



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto Kauno humanitarinio fakulteto
VADYBOS IR VERSLO ADMINISTRAVIMO STUDIJŲ
PROGRAMOS (612N90001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF MANAGEMENT AND BUSINESS ADMINISTRATION
(612N90001) STUDY PROGRAMME
at Vilnius University Kaunas Faculty of Humanities

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Vadyba ir verslo administravimas</i>
Valstybinis kodas	612N90001
Studijų sritis	Socialinių mokslų
Studijų kryptis	Verslas ir vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	4
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo ir vadybos bakalauras
Studijų programos įregistravimo data	1997-05-19, Nr.565

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Management and Business Administration</i>
State code	612N90001
Study area	Social sciences
Study field	Business and management
Kind of the study programme	University studies
Study cycle	First
Study mode (length in years)	4
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Business and Management
Date of registration of the study programme	05-19-1997, No. 565

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I. INTRODUCTION

Vilnius University Kaunas Faculty of Humanities (hereinafter VU KHF) was founded in 1964 and is an academic unit of Vilnius University (hereinafter VU). The VU governance and management is defined by statute and the University is governed by the single Rector. VU KHF consists of seven Departments and a socio-cultural research centre and is governed by the Council and the Dean, who is assisted by five Vice-Deans. The BA study programme *Management and Business Administration* (MBA) has been in existence at VU KHF since 1997 and was subject to external evaluation by an international Expert Group in 2005. It is located in the Department of Business Economics and Management while also drawing on the resources and staff of a number of other departments. A self evaluation working group consisted of the Programme Chair, assisted by three members of the academic staff together with a student representative. They engaged in extensive data collection and evaluated key areas of the programme including structure, staffing, resources, objectives, learning outcomes and management arrangements. (Table 1)

The first cycle programme *Management and Business Administration* (State Code – 612N90001) shares this code with the first cycle programme of the same name delivered on the VU main campus in Vilnius. While there is overall coordination between the various campus units of VU particularly in relation to research and doctoral study, the two programmes which share the course title and state code are two separate programmes which are not in any way coordinated and which have evolved separately, although there are many parallel features. There is also reference in the SER to distance and part-time delivery modes, but these have been discontinued.

The international external evaluation of the programme took place on Thursday 16th May 2013 and included a site visit to the University campus in Kaunas. The team of experts was led by Dr. Michael Emery (UK) and the other team members were Mr. Paul O’Sullivan (Ireland), Prof. dr. Tatjana Volkova (Latvia), Ms. Karolina Zelbiene (Lithuania) and Mr. Dionis Martsinkevichus (student member, Lithuania). A brief oral feedback was provided by Dr. Michael Emery at the end of the site visit. The Expert Team later reviewed its findings and produced a written draft report which was submitted to SKVC. The University at Kaunas had the opportunity to comment on the draft report prior to its publication.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1 The stated aim of the first cycle study programme ‘Management and Business Administration’ is to prepare qualified specialists of commerce and business organisation who can innovatively manage business processes including exercising specific competences spanning marketing, general management, human resources, and decision making among other areas.

The programme aims and learning outcomes are well defined and readily accessible to students, other stakeholders and the public at large through the VU website and also on the centralised AIKOS system of the Ministry of Education and Science of the Republic of Lithuania. In addition, VU issues publications each year, presenting the aims and contents of its study programmes and these are widely distributed to intending students. Comprehensive programme information can be accessed on a continuous basis on the VU KHF Website.

1.2 As a first cycle programme the general aim is to provide a broad university education which prepares suitably qualified experts in management and business administration who can contribute in a changing national and international business environment. The subject descriptors provided in the SER (**SER, Annex 1**) and the overall aims, objectives and competences which are the focus of the programme are fully aligned to the requirements of the *Description of Study Programmes* approved by the Ministry in November 2011. The final shaping of competences and outcomes has also involved input from student representatives and social partners. All students will acquire the professional competences categorised in the Tuning project as well as specific competences related to strategic and operational decision making in business.

The inter relationship of competences and outcomes is detailed in **Annex 1** and it is recommended that the teaching team pay additional attention to the documenting and differentiation of such competences and outcomes. The Expert Team accepts that each individual subject/module (whether mandatory or optional) is oriented towards the aims, competences and outcomes as expressed in the Table and in **Annex 1**.

1.3 During the period under review, considerable attention has been given to the aims of the programme and its fit with labour market requirements. In line with the Bologna Process and the Dublin Descriptors, the programme objectives are now stated in student oriented terms as learning outcomes though the Expert Team would note the reservations above.

There are a wide range of roles cited as career target areas for graduates of the programme ranging across Marketing, Human Resources, Finance, and Administration and including SME management, Entrepreneurial Activities, and the pursuit of Level 2 cycle awards. No specific evidence from detailed national survey data or graduate and social partner surveys is presented to validate the fit with labour market requirement. There remains a concern that poor recruitment arises in part from public concern with perceived poor demand for professional managers in Lithuania at present.

