SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

V. A. Graičiūno aukštosios vadybos mokyklos

TARPTAUTINIO VERSLO IR KOMUNIKACIJOS PROGRAMOS **(653N12002)**

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *INTERNATIONAL BUSINESS AND COMMUNICATION* **(653N12002)**

STUDY PROGRAMME

at V. A. Graiciunas Higher School of Management (Vilnius)

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Report language - English

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Tarptautinis verslas ir komunikacija*
Valstybinis kodas	653N12002
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė – 3 metai; Ištęstinė – 4 metai
Studijų programos apimtis kreditais	180 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Tarptautinio verslo profesinis bakalauras
Studijų programos įregistravimo data	2000-09-01

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*International Business and Communication*
State code	653N12002
Study area	Social Sciences
Study field	Business
Kind of the study programme	College Studies
Study cycle	First
Study mode (length in years)	Full-time – 3 years; Part-time – 4 years
Volume of the study programme in credits	180 ECTS
Degree and (or) professional qualifications awarded	Professional Bachelor of International Business
Date of registration of the study programme	01-09-2000

CONTENTS

I.   INTRODUCTION

Graičiūnas School of Management (AVM) is a college, non-profit HE institution established in 1993. External institutional evaluation was done in 2004-2005 and AVM got full accreditation for 6 years (until 2011-2012). AVM has campuses in two major cities in Lithuania - Kaunas (since 1993) and Vilnius (since 2010). AVM Higher Education Institution (HEI) programmes include Professional bachelor degree in 6 programmes.

After the previous International Business Management programme accreditation in 2005 the College has made changes in the curriculum and in its organizational structure and it is still open for redesign. There are planning documents covering the department functional areas, links with other departments, job profiles, qualification requirements, job description and description of quality procedures.

Self-assessment group was appointed for a fixed period for the development of the self-assessment report (SAR). Responsibilities and tasks for SAR are described in the work plan of the SAR group.

The governance of the programme is executed by college council, academic council and student council.

II.   PROGRAMME ANALYSIS

1. *Programme aims and learning outcomes*

Programme aims and learning outcomes are based on professional and academic requirements and lead to the qualification of professional bachelor of International Business and Communication. Programme title, expected learning outcomes and the content of the programme are interrelated and designed to cover three competence domains according to the SAR report, that is, generic, business management and programme specific competencies. The programme is module-based.

Qualification level offered is, as mentioned in the same report, in accordance to the legal requirements, especially as the programme includes enough space for orienting towards practice and connection to the labour market needs through internships that are integrated to the curricula.

Programme aims and learning outcomes are published in the college website.

Outcomes:

The name of the programme, its learning outcomes and the content of the programme are compatible with each other. The expert team comes to the conclusion, however, that programme aims are abstract because there is no clear proof of links with market needs; furthermore, the strategic school and region goals are not met. Programme competences and outcomes are not formulated in compliance with recommendations of the European HE qualification framework (Dublin Declaration, TUNING), and results of professional activity global research that might be considered as a base for relevance of learning outcomes. Review of the learning outcomes is organized once a year taking into consideration environment changes, but the form of this process is not sufficiently clearly defined as well as the involvement of social partners, students' participation and how to define their role.

Furthermore, self-assessment organizers, following the list of study fields including branches, have not analyzed the programme situation in comparison with the other programmes of the same field executed in the college.

The learning outcomes state that students are to "express themselves fluently and correctly in English". The expert team did not have this confirmed. Also, the term "communication" is not very clear.

AVM changed the title of the programme in 2012; the word "communication" was then included. However, the focus of the programme should have changed at the same time. It is still unclear what the developers mean by international business and by communication. The programme learning outcomes are mostly connected to different functional processes of companies (marketing, sales, finances etc.) and the term "communication" is seen only in two learning outcomes.

2. *Curriculum design*

The curriculum design is mentioned in the self-assessment report to be one of the priorities of the programme. It is therefore very detailed and strict and it is compatible with the main priorities and guidelines of European Higher Education. The curriculum is also constantly updated.

Focus in curriculum design is on quality, not quality (or volume).

Studies are full-time as well as part-time. Distance learning is in higher demand than before.

Outcomes:

The content of the modules is consistent with the type and level of the studies and the curriculum design meets the legal requirements in general and the programme is generally consistent with idea of a professional bachelor and the practical orientation.

The programme generally corresponds to the requirement that study subjects and/or modules are spread evenly and that their themes are not repetitive.

The order of the final theses preparation and defense comply with the legal requirements.

