

## **Overview Report of the Evaluation of the Study Programmes in the field of Business Administration / Management in Lithuania**

There were 9 business administration / management study programmes in Lithuania which were involved in the described round of evaluations. These programmes were evaluated by the following international teams of experts composed as follows:

26 February - 01 March 2013

Dr. John Cusack (Ireland, Team Leader)  
Prof. Habil. Dr. Csaba Forgács (Hungary)  
Dr. Kristiina Tõnnisson (Estonia)  
Stasys Švagždys (Lithuania)  
Eglė Seiliūtė (Lithuania)

05 March - 08 March 2013

Dr. Kristiina Tõnnisson (Estonia, Team Leader)  
Dr. Richard Mischak (Austria)  
Dr. Edgaras Leichetris (Lithuania)  
Dr. Jūratė Černevičiūtė (Lithuania)  
Greta Kasperavičiūtė (Lithuania)

The study programmes evaluated over the period 26 February – 01 March 2013 were:

- 4 Bachelor degree (Šiauliai University, Kaunas University of Technology – Panevėžys Institute, Kaunas University of Technology, Vytautas Magnus University)
- 1 Master's degree (Kaunas University of Technology).

The programmes evaluated over the period 05 March – 08 March 2013 were:

- 4 Professional Bachelor degree (two at Vilnius College, Žemaitija College, Žemaitija College – Faculty of Telšiai)

All study programmes (except of one) have been granted a positive approval to continue. In each case, the experts' panel has made recommendations intended to improve the teaching and learning processes. In general the situation in these study programmes is acceptable. There are some weaker and some stronger examples. Most of the programmes are well managed, with clear lines of responsibility and delegation. The teaching facilities and resources are quite satisfactory. The teaching halls and seminar rooms are modern and in most cases within easy reach to the students. Hence, below there are the some

main comments and feedback about general situation in higher education institutions (HEI) in Lithuania based on the impression of the site visits and study programmes that would apply to most of the programmes.

- **Research:** one of the main concerns of the committee was the issue about (applied) research among the staff. Research in whatever form should and could be encouraged among the Faculty. The research outputs are lower than they might be, especially measured in publications in internationally-recognised peer-reviewed journals and this applies even to the most highly respected professors. In the long run, this will have a harmful effect on the standards of teaching, in particular because the lack of international benchmarking may discourage the best students to choose to study in Lithuania. HEI could strive to identify those members of academic staff who have a particular aptitude for research and those whose special strengths lie in the teaching domain. In general, more research activities among the staff should and could be encouraged.
- **Titles:** many higher education institutions seem to copy the titles of the subjects and study programmes, to adopt “the selling” names. The general aims of the study programmes are often quite ambitious and expressed in a very high-flown manner. It is difficult to see how these aims are thought to be realized in practice. More realistic goals, more appropriate titles and more specific characteristics / focuses about study programmes might be more convincing.
- **Partners:** The role of the stakeholders, including social partners in the planning and assessment of the study programs could be broadened and more systematically organized. Potential exists for an enhanced involvement of alumni and social partners in all different stages of study programme management (teaching, supervising, course design, etc.).
- **English:** It should be encouraged to use more English language during the study processes (more courses taught in English, more active student exchange, more reading materials in English, etc.). In order to be up to date with the current situation around the world generally also the teaching staff could improve its foreign language skills.
- **Exchange:** The number of international exchanges between teachers is open to improvement, as is the extent of student mobility under various schemes (e.g. Erasmus, bilateral agreements, etc.) There are some opportunities for staff to attend conferences and to travel abroad. However, participation in such activities should be more actively encouraged and promoted by the HEI administration. The lack of appropriate international presence also makes these departments less attractive from the perspective of incoming lecturer and researcher mobility. Also more attention on student mobility should be paid.
- **Courses:** Special attention should be paid to the contents, extension and status of the courses on research methods in the curricula. Ethics and general European

Union topics could be presented more widely in different curricula and courses. Some study programmes consist of a great number of rather small study units. In order to make the whole programme more transparent and comprehensible it would be advisable to combine them into bigger modules. Much more attention could be paid on practical side of the studies / on internship possibilities. It is also encouraged to introduce into the programmes special course “Study Skills in Higher Education”.

- **Feedback:** More attention should / could be paid on students drop-out rates. We encourage to use more actively surveys and to conduct interviews about the reasons why the students drop out so heavily. The application of a more comprehensive Accreditation of Prior Learning / Experience system would identify where students / potential students have already met some of the specified study programme intended learning outcomes.

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19.06.2013