1.4 The programme is the subject of periodic review where all relevant issues are reviewed by the Study Programme Committee and by the Departments which provide the subjects. Proposals and recommendations are made, if required, to the Study Programme Committee of the Faculty, whose decisions are in turn approved by the Council. Stakeholders, including social partners and students, participate in programme review and make proposals through the structures outlined above.

There is periodic external review and the report of the expert group 2005 was available to the current Review Team and was particularly useful in examining the implementation of previous recommendations.

1.5 The Expert Team recommends that up to date data in relation to the labour market and the career track record of graduates be used to inform a review of the competences and learning outcomes.

2. Curriculum design

2.1 The curriculum design meets the legal requirements of the Ministry and the requirements of VU in relation to first cycle programmes with a total credit count of 240, delivered across 8 Semesters, each of Semesters 1-7 consisting of six or seven individual subjects. The total scope of the programme as documented in the SER and annexes is sufficient to achieve the study outcomes. New course descriptors which accord with VU Regulations and with the Bologna Declaration and the Dublin Descriptors have been implemented. In the view of the Expert Team, some adjustments in relation to the documenting of competences and learning outcomes is required as stated above.

Analogous programmes in other countries were also used as comparators, presumably as exemplars of good practice. This benchmarking study referenced programmes in Lithuania and in a number of

Western European countries (**Table 24**). It is evident that programmes in Lithuania have a much lighter weight of accounting/finance and economics subjects, but these insights are not reflected in any changes in the programme as presented or in the planned changes for the programme in the near future.

2.2 The progression from general competences and from a broader context of mandatory university studies, to specialist knowledge and competences, is logical, coherent and progressive and without repetition. The Expert Team request the Faculty to reconsider the positioning of the introductory module in finance, which might be of greater benefit to students if placed in Semester 1 or 2. The Expert Team is of the view that this is a very modest introduction to the subject and would welcome more rigour in a redesigned subject. Overall this subject unit is the only compulsory course in financial accounting and this treatment of the domain would be regarded as very light on most general business degrees. There is a further compulsory course, *Management of Investments*, but this is more specialist in its focus. All other accounting related courses are electives. The overall treatment of the subject domain might therefore also be reconsidered.

2.3 Individual subjects are carefully described in terms of outcomes which are meticulously mapped against overall stage and programme outcomes (**SER, Annex 1**) but there is in some subject areas a lack of clarity as between competences and outcomes.

Varied and innovative teaching methods are employed to achieve the outcomes and the proposed competence acquisition and the assessment strategy is both formative and summative and fully integrated into the overall pattern of learning. The Expert Team can confirm that the content and level of the subjects is both consistent with the type and level of the studies and appropriate for the achievement of the learning outcomes.

In semester seven, all students will experience an in-company Professional Practice component of eighteen credits, and will prepare a bachelor's final thesis of eighteen credits in semester eight. These learning opportunities seek to integrate and apply competences and knowledge acquired and, in a sense, provide a capstone element to the overall programme.

The Professional Practice element conforms to the VU KHF requirements for this area of learning, and it aims to consolidate theoretical knowledge through developing practical skills in the appropriate specialist sub-branch areas. The element is well documented and the outcomes are achieved satisfactorily as evidenced by student reports and assessments.

The bachelor's thesis conforms to the methodological requirements for such work as published on the VU KHF website. The approach to the implementation, management and integration of the thesis into the overall learning pattern is well documented.

The subject descriptors, the innovative teaching delivery and the repertoire of assessments provide for the achievement of the aims of self expression, critical and reflective thinking, and participation and group skills. However, certain elements of the curriculum might be reviewed for current relevance. The programme team now has an opportunity, with their proposed redesign of a modified structure, to consider the introduction of specific subjects such as Change Management and Digital Marketing and Analytics which might make the programme particularly attractive to both applicants and employers. The Expert Team noted very good work in the marketing subjects and in e-commerce and the further integration of these areas might provide competitive advantage in the marketplace for the programme and for its students. The Study Programme Team has embraced new teaching methodologies and are achieving success in these areas. There is a very meritorious use of case-study work, particularly 'live' case studies involving social partners. The learning platform adopted is *Moodle* but some staff are still largely users of the internal server based system which is very good for student information needs but less so for providing learning resources and opportunities. The Expert Team believe that the subject descriptors provide students with sufficient information to optimise their performance and to make effective choices.

2.4 The current programme structure, introduced in 2009, provides for a Bachelors Thesis (18 credits) to be researched and written as a key contribution to the achievement of outcomes and as a significant part of the final assessment. Prior to 2013 final assessment was exclusively by examination. The stated aims of the thesis component are appropriate and valuable as part of the overall learning on the programme and there is an opportunity for independent investigation, deep specialisation, and integration of learning from many areas of the programme.

The thesis component is implemented in accord with the Ministry of Education and Science *Regulation of the Main, Special Professional and Integrated Study Programmes*.