There is no balanced distribution of hours in the credits and in the study curriculum; also, there is no detail analysis of students' work load. In this sense, the analysis of the study programme compliance with the general requirements is not complete.

There is no highlighted direct relation with study programme learning outcomes, module and subject learning outcomes in some subject descriptions. Due to that, it is difficult to evaluate their taxonomy level and achievement of learning outcomes.

Programme aims and the level of learning, the workload and tasks are not fully compatible with each other, since the impression (confirmed by students) is that it might be too easy to study on this programme compared to what the learning outcomes might presume.

The scope of the programme is sufficient to ensure learning outcomes, but the programme load is limited. The expectation of the programme is that graduates go on to management positions. Management decision-making methodology is actually present within the programme to some extent, but could be developed more. Furthermore, the programme does not have a strong enough international orientation in comparison with what it promises. The English and presentational skills are something that should be further focused on and in a more integrated way, as mentioned in the SAR report. It could be added, however, that the title of the programme itself explicitly contains the word "communication".

3. *Staff*

The staff of this HEI is formed and developed in accordance with institutional development plans and qualification requirements. If there are any changes in these plans, there may be a need for changing the composition of staff.

Average age of faculty is between 31-40 years of age.

Teachers are involved in development of their courses as needed. Professional development also includes participating in professional and business events and through staff mobility in Erasmus and Leonardo da Vinci projects to some extent.The study programme is provided by the staff meeting legal requirements.

AVM has the assessment system for the academic staff – teachers are evaluated once per 6 year and the requirements are concerning teacher's degree (must be at least master degree), practical experience, methodological knowledge and skills, research activity and mobility are required.

Outcomes:

The qualifications of the teaching staff are judged by the expert team as adequate to ensure learning outcomes and the number of teaching staff as adequate to ensure present learning outcomes. 26% of the lecturers have doctoral degrees (the requirement is 10%), 83% of the faculty have at least 3 years of practical experience in their subject area (the requirement is 50%) and programme-specific courses are delivered mainly by practitioners and respond to the applied character of the education process.

The formal qualifications are judged by the expert team to be met, however, the team noted that the staff development of the institution seemed to be weak with regards to development in pedagogical preparedness. The development of teachers in teaching methodology is not systematic.

The number of the teaching staff is adequate in the opinion of the expert team as well as the level of teaching staff turnover.

Even though the staff, according to the SAR report, is involved in academic research, applied research and pedagogical research, most research is done in relation to assisting students in their final theses work and not out of staff's own initiatives, which should take place occasionally.

The motivational system is not systematic in the institution. The personal and professional development lacks proactive effort and depends solely on the initiative of the individual teacher.

Three weaknesses among staff mentioned in the SAR report are insufficient English language skills for professional use, insufficient use of the resources available and insufficient interdisciplinary cooperation in the modular structure of the programme. These weaknesses were confirmed during the visit of the expert team at the HEI in question. The English skills among staff are definitely insufficient, even though AVM provides some support (English teachers advice) or requirements (course outlines should be in English) for the academic staff. Mobility is general requirement and mostly supported by Erasmus (which mean that mobility period is quite short), but it was hard for the expert team to judge its effect.

Teaching staff is available or contact with students, according to statements provided to the expert team by the students.

4. *Facilities and learning resources*

Studies are delivered in Kaunas and Vilnius, serving 150 study places in Vilnius.

The education process is supported by equipment like computers, multimedia, printers, faxes, scanners, audio technology, cameras, Internet access, WIFI and the like. The number of computers per student has been growing over the years, new IT solutions are provided and WIFI coverage is almost complete in the facilities.

Programme data bases as well as Lithuania Academic Library Network resources and services are available to students and teachers.

Outcomes:

The teaching and learning space is adequate both in size and quality as well as accessibility in the opinion of the expert team, even if students' feelings of comfort were mixed.

Teaching materials (textbooks, books, periodical publications, databases) are rather small at the HEI in question. However, the expert group had no time to assess the quality of the computers. Finally, there are not enough textbooks available in English though access to English journals seems satisfactory. Furthermore, the institution has made efforts in making databases and journals available to students, but it does not seem that these are actively used. In relation to the programme aims, more English material should definitely be made available.

Students have access to the several academic resources databases (Emerald, EBSCO), but according to the final theses (in particular, their literature lists) the usage of academic articles is quite limited.

There are arrangements for student mobility, although the expert team noted some lack of motivation among students to use these opportunities, as they were of the opinion that student mobility has more to do with individual student motivation than support given, or not given, by the college.

5. *Study process and student assessment*

The study is completed with the Final thesis and graduates are awarded a professional bachelor degree.

