an important role in the College students' counselling on career issues. On the basis of undersigned cooperation agreement consultants from UAB „Personalo valdymo sistemos /Personnel management systems” run consultative seminars once a year. Counselling of this type is also provided at the College during *Career days*. This function (student counselling on career issues) is indirectly performed during defence of professional practice reports. Competent practitioners, experts in economics take part in such defence and give advice to students.

Social partners are satisfied with the knowledge level students gain on this programme. They stressed that a practical approach was very important for students and employers and are open and willing to do more for the College. Social partners usually gave feedback to College after final thesis defence, but they were not provided with surveys concerning the realisation of the intended learning outcomes, quality and proposals to improve the programme. Social partners expressed their willingness to have an even more closer cooperation with College for example a breakfast club meeting each month to discuss College issues.

Students do not have issues regarding practice because of good relations with business companies. For example, many companies are planning to admit College students for practice and later keep them as employees.

In conclusion, the study process is well organised. Feedback during the study period is provided to students but it could be more detailed and in a written form. The College offers enough places for students practices, which is partly connected to the high graduates employment rates.

6. Programme management

The programme management is well organised. The College has implemented ISO 9004:2000 quality management system which has been externally approved. The quality management system focuses on monitoring of the study process and specifies the necessary documents for Studijų kokybės vertinimo centras

evaluations. The Academic Board of the College evaluates the reports and makes the final decisions.

Social partners are involved in evaluation of the study programme. The College has good relationships with companies and institutions and it provides opportunities for running a well established feedback system involving the social partners. However social partners could be involved more in not only the evaluation process but also in teaching activities. As the College has a priority in providing practically relevant and useful knowledge for students, this resource is rather valuable for the development activity. The Director of the College, the Academic Board, the Deputy-director for Studies, the Committee of the Study Programme, the social partners and graduates are elements of the studies quality assurance, which provides a good organisational framework for a balanced evaluation. However even if the system exists, it is recommended to formalise a feedback of all social stakeholders.

Representatives of social partners and alumni both expressed their satisfaction with the study programme of the College. Especially the practical orientation and the broad network with social partners were mentioned among the positive features of the College.

In conclusion, the programme management is well organised. The College has the appropriate organisational structure for managing and controlling the teaching process. Social partners, students and alumni are involved in internal quality assurance system, but the feedback from them should be more formalised. Social partners also may be involved more intensively in the teaching process.

III. RECOMMENDATIONS

1. It is recommended to slim down the study programme aims and some of the intended learning outcomes.
2. Further measures should be used in advertising the study programme and increasing student numbers.
3. More courses should be provided in English language. The knowledge of English of teaching staff should be improved as well.
4. Research work of teaching staff and scientific publications should be given priority in further development plans.
5. Social partners should be involved more intensively in the teaching.
6. The feedback from the College to alumni, students and social partners should be improved.

IV. SUMMARY

Main strengths and weaknesses of the *Administration of Enterprises and Institutions* study programme.

Strengths:

- Preparing general administrators who can find employment in broad fields of public and private organizations;
- Student-oriented study programme and teaching activity;
- Some courses are available in English language;
- Close connections to social partners;
- Strong practical orientation of the study programme.

Weaknesses:

- Too broad study programme aims and some of the intended learning outcomes;
- Foreign language capabilities of teachers and partially of students;
- Research work of the teaching staff especially in applied scientific research;
- The lack of the using social partners in teaching activities;
- Lack of students active participation in exchange programmes;
- The feedback from College to alumni, students and social partners is not sufficient.

V. GENERAL ASSESSMENT

The study programme *Administration of Enterprises and Institutions* (state code – 653N23005) at Lithuania Business College, Faculty of Siauliai is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	18

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

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

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

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

Grupės vadovas:
Team leader:

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Grupės nariai:
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**LIETUVOS VERSLO KOLEGIJOS ŠIAULIŲ FAKULTETO PIRMOSIOS PAKOPOS
STUDIJŲ PROGRAMOS *ĮSTAIGŲ IR ĮMONIŲ ADMINISTRAVIMAS* (VALSTYBINIS
KODAS – 653N23005) 2013-06-25 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-247
IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos verslo kolegijos Šiaulių fakulteto studijų programa *Įstaigų ir įmonių administravimas* (valstybinis kodas – 653N23005) vertinama **teigiamai**.

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

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

IV. SANTRAUKA

Pagrindinės studijų programos *Įstaigų ir įmonių administravimas* stiprybės ir silpnybės.

Stiprybės:

- Studijų programoje ugdomi administratoriai, gebantys integruotis į darbo rinką tiek viešajame, tiek privačiame sektoriuje;
- Studijų programa yra orientuota į studentus;
- Kai kurie studijų dalykai dėstomi anglų kalba;
- Glaudūs ryšiai su socialiniais partneriais;
- Studijų programa pasižymi orientacija į praktinę veiklą.

Silpnybės:

- Pernelyg abstrakčiai suformuluoti studijų programos tikslai ir kai kurie numatomi studijų rezultatai;
- Dėstytojų, taip pat tam tikru mastu ir studentų užsienio kalbos gebėjimai;
- Akademinio personalo mokslo tiriamoji, ypač taikomoji veikla;
- Socialinių partnerių įsitraukimo į mokymo procesą stoka;
- Neaktyvus studentų dalyvavimas mainų programose;
- Nepakankamas kolegijos grįžtamasis ryšys absolventų, studentų ir socialinių partnerių atžvilgiu.

III. REKOMENDACIJOS

1. Sumažinti studijų programos tikslų ir numatomų studijų rezultatų skaičių.
2. Aktyviau taikyti studijų programos populiarinimo bei studentų skaičiaus didinimo priemones.
3. Daugiau studijų dalykų dėstyti anglų kalba. Be to, reikėtų tobulinti akademinio personalo anglų kalbos įgūdžius.
4. Studijų programos tobulinime pirmenybė turėtų būti teikiama akademinio personalo mokslo tiriamosios veiklos skatinimui ir aktyvesniam publikavimui moksliniuose žurnaluose.
5. Į dėstytojų procesą turėtų būti aktyviau įtraukiami socialiniai partneriai.
6. Reikėtų skatinti kolegijos grįžtamąjį ryšį absolventams, studentams ir socialiniams partneriams.

<...>

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

¹ Žin., 2002, Nr.37-1341.