The Expert Team commends the introduction of the thesis and the new focus on student scientific work which was recommended by the previous external review. It is notable that the subject *Essentials of Scientific Research* appears as early as semester 1. While this will give rigour and focus to inquiry based learning throughout the programme it might be argued that students would benefit if the module was offered in closer proximity to the thesis element. There is a very positive suggestion that the thesis will be strongly related to the Professional Practice element and some more detail would be welcome in this area. Detail is provided in relation to assessment and the formal arrangements for the public defence of the thesis and the criteria for assessment are clearly and appropriately stated.

The major Term Paper in Semester 7 also provides an opportunity to develop student skills in preparation for the thesis, but there currently appears to be too little emphasis on the use of scientific literature in an appropriate way in the Term Paper, based on the sample of such papers scrutinised during the Expert Team visit.

2.5 The Expert Team agrees that the ‘Management and Business Administration’ programme has significant strengths and is clearly on a trajectory of continuous improvement informed by a data driven QA system and a formal commitment to consultation and review on the part of the team. The Expert Team views as strengths the range and innovative quality of teaching approaches, the repertoire of assessment approaches and the appropriateness and rigour of the learning outcomes. The ability of the student to work independently is fostered in a variety of ways throughout the programme. The programme seeks to engage with social partners, not just in terms of professional practice but also in terms of occasional seminar delivery and involvement in assessment of Professional Practice and Theory. The Expert Team notes a high quality and enthusiastic team who deliver the programme in a strongly integrated way and show commitment to innovation and continuous improvement.

The Expert Team note some evidence of inconsistency in the documentation of competences and learning outcomes as requiring attention. The Team would also wish to see the opportunity now available in the programme redesign exercise result in the introduction of new and relevant content areas and the strengthening and relocation of the Finance subjects. The Expert Team would also like to see a greater emphasis on scientific enquiry skills in relation to the preparation of both the term paper and the thesis.

3. Staff

3.1 The SER provides a full breakdown of the teaching staff involved in the delivery of the programme. The staffing arrangements meet the legal requirement for delivery in that 86% of the staff involved are categorised as “Scientists” as against a requirement of 50%. In all there are currently 37 academic staff and 1 guest lecturer involved in the programme, of whom 7 are full Professors and 15 Associate Professors. All deliverers meet the scientific and pedagogical qualification requirements. The staff qualification profile has improved significantly over the period 2008-2012 as the percentage of the team at professorial rank has trebled and the great majority are

now of doctoral status. The staff seems to be largely VU or VU KHF graduates or have completed their doctorates at the University.

Most of the academics teach in their key area of research and their research informs their teaching. The qualifications and research output of the academic staff are documented (**SER, Annex 3 and 4**) and the Expert Team finds the profiles appropriate to the achievement of the programme objectives and learning outcomes.

Most of the lecturers have more than five years experience of teaching and the convention is that no lecturer teaches more than three subjects – in fact only one lecturer actually teaches three subjects.

3.2 It is implied that most of the teachers involved in the programme are alumni of VU/VU KHF and a number of them have defended their Doctoral thesis at VU KHF in recent years. There is an implied assumption that this is a positive but similar Universities abroad would probably regard staff diversity in terms of academic origin and perhaps geographic origin as a positive. The Expert Team accept that as VU is the premier university in the Republic it may be difficult to source staff of suitable quality who have not had a previous connection to VU.

3.3 PhD supervision and scientific work are integrated at University level and staff at VU KHF collaborate with colleagues on the Vilnius campus. A number of staff members are editors or members of the editorial boards of scientific journals. The delivery team have an output of scientific papers, and while some of these appear in international journals the focus appears to be publishing in local journals. The Expert Team accept that the language issue may limit the publication outputs but it would be important to broaden the range of journals targeted in order to build the reputation of the staff and the University.

A number of members of staff are single or co-authors of textbooks or authors of what is described as “educational books” and books on methodology. The staff also participate in scientific projects including European Framework projects, LAMA projects and projects sponsored by UNDP. In 2009-2010 staff members participated in the Lithuanian – Ukrainian bilateral cooperation projects *Business Development in Europe, the Change in Global Environment Management Threats and Opportunities* and others.

A number of the staff are active members of local (e.g., Association of Accounting Educators and Researchers) and international (e.g., International Association for Energy Economics, International Society of Ecological Economics) networks.

3.4 The figures provided for staff/student ratio 2008-12 need some clarification in the SER. A favourable movement in the ratio occurred in 2011 but seems to be wholly due to the negative reason of declining student recruitment. This appears to have been reversed in 2012 though there is a tendency throughout the document to suggest that various important trends have been reversed in 2012 and hopefully this will prove to be the case but it is probably overly optimistic to predict a trend reversal on the basis of data from a single year. A more useful insight into staff/student ratio and the availability of staff to this programme on a dedicated basis is provided in Table 7 - The Summary of Workload for Lecturers. Total teaching load appears to range from 96 hours per annum up to 452 hours per annum which would be comparable to contact loads in many Western Universities though possibly higher than the teaching loads in research universities. Lecturers commitment to the programme ranges from about 25% of their load to a maximum of 65% with the average being closer to the 25% figure.