The programmes have been implemented in Vilnius since 2010.

Outcomes:

There is a generally good attitude in the institution about flexibility of the organization of the study process. The variety of teaching methods also seems to be good (PPL, simulation, practice, etc.). The expert group noted, however, that it appears to be too easy to study in the

programme and that the studies are not always challenging enough. The expert group also noted a high level of drop-outs.

The admission requirements are not well-founded. No information about: acceptance to the programme in terms of highest and minimal point, time allocation for lectures plus practical studies and independent studies.

The participation of students of the study programme in international activities and their mobility is noticeable.

It is noted that the following students' support forms are applied, which is good: academic, social and financial.

The system of students' performance is clear, adequate and publicly available.

To what extent professional activities of the majority of graduates meet the programme providers' expectations is not clear, because there is no research available on this topic.

The college ensured conscientious study methods.

The study programme is realized in both full-time and part-time forms, but in this section of the SAR report all provided data were combined, but the self-assessment requires, data has to be provided and analyzed separately.

The admission criteria are based on general requirements in Lithuania (integrated to the Lithuanian admissions system). The institution does not seem to analyze the scores of entrance between different years and how the level of students varies from year to year.

The development of basic skills of research is present in the curricula. Students are participating in applied research through practice and writing of the thesis, which is enough in the light of requirement for the professional bachelor.

The interaction between students and teachers is good at an informal level, but the institution is lacking a systematic approach. The high level of drop-outs might be reflected also in the fact that it is solely the responsibility of the teachers to provide counseling and there is no systemic approach to this problem on the level of administration. There is a functioning student council, however, that is concerned with integration of students.

There were yet no graduates in Vilnius. The expert team could therefore not judge students' employability.

The institution should develop a more systematic approach in developing the curricula through investigating the labour market needs and the needs of the employers that have experience with the graduates of the institution more in specific. Furthermore, the institution should ask for more feedback from graduates about which skills that they learned are useful for being competitive on the labour market.

Teachers are responsible for counselling the students who have the problems with their studies, but no other administrative system is dealing with the drop-outs.

AVM representatives meet with the students once per months. Feedback is usually given during the course (formative) and students can ask for additional explanation if they are not agreeing with the final marks.

Appealing system seems to be quite informal, students can talk with the teacher or they can send "message" for the administration and administration initiates the process (meetings, discussions, facts collection etc.). Appealing systems seems to work just like informal system and students didn't know which the formal process is and where it is written down/regulated.

More personal feedback and career support should be available.

Students didn't know how much work they do per 1 ECTS, they even couldn't name how many hours they are in classes and what amount of work they usually do at home. The graduates said that that it wasn't really challenging to learn in AVM. Also the requirements for the final thesis do not seem to be not high enough – (for instance, students who do not have academic articles got "10"and template of review of the final thesis seems to be quite formal – no criteria named).

The admission criteria are the general (like in Lithuania generally) and AVM does not add any special criterion in accordance with the aim of the programme (for example English requirements etc.).

6. *Programme management*

The processes and procedures of programme implementation are outlined in a document for studies named "AVM Academic Regulations".

There is an elaborated and clear division of responsibilities.

There are regular meetings with the stakeholders. Students seem to be involved at the level of the Council as well as with groups with each teacher.

The early indications are that the implementation of ISO standard, that has been started, will contribute to the efficiency of the management of the institution.

AVM has students survey after every course and the % of answering is quite high (70%), they also meet with the students and trying to find out their suggestions.

Employers are engaged into curricula design to some extent and companies are offering practice internship places.

Outcomes:

There is no submitted and analyzed structure of programme management and decision-making, no information on responsibility centers and their functions. The documents where the responsibility of the programme executors is allocated are not submitted as well. Surveys on the programme administration and teachers' attitude to the allocation of responsibility have not been carried out.

The documents with regulation of assurance of internal study quality in the college are indicated. No explanation at what regular intervals data about execution of the programme is gathered.

Social partners are involved in programme assessment and development process.

There is no evidence that the outcomes of internal and external evaluations of the programme are used for the improvement of the programme and the internal quality assurance measures are effective and efficient.

The institution is planning to introduce programme committees, but the formation of those needs more clarity as it has functioned only informally. The institution does have responsible staff for different processes, but the information flow is not always clear. Documentation is not always systemically collected and archived.

The quality system of the institution has elements of gathering feedback and there is a general direction to use the quality system as a management system, but the underlying processes and closing the quality cycle are not present. Human resource management could be better connected with the internal quality assurance system.

