

# **INTERNATIONAL PEER REVIEW OF HIGHER EDUCATIONAL INSTITUTION PROGRAMMES IN LITHUANIA**

## **Overall Report**

The Centre for Quality Assessment in Higher Education in Lithuania (SKVC) invited and commissioned an international team of experts to undertake, in March 2013, an evaluation of three higher educational institution study programmes in the country. The programmes were:

- **Logistic Management Study Programme at Klaipėda State College**
- **European Integration Study Programme at Kaunas University of Technology**
- **International Business Study Programme at College of Social Science, Vilnius**

Likewise, the Centre for Quality Assessment in Higher Education in Lithuania (SKVC) invited and commissioned an international team of experts to undertake, in April 2013, an evaluation of four higher educational institution study programmes in the country. The programmes were:

- **International Business and Communication Study Programme at V.A. Graiciunas Higher School of Management College of Social Science in Kaunas**
- **International Business and Communication Study Programme at V.A. Graiciunas Higher School of Management College of Social Science in Vilnius**
- **International Business Study Programme at Vilnius International Business School**
- **International Business and Tourism Programme at Vilnius International Business School**

The team members in March were:

- Björn Bjerke (Sweden)
- Eneken Titov (Estonia)
- Lilli Schmith (Germany)
- Neringa Ivanauskienė (Lithuania)
- Giedrius Žilinskas (Lithuania)

The coordinator was:

- Simona Šiaulytė (SKVC, Lithuania)

The team members in April were:

- Björn Bjerke (Sweden)
- Eneken Titov (Estonia)
- Ludo Gelders (Belgium)
- Remigijus Kinderis (Lithuania)
- Allan Päll (Estonia)

The coordinator was:

- Simona Šiaulytė (SKVC, Lithuania)

The programmes are very different. However, some general points and some specific details are still possible to mention:

### **SOME GENERAL POINTS:**

- The Higher Educational Institutions were generally very proud of their programme and what they had achieved.
- The administrator and teachers of the programmes were very willing to listen, discuss and to change to the better.
- The programme aims and learning outcomes were generally very detailed – sometimes so detailed that they caused confusion among students.
- Most of the programmes contained words like “international” and similar words. However, international seemed to mean Lithuania in relation to the rest of EU, which is a limited meaning of the word “international”.
- Staff was generally very poor in knowledge of major languages in EU.
- International texts were generally in short supply.
- Facilities and learning resources were generally high class. However, students often did not know how to use them to the fullest.

### **SOME SPECIFIC DETAILS:**

- It was very hectic to complete the rounds of discussion within less than a day. Things did not become better when the team found out that several of the self-evaluation reports contain mistakes and sometimes even errors.
- It was sometimes hard to find room in hotels that were smokefree.

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