3.5 Some academic mobility is reported involving a small number of the teaching delivery team, 2-4 per year going abroad in most years but with a very significant jump to 13 staff travelling in 2012. This includes short visits as well as teaching assignments in a number of foreign Universities. In some instances mobility is supported by Erasmus provision but it is also stated that Internships are funded by the Faculty.

During the period under review inbound academic mobility involved Professors from Austria, Denmark, Hungary and Latvia. The potential for a positive impact on delivery through the use of visiting foreign staff should be further expanded. It is notable that the exchanges are largely confined to continental Europe. There is an absence of exchange or visits to native-English speaking countries.

3.6 Staff turnover is reported as being constant but it appears to be quite minimal. The SER shows an awareness of the need for staff renewal. In age terms, however, the staff is well balanced and this seems to contribute to both continuity and consistency in the study programme. The stated aim is to ‘attract young lecturers who have practical experience’, a policy that is being implemented on the evidence of Annex 2.

3.7 There is reference to systematic professional development of lecturers and the discussions of the Expert Team with staff confirmed that significant regular training opportunities are availed of, amounting to at least five days per staff member per year. It is clear that there have been major innovations in pedagogy and the delivery strategy and staff have availed of training in these areas. Sophisticated methodologies around live case studies and e-commerce simulation are being implemented. *Moodle* has been adopted as a learning platform and it would be helpful if the faculty had a stated policy which would see full implementation for all subject areas.

3.8 This is a highly qualified, high quality, strongly motivated staff who have achieved significant improvements in the last 5 years. The Expert Team was greatly impressed by the teamwork, the enthusiasm and the concern to support students; which were all clearly evident. The delivery of the programme is well-integrated and the assessment strategies are examples of the very best practice and clearly indicate the quality of teaching which is being achieved. This is also a young and research-active staff who participate in FP7 and other major European projects and who availed of training opportunities in both pedagogy and domain related areas.

The key priority now should be maintaining the outbound mobility levels which have been achieved and encouraging inbound teaching visits. There is reference to raising academic and educational qualifications of staff. Formal qualification levels compare favourably with business schools elsewhere in Europe.

The staff should be particularly commended for taking ownership of the recruitment issue and putting in place a programme of interactions with Schools and prospective students, which involves school visits, open days, demonstration lectures and participation of secondary school students in the research presentations of Faculty, staff and students.

4. Facilities and learning resources

4.1 The provision of physical space seems fully adequate to the teaching delivery needs of the programme. Extensive refurbishment has created a range of attractive learning spaces and environments in a context where Heritage Buildings constrain possibilities. It has been difficult to provide an overall upgrade in such buildings and some of the larger auditoria are dated in furnishing, though commendably fully equipped with multimedia facilities.

A Distance Learning Centre, interactively equipped, was established in 2008 and this is part of the LieDM network linked as a video conferencing network to 80 sites across the country. This resource seems to be productively employed but could provide an important resource for interaction with both Lithuanian and international partner programmes.

Moodle is available and used for some applications. Clearly there is great potential for further innovative approaches, web accessed learning materials and customised learning packs as well as

online interaction with students. However there is a need for an overall web-enabled learning and teaching strategy and an implementation plan for the various discipline areas.

The WiFi facility is available on 65% of the campus footprint, which is the maximum possible given the building configuration.

Student access to computers includes dedicated PCs and the lab stock during teaching downtime but is limited to weekdays up to 8.15 p.m. The PC stock is obviously very adequate in terms of current student numbers, but might require investment if numbers were to expand significantly. A move to BYOD seems feasible as all students and graduates met with had their own devices and this should be investigated at a policy and infrastructure level. All students have access to the VU databases and can use this VU service for access from home. The network and server infrastructure as described fulfils the administrative and academic needs of the campus.

4.2 Library resources are currently limited in seating but provision going forward will see a major improvement. The Expert Team acknowledge that a new library building is about to commence construction and this will provide varied learning spaces in accordance with best current international practice. The existing problems of library space and particularly reading space in the cramped conditions of the leased accommodation will be solved to the great benefit of the student learning experience. However on the actual occasion of this review and this visit, the arrangements currently in force will have to be deemed to be inadequate. The remedy is in place and in effect the recommendation for improvement is already in hand.

There is full-access to electronic VU library resources including e- textbooks and data bases as well as other electronic resources. A listing of available business search indexes and databases and some e-journals appropriate to a programme of this kind was provided. Standard databases with full text availability can be accessed from any workstation and from the WiFi enabled dormitories.

The Expert Team notes the ongoing refurbishment programme designed to enhance the student learning environment and overall student experience.

The opportunities for learning and communication in virtual space should be further developed.