The quality cycle is not complete and seems to be irregular, especially at the level of discussing the outcome and the possible implementation of changes. The approach does not seem to always take into account the real needs.

The members of senior administration said, that the programme is sustainable and the number of student is not important for the private school. The general student numbers in the AVM is gained, they "collect" money from market in providing courses for adult learners.

The number of students has dropped down three times (from 2008) and experts not sure if this is only the reason of the overall demographic consequences or is it connected with the content of the programme.

The school has got ISO, but the ISO requirements are not reflecting in the documents (neither in content nor in forming)

Administrative staff makes the summaries of the students feedback surveys at the end of the semester, but it was not clear enough how they use those summaries.

Once a year they meet with the representatives of social partners. All the suggestions are forwarded to the programme committee, who is responsible for the content of the programme.

III. RECOMMENDATIONS

- To concretize study programme aims taking into consideration market needs and strategic goals of the college and region. Methodically correct the programme competences and learning outcomes, their formulation and number complying with Dublin Declaration and TUNING.
- To prepare study curriculum including number of hours and to carry out more detail analysis of the students' work load. To review subject description and insert numeration, to show direct relation with study programme module and study programme learning outcomes, and correlative congruence between studies and assessment methods. It is recommended to note in the subject description the total number of hours intended for execution of the each subject programme achieving outcomes.
- The execution of full-time and part-time studies should be observed separately.
- To upgrade the amount and novelty of English textbooks and English teaching facilities drastically.
- To prepare a clear structure of the programme management and decision-making, indicating their functions as well. To survey the programme administration and teachers' opinion on allocation of responsibility and their efficiency. To regularly gather data on the programme execution. To strengthen cooperation with social partners involving them into programme assessment and development process. To survey teachers, students, graduates and employers' opinion on the programme execution and to carry out the evaluation of assurance of internal study quality.

IV. SUMMARY

Main positive aspects of each programme evaluation area:

1-2. Programme aims and learning outcomes. Curriculum design. The structure of study programme plan is logical, and structure of modules and sequence is convenient for achievement of the intended study outcomes. Innovative student creativity and independency oriented methods are applied to the study programme.

3. Staff. The study programme is provided by the staff meeting legal requirements. The qualifications of the teaching staff are adequate to ensure learning outcomes. The number of the teaching staff is adequate to ensure learning outcomes.

4. Facilities and learning resources. The premises for studies are, by and large, adequate both in their size and quality.

5. Study process and student assessment. The students of this programme participate in the international activity and their international mobility is obvious. The employment of graduates is of high level. Conscientious studies are assured by the college.

6. Programme management. The documents regulating internal studies quality assurance have been indicated.

Main negative quality aspects of each programme evaluation area:

1. Programme aims and learning outcomes. The aim and demand of the analyzed programme is rather abstract and not based on market needs, so it does not comply with the strategic goals of school and region. The programme competences and learning outcomes are not formulated in compliance with recommendations of the European HE qualification framework (Dublin Declaration, TUNING) and professional activity global research results that are base for learning outcomes actuality.

2. Curriculum design. The analysis of the study programme compliance with the general requirements is not complete. Total number of subject learning outcomes is quite big for one subject.

3. Staff. Knowledge of English is rather poor.

4. Facilities and learning resources. It has not been focused on objective students and teachers' opinion on resources efficiency and accessibility. There is too of little "international" here.

5. Study process and student assessment. The following has not been analyzed: the accepted to the studies students' average competition points within accounting period; accepted to the studies students' the highest and minimal point; time allocation for lectures, practical studies and independent studies. The students do not participate and they are not encouraged to participate in the scientific applied activity.

6. Programme management. There is no clear and functional system of the study programme management quality assurance in terms of neither responsibility center nor monitoring.

V. GENERAL ASSESSMENT

The study programme International Business and Communication (state code – 653N12002) at V. A. Graiciunas Higher School of Management 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	2
2.	Curriculum design	2
3.	Staff	3
4.	Material resources	2
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	2
	Total:	**13**

*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. Björn Bjerke

Grupės nariai: Eneken Titov
Team members:

                                     Ludo Gelders

                                     Remigijus Kinderis

                                     Allan Päll

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V. APIBENDRINAMASIS ĮVERTINIMAS

V.A. Graičiūno aukštosios vadybos mokyklos (Vilnius) studijų programa *Tarptautinis verslas ir komunikacija* (valstybinis kodas – 653N12002) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	13

* 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

Pagrindiniai teigiami kiekvienos programos vertinimo srities aspektai

1-2. Programos tikslai ir numatomi studijų rezultatai. Programos sandara. Studijų programos struktūra yra logiška, modulių struktūra ir seka yra tinkama numatomiems studijų rezultatams pasiekti. Studijų programai taikomi naujoviški metodai, orientuoti į studentų kūrybingumą ir savarankiškumą.