5. Study process and student assessment

5.1 Admission is conducted in compliance with regulations for first cycle studies adopted nationally in 2001 (*Procedures of General Admission approved by the Lithuanian Association of Institutions in Higher Education*). Minimum entry scores of 10.4 are required for the programme. The data provided in relation to first priority applicants shows a dramatic decline of 85% between 2008 and 2012. The latter year's figure of 31 applicants represents a rise from 24 applicants in 2011 and this is signalled as a positive development and "an upward trend". It is somewhat optimistic to refer to this as a trend unless there is key underlying change in the market. Not all of these applicants reach the minimum entry threshold and, in fact, only 17 were admitted. Management point out an entry score of 8.0 would provide 300 first year students, but they are not advocating such a drop in entry standards.

Because of the reduction in the totals numbers admitted, entrance scores have remained broadly the same at the high end and overall they have improved by about 15% in 2012 as compared to previous years.

5.2 The factors underlying the dramatic decline in applications are detailed in the SER. These include the global economic crisis (particularly as it affected part time students), emigration from Lithuania, a drop in the School leaver population in 2009-10 due to previous fall in the birth rate, reduction of the number of education vouchers for Social Sciences programmes, perceptions of management as a profession and lack of attention paid within VU to the problem.

Clearly it is critical that the Faculty address the issues of actual demand at entry level, the demand for graduates and the current approaches to marketing and recruitment. The Expert Team notes the contribution of teaching staff to resolving the issue with a campaign of communication and liaison with secondary schools. This includes visiting Schools, demonstration lectures in schools, providing Open Days, public lectures in the Faculty and participation in high school fairs. Lecturers conduct business simulation games in local high schools and school students are invited to the masters and doctoral conference annually provided by the Faculty. Individuals are appointed to public relation roles and informative publications have been issued. This work is commended and it may well produce better application and admission results but it is strongly recommended that an overall management response be developed with appropriate resource backing to ensure a sustainable future for this programme.

5.3 An overall attrition rate of 31% across the programme is probably not overly shocking and factors such as personal and family finances and emigration are cited though the figures do of course include academic failures. The SER is unable to provide data on precise categories of withdrawal.

5.4 The student's average academic load is about 23 hours per week in the first three years/6 semesters. The load in semester 7 is 3 hours per week as the students are also discharging the mandatory Professional Practice requirement. In semester 8 the load is 9 hours per week to facilitate the writing of the thesis.

The SER states that students have the opportunity to choose subjects that make up 33 credits across the duration of the programme. Other areas where students can express their personal interests include the term paper (7 credits) and the Thesis (18 credits) and presumably the Professional Practice element (18 credits).

Student's independent work includes preparation for various exams and assessments, preparation for seminars, colloquia and laboratory work and the writing of project reports, essays and term papers. Student independent learning is moderated through seminars and workshops.

The ratio of lectures, practicals and independent self-study seems to conform to the accepted norms for programmes of this kind. The self-study opportunity and requirement has been significantly enhanced by the strengthened repertoire of teaching and assessment methodologies promoted by the project 'VU KHF Study Programme Renewal in Humanities and Social Sciences' 2010-12 which sought to deal with shortcomings identified in the previous external expert evaluation.

Student's engagement with research was the subject of criticism by the previous expert review resulting in a number of structural changes (e.g., the thesis) and opportunities to present research such as the annual conference for junior scientists.

Information and other supports including orientation sessions are provided to first year students and there appears to be an open dialogue between students and staff. Students are briefed on their rights and responsibilities. Subject lecturers provide detailed information on content, outcomes, learning methods and assessment. There is a commitment to achieving feedback from students particularly in relation to their engagement with the programme.

A roster of lecturers available for detailed consultation (average 2 hours per week) is posted at the beginning of the semester and students receive considerable support in resolving academic problems. In addition lecturers assigned to supervision of research commit considerable time to individual mentoring.

Throughout the programme a major emphasis is placed on communication channels and effective communication with students and staff and now virtual consultation mode through the use of *Moodle* is also employed.

5.5 The assessment procedures are regulated at University level by resolutions of the VU Senate. A detailed account of the assessment strategy and procedures in each subject is provided in the subject descriptors in Annex 1 of the SER and the Expert Team strongly commend the best practice evident

in this area. There is some use of electronic examination methods and the use of the *Moodle* environment for evaluation.

5.6 Student mobility is limited though there is an argument that with reduced numbers and constrained finances, not all available places are taken up. Exchange places are allocated by competition within the Faculty and it is clear that both good foreign language competence and strong motivation are essential to winning support.

The pattern of exchanges, however, amounts to no more than two or three five month exchanges per year largely to Scandinavian countries with some activity to Turkey and Romania in 2011.

Some students and graduates have benefitted from the new Erasmus internship provisions introduced in 2008. Three students benefitted from this scheme in 2012 so it may provide a realistic means of growing international exchange. As this Professional Practice requirement is mandatory, attracts 18 credits and takes place in Semester 7 the Expert Team would welcome some detail on the arrangements for mentoring, monitoring and reporting on such exchanges.

Inbound exchange is limited to neighbouring states though a student or students have also come from Greece in the past. The absence of native English environment partner institutions is noted given that English is now the language of international business and the mobile students actually take their courses through English in countries as diverse as France, Norway and Greece. It is suggested that the Faculty examine this issue and seek to extend the range of partner locations.

5.7 Detailed and comprehensive arrangements which help to guarantee the integrity of examinations and assessments, including the provision of plagiarism checking software tools through which papers and theses are submitted, are provided in the SER.

5.8 Strengths of the programme are cited as being appropriate and well published admissions requirements, social and academic support for students, dissemination of information through various modes including VLE, transparent and objective assessment, innovative learning modes and student feedback.

There was limited comment in the SER on the manifest weaknesses in recruitment and the dramatic fall in numbers admitted. This data is not benchmarked against Lithuanian competitors but there are clearly significant problems relating to the national positioning of business and management degrees and the market for programmes of this kind. The Expert Team recommends urgent remedial action in this area.

6. Programme management

6.1 The EU sponsored renewal project on developing quality management systems and the report of the previous External Expert Group has seen the introduction of Study Programme Committee which is still a work in progress and in consequence Departments have responsibility for the regulations approved by the Council. The Study Programme Committee is/will be responsible for programme content, the routine delivery of the programme and the continuous improvement of content and methodology. The Committee consists of academic members, including the Chair of the core Department, and has student and social partner representatives. The Committee's decisions are made collegially and they approve proposals from the various Departments for subject update and report same as appropriate to the Faculty Council. The Committee has a particular responsibility for effective inter-disciplinary communication and liaison with social partners and the enterprise sector and the Expert Team noted that this is already well discharged. Individual Committee members are accountable for various aspects of programme delivery, programme administration and programme compliance with the Regulatory Framework. At this level, there is clear accountability resting with

individuals within a framework of collegiality. The Committee meets once a semester and has a joint annual meeting with the Faculty Council focussed on quality assurance and involving a formal report by the Chairman to Council. The range of regular feedbacks provided for, and the annual discussion of quality issues between the Study Programme Committee and the Council are strengths. The Faculty Administration made up of the Dean, Vice-Deans and Heads of Department are responsible for the provision and management of all learning resources and for the development of staff. The Dean has overall responsibility and accountability for the programme and the student experience but the Expert Team would welcome an explicit statement in this regard, as it seems impractical for the overall head of a multi-disciplinary campus to provide strategic and operational management at programme level.

The delivery of a cross-faculty programme which draws on the specialist skills and staff of a range of departments has, of necessity, a requirement for co-ordination and representation by various stakeholders, and will, of necessity, have a complex structure. There clearly is collegial activity and a spread of responsibility and the Expert Team noted the evident quality of teamwork, but there is a critical need for a single, clear statement as to where ultimate decision making and accountability lies.

Internal quality review is conducted at individual teacher, programme and Faculty levels, and the implementation of the EU project seems to have progressed well and effectively by the collection and analysis of data on teaching delivery and performance and student satisfaction. At the end of each examination section the VU Quality Management Centre organises a student survey and the outcomes are available to managers, Faculty Administration, the Study Programme Committee and most lecturers. Lecturers must provide responses to comments made in the student surveys regarding course content and teaching delivery.

Student examination outcomes are subject to detailed assessment and analysis at Department level and findings are acted on. The Expert Group find the internal quality assurance measures to be effective and efficient but would welcome greater clarity around ultimate responsibility in relation to decisions around the quality assurance of the programme.

6.2 Previous expert external assessment (2005) identified a number of issues and the responses are evident in some of these areas. The team have adopted and promoted innovation and broadened the repertoire of teaching methods, and the content and assessment of the individual subjects were well addressed. Quality assurance Systems are driven by regular data collection and there is a clear commitment to quality enhancement. The principles and processes are fully observed in the programme under review.

The Expert Team notes the involvement of students in quality enhancement and the role they are accorded in examining lecturer performance.

6.3 There are well developed relations with a range of significant private and public companies who have an evident commitment to the programme, its students and its graduates. Social partners provide Professional Practice placements and assessment a career entry opportunities and participate in guest teaching. They are encouraged to provide suggestions in relation to innovation of method and content, and alignment of content with labour market needs. It is proposed to involve them in assessing the final year thesis defence.

The Expert Team recognises the efforts and success of the Faculty in engaging with social partners and the informed and committed nature of their involvement which includes development and implementation of live case studies which represent best practice in business school environments.