3. Personalas. Studijų programos vykdymui pasitelkiamas personalas atitinka teisės aktų reikalavimus. Dėstytojų kvalifikacija yra tinkama numatomiems studijų rezultatams pasiekti. Dėstytojų skaičius yra pakankamas numatomiems studijų rezultatams pasiekti.

4. Materialieji ištekliai. Studijoms skirtos patalpos iš esmės yra tinkamos ir jų pakanka.

5. Studijų eiga ir jos vertinimas. Šios programos studentai dalyvauja tarptautinėje veikloje, jų tarptautinis judumas akivaizdus. Absolventų užimtumo lygis yra aukštas. Kolegija užtikrina sąžiningas studijas.

6. Programos vadyba. Nurodyti vidinį studijų kokybės užtikrinimą reguliuojantys dokumentai.

Pagrindiniai neigiami kiekvienos programos vertinimo srities kokybės aspektai:

1. Programos tikslai ir numatomi studijų rezultatai. Analizuojamos programos tikslas ir paklausa gana abstrakti, nepagrįsta rinkos poreikiais, taigi neatitinka mokyklos ir regiono strateginių tikslų. Programos kompetencijos suformuluotos nesilaikant Europos (AM) kvalifikacijų sąrangos rekomendacijų (Dublino deklaracija, „Tuning" projektas) ir profesinės veiklos globalinių tyrimų rezultatais, kurie yra numatomų studijų rezultatų aktualumo pagrindas.

2. Programos sandara. Studijų programos analizė ne visiškai atitinka bendruosius reikalavimus. Perdaug dalykų mokymosi rezultatų vienam dalykui.

3. Personalas. Nepakankamai moka anglų kalbą.

4. Materialieji ištekliai. Neatsižvelgta į objektyvią studentų ir dėstytojų nuomonę apie išteklių veiksmingumą bei prieinamumą.

5. Studijų eiga ir jos vertinimas. Neištirti šie dalykai: *studijuoti priimtų studentų* konkursinių balų vidurkis per ataskaitinį laikotarpį; *studijuoti priimtų studentų* didžiausias ir mažiausias balas; paskaitoms, praktinėms studijoms ir savarankiškoms studijoms skirtas laikas. Studentai nedalyvauja ir neskatinami dalyvauti mokslo taikomojoje veikloje.

6. Programos vadyba. Nėra aiškios ir veikiančios studijų programos vadybos kokybės užtikrinimo sistemos nei atsakingų centrų, nei stebėjimo prasme.

III. REKOMENDACIJOS

- Sukonkretinti studijų programos tikslus atsižvelgiant į rinkos poreikius ir kolegijos bei regiono strateginius tikslus. Metodiškai koreguoti programos kompetencijas ir numatomus studijų rezultatus, jų formuluotes ir skaičių, laikantis Dublino deklaracijos ir „Tuning" projekto.
- Parengti studijų programą, įtraukiant valandų skaičių, ir atlikti išsamesnę studentų darbo krūvio analizę. Peržiūrėti dalykų aprašą ir įterpti numeraciją, parodyti tiesioginį ryšį su studijų programos moduliu ir studijų programos numatomais studijų rezultatais bei koreliacinį studijų ir vertinimo metodų atitikimą. Rekomenduojama dalykų apraše nurodytą bendrą valandų, skirtų *kiekvieno programos dalyko rezultatams pasiekti*, skaičių.
- Nuolatinių ir ištęstinių studijų vykdymas turėtų būti stebimas atskirai.
- Iš esmės padidinti angliškų vadovėlių apimtis ir atnaujinti juos bei kitas anglų kalbos mokymo priemones.
- Parengti aiškią programos vadybos ir sprendimų priėmimo struktūrą, kartu nurodant ir funkcijas. Ištirti programos administratorių ir dėstytojų nuomonę apie atsakomybės paskirstymą ir jų veiksmingumą. Nuolat rinkti duomenis apie programos vykdymą. Sustiprinti bendradarbiavimą su socialiniais partneriais įtraukiant juos į programos vertinimo ir tobulinimo procesą. Atlikti dėstytojų, studentų, absolventų ir darbdavių nuomonių apie programos vykdymą apklausą ir vidinės studijų kokybės užtikrinimo vertinimą.

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