III. RECOMMENDATIONS

1. Evidence-based decisions are required in relation to alignment of the programme with labour market requirement and the alignment of the competences and learning outcomes sought with specific opportunities for graduates. (*Area 1*)
2. Introduce subject areas with a strong contemporary relevance such as Change Management and Digital Media and Analytics, and Supply Chain Management (within the Logistics subject), while relocating and strengthening Finance and reviewing some more traditional parts of the programme provision. Strengthen the students competence for formal scientific enquiry in the context of the term paper (scientific journal literature) and thesis (advanced methods).(*Area 2*)
3. While the new library development is both noted and welcomed, interim arrangements for enhancing library space requirements should be put in place.(*Area 4*)
4. The Faculty should build on the excellent work of communication and liaison with schools and prospective applicants by appointing a task force with a budget for marketing, advertising and social media communication in order to guarantee the future of the programme.(*Area 5*)
5. The Faculty now needs to make effective arrangements for Strategic and Operational Programme Management to provide leadership to the new quality assurance and Study Programme Committee arrangements.(*Area 6*)
6. The Faculty should now develop a comprehensive overall strategic plan for the programme to carry it forward over the coming inter-review period covering all aspects of marketing, recruitment, delivery, programme update, student support and management issues in order to enhance the sustainability of the programme. Great caution must be exercised in relation to the management of the overall Faculty programme portfolio in the areas of business, management and economics as there is some evidence that internal competition can be as damaging as external.(*Area 6*)

IV. SUMMARY

1. The first cycle study programme 'Management & Business Administration' clearly meet the legal requirements for such programmes as defined in various instruments and regulations of the Republic of Lithuania. The Expert Team finds that the programme has the appropriate outcomes required of this level of programme and that the structure, content, and sequencing of the programme are appropriate.
2. The evolution of the programme has been informed by both formal external review and continuous feedback from key stakeholders. The logical sequence of subject modules allows for the acquisition of both general and professional competences.
3. The subject content is fully documented and presented in the SER in Annex 4. Further attention should be given to the differentiation of Competences and Learning Outcomes and the Learning Outcomes might be rewritten as a team exercise. There is scope for the repositioning and redesign of subject areas such as Finance and the introduction of current, relevant management subjects.
4. A comprehensive management structure is described which provides for, at the Study Programme Committee level, accountability within a framework of collegiality. However there should be definitive clarity around decision making responsibility and ultimate accountability for the overall programme and the Expert Team strongly recommends the appointment of a Programme Manager.
5. Progress has been made in adopting and integrating innovative learning techniques. There is a need to further leverage the potential of the learning platform and the potential of both local and international online learning resources.
6. The Expert Team acknowledges major plans to enhance library provision. However there is further need for short-term improvement of library resources. Computer resources have been renewed on a reasonable and regular basis but the potential of new technologies (e.g., cloud computing, convergent devices) to help enhance the resource base needs to be investigated and planned for.
7. There is a welcome increase in staff mobility reported in 2012 and the Expert Team recommends further actions in relation to staff and student mobility. The range of network partners should be extended to include English speaking environments.
8. The staff team represents a positive balance of age profiles and of academic interests and its staff expertise, commitment, innovation and enthusiasm were acknowledged and endorsed by the Expert Team.
9. The programme has many strengths, not least a willingness of a strong team to engage in searching self-appraisal. However, the decline in numbers and the current recruitment levels raise serious questions of viability and sustainability. Fuller data is required in order to understand the labour market needs, total provision of business studies education in the region and the portfolio that the Faculty offers. In the interim the programme team should continue their excellent marketing efforts aimed at improving recruitment. The Faculty should now appoint a Programme Manager with responsibility and accountability for bringing the programme forward through the immediate future years.

V. GENERAL ASSESSMENT

The study programme *Management and Business Administration* (state code – 612N90001) at Vilnius University Kaunas Faculty of Humanities 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	4
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)	2
	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:

Dr. Michael Emery

Grupės nariai:
Team members:

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Mr. Paul O'Sullivan

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Mr. Dionis Martsinkevichus

**VILNIAUS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS VADYBA
IR VERSLO ADMINISTRAVIMAS (VALSTYBINIS KODAS – 612N90001) 2013-06-28
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-261 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto Kauno humanitarinio fakulteto studijų programa *Vadyba ir verslo administravimas* (valstybinis kodas – 612N90001) vertinama **teigiamai**.

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

1.Pirmosios pakopos studijų programa *Vadyba ir verslo administravimas* aiškiai atitinka įvairiuose Lietuvos Respublikos teisės aktuose ir taisyklėse keliamus teisinius reikalavimus. Ekspertų grupė nustatė, kad programos rezultatai atitinka tokio lygio programos rezultatams keliamus reikalavimus ir kad programos struktūra, turinys ir sekos nustatymas yra tinkamas.

2.Programos vystimuisi įtakos turėjo oficialūs išorės vertinimai ir nuolat pagrindinių socialinių dalininkų teikiami atsiliepimai. Loginė dalykų modulių seka sudaro galimybes įgyti bendrąsias ir profesines kompetencijas.

3.Studijų dalykų turinys yra išsamiai aprašyti dokumentuose ir pateikiamas savianalizės suvestinės 4 priede. Daugiau dėmesio reiktų skirti kompetencijų ir studijų rezultatų diferencijavimui, o visai grupei kartu reiktų perrašyti studijų rezultatus. Galima būtų pakeisti kai kurių dalykų vietą bei sritis, pavyzdžiui, Finansų, taip pat įvesti šiuolaikiškus, susijusius vadybos dalykus.

4.Valdymo struktūra aprašoma aiškiai ir ji Studijų programos komiteto lygiu kolegialiai atsiskaito. Tačiau reiktų konkrečiai nurodyti, kas būna atsakingas už priimamus sprendimus ir galutinę atskaitomybę už visą programą, o ekspertų grupė labai rekomenduoja paskirti Programos vadovą.

5.Padaryta pažanga priimant ir integruojant inovatyvias mokymosi technikas. Turėtų būti labiau išnaudojamas mokymosi platformos ir galimų vietos bei tarptautinių mokymosi išteklių internetu potencialas.

6.Ekspertų grupė pripažįsta, kad yra įgyvendinami stambūs bibliotekos gerinimo planai. Tačiau reikia ir toliau atlikti trumpalaikius bibliotekos išteklių atnaujinimus. Kompiuteriniai ištekliai yra pagrįstai ir reguliariai atnaujinami, tačiau dar reiktų išanalizuoti ir suplanuoti naujų technologijų potencialą (pvz., debesijos kompiuterija, sujungiantys prietaisai), kad būtų pagerinti reikalingi ištekliai.

7.Personalo judrumas palyginus su 2012 m. sveikintinai augo ir ekspertų grupė rekomenduoja imtis tolimesnių veiksmų dėl personalo ir studentų judrumo. Reiktų išplėsti partnerių ratą, kad jis apimtų ir anglakalbes šalis.

8.Personalas pasižymi teigiama amžiaus pusiausvyra bei akademiniais interesais, o ekspertų grupė pripažįsta personalą turint tinkamas žinias, esant atsidavusiu, inovatorišku ir entuziastingu.

9.Programa turi daug privalumų, ne mažiausias iš jų yra stiprus grupės siekis būti įvertintiems. Tačiau studentų skaičiaus mažėjimas ir dabartinis jų įdarbinimo lygis kelia rimtų abejonių, ar programa bus gyvybinga ir tvari. Norint suprasti darbo rinkos poreikius, bendrą verslo studijų pasiūlą regione ir fakulteto siūlomą portfelį reiktų turėti daugiau duomenų. Tuo tarpu programos grupė turėtų tęsti savo puikų rinkodaros darbą, skirtą didesnio skaičiaus studentų pritraukimui gerinti. Fakultetas turėtų paskirti programos vadovą, kuris būtų atsakingas ir atskaitingas už vadovavimą programai artimiausiais metais.

III. REKOMENDACIJOS

1.Reikia priimti įrodymais pagrįstus sprendimus tam, kad programa atitiktų darbo rinkos reikalavimus ir kad kompetencijos atitiktų studijų rezultatus, kurių, turėdami tam tikrų galimybių, siekia absolventai (*1 sritis*).

2.Reikia įvesti šiuolaikiškesnes studijų dalyko sritis, tokias kaip Pokyčių valdymas ir Skaitmeninė žiniasklaida bei analitika ir Tiekimo grandinės valdymas (Logistikos studijų dalyko sudedamoji dalis), taip pat perkelti ir stiprinti Finansų dalykus ir peržiūrėti kai kurias kitas tradicines programos teikimo dalis. Derėtų stiprinti studentų kompetenciją, susijusią su oficialiomis mokslinėmis užklausomis, užduodamomis rašant kursinius (moksliniai žurnalai) ir baigiamuosius darbus (pažangūs metodai) (*2 sritis*).

3.Kol laukiama, kada bus įrengta nauja biblioteka, reikia imtis laikinų priemonių, kad bibliotekos erdvė būtų pagerinta (*4 sritis*).

4. Fakultetui reiktų palaikyti gerus ryšius ir bendravimą su mokyklomis bei potencialiais studentais įsteigiant tam tikslui specialios paskirties grupę, kuriai būtų skiriamas biudžetas rinkodaros, reklamos ir socialinių ryšių palaikymo reikmėms, kad būtų galima užtikrinti programos ateitį (**5 sritis**).

5. Fakultetas dabar turi efektyviai parengti Strateginį ir veiklos programos valdymą, kad būtų pradėta įgyvendinti nauja kokybės užtikrinimo programa ir pradėtų veikti Studijų programos komitetas (**6 sritis**).

6. Dabar siekdamas pagerinti programos tvarumą fakultetas turėtų sukurti išsamų bendrą programos strateginį planą, perkelti jį į būsimą tarpinės apžvalgos laikotarpį, kuriame turėtų būti išdėstyti visi rinkodaros, įdarbinimo, pristatymo, programos atnaujinimo, pagalbos studentams ir valdymo aspektai. Labai atsargiai reikia traktuoti visų fakulteto programų portfelio valdymą, būtent verslo, valdymo ir ekonomikos srityse, kadangi yra įrodymų, jog vidinė konkurencija gali būti tiek pat žalinga, kiek ir išorinė (**6 sritis**).

<...>

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

Vertėjos rekvizitai (vardas, pavardė, parašas)

¹ Žin., 2002, Nr.37-1341.