



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos verslo kolegijos  
***VERSLO PROCESŲ VADYBOS PROGRAMOS***  
**(653N20013)**  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF *BUSINESS MANAGEMENT (653N20013)***  
**STUDY PROGRAMME**  
at Lithuania Business College

Grupės vadovas:  
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Išvados parengtos anglų kalba  
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2013

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Verslo procesų vadyba</i>
Valstybinis kodas	653N20013
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos profesinis bakalauras
Studijų programos įregistravimo data	

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Business Management</i>
State code	653N20013
Study area	Social Sciences
Study field	Management
Kind of the study programme	College Studies
Study Cycle	First
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional bachelor degree in Management
Date of registration of the study programme	31-08-2009; No. 1-73

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The Centre for Quality Assessment in Higher Education

## CONTENTS

I. INTRODUCTION.....	4
II. PROGRAMME ANALYSIS .....	5
1. Programme aims and learning outcomes.....	5
2. Curriculum design .....	7
3. Staff .....	7
4. Facilities and learning resources .....	11
5. Study process and student assessment.....	13
6. Programme management .....	14
III. RECOMMENDATIONS .....	16
IV. SUMMARY .....	17
V. GENERAL ASSESSMENT .....	18

## I. INTRODUCTION

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

LBC mission is that of a “modern and innovative school of higher education, striving for being open to the society, orienting its activity to the needs of the region and integrating into the Lithuanian and European education system”.

Responsibility for quality of the study process in *Business Management (BM)* study programme and consistency of research and studies is vested with the Management Department. It is supported by other units of the College as well.

The Self-Evaluation Report (SER) was prepared by the self-evaluation group constituted by the Rector’s order and discussed with internal and external stakeholders, including representatives of teachers, students, graduates and employers, and managed by the Head of Management Department of LBC in Klaipėda. The SER was detailed and thorough and aligned to the SKVC guidelines.

## II. PROGRAMME ANALYSIS

### *1. Programme aims and learning outcomes*

The Bachelor's Study Programme in *BM* has been designed according to the Bologna Process Declaration principles. It reflects the main strategic aims and objectives of the LBC in Klaipėda and the vision and mission of the College. This Bachelor study programme is three years full-time and four years part-time for 180 ECTS and provides sufficient time for students to attain the required intended learning outcomes to enable successful graduation. Study subjects combine theory and practical work and include: market research, business analysis and development, advertising, procurement, transportation, warehousing, sales, accounting, staff management, IT in the workplace, business finance. Students also have the opportunity to develop language skills that will be useful in the preparation of documentation in state and foreign languages and also for wider communication in the labour market.

The *BM* study programme aims are to prepare graduates who are adaptable to change, responsive to the contemporary needs of the business, economic and labour market both in the private and public sector, by providing specialised and general courses. As it was stated, the College aims to equip graduates by offering a universal study programme with specialist and particular skills with a balance of theoretical underpinning and practical work. Due to the declining economic climate, the College has been responsive for changes and there has been continuing redevelopment and revisions of the programme in the last five years. It is recommended that the College revisit and rationalise in some extent the overarching aims to be more succinct and clear. It is also recommended that the College publish the intended learning outcomes and disseminated widely for public access. As the information about study programme is published on the College website, the intended learning outcomes are missing there.

The number of entrants to *Business Management* study programme decreased in 2011/2012 academic year by 89,36%, as compared with 2007/2008. In 2007/2008 the number of new entrants was 18 in full-time mode and 76 in-part time mode, while in 2011/12 the corresponding numbers were: 8 and 12. Part-time mode seems to be more popular due to the fact that most students work from Monday to Friday and they have time just on weekends to study. Currently in 2013 the total number of students in the *BM* study programme is equal to 148. The College attributes this downturn to worsening demographics and the current and projected fall in the working population, combined with the economic recession and an increased demand by potential young Lithuanian students for study or work abroad. In planning the demand for business management specialists the College considers results of regularly conducted regional

and national surveys: the data provided by Lithuanian Labour Exchange at the Ministry of Social Security and Labour and “Barometer of employment opportunities”. This information is also combined with the College’s own study outsourced marketing specialists, as well as the information coming directly from LBC social partners. The administrative and teaching staff of LBC in Klaipėda are realistic about the competition and educational market and make provision to improve the market share, for example promoting the programme internationally (14 international students are currently on the programme). The College also has improved relations with regional schools, pupils and parents, publishes advertise on internet, as well as participating in career fairs. According to College director’s proposal, TV was equipped with informational documents about College. In an attempt to make the study programme more attractive to potential students, the College has introduced and revised study subjects, and provided new study subject options, for example *Leadership* or *Change Management*. The College is active in participating in the city’s business, economic and social community. College applies different methods of promotion. For example when the *BM* study programme is recommended to candidates, a comparative analysis of at least two study programmes is used to show characteristics of each of them.

The objectives of the *Business Management* study programme correlate in general with the governmental and regional regulations in Lithuania, for example, the *National Education Strategy for 2003-2012*, *Lithuanian National Programme for Studies*, *Strategy for Life-long Learning Assurance* approved by the minister of Education and Science of the Republic of Lithuania and the minister of Social Security and Labour of the Republic of Lithuania and *Klaipėda Region Development Plan for 2007-2013*.

The programme intended learning outcomes are consistent with the field of studies, but not on every occasion with the level of studies. There are some examples that do not suit the Professional Bachelor’s level. According to the SER, some of the intended learning outcomes are formulated as follows: “To apply quality management standards, modern management principles, innovations in company’s operations, know possibilities of their implementation, the principles and forms of business development in foreign markets”. Such formulation is very broad and appropriate at higher level of education (for example Master’s level). It is very difficult to be fully verified as well. It is therefore recommend that this kind of the intended learning outcomes should be reviewed to ensure that they reflect the aims of the study programme and also are compliant with current requirements for Professional Bachelor degree study programme and aligned with the study subjects including specialisations and with clarity.

*To sum up, the programme aims and intended learning outcomes are defined but some of them are too aspirational at this level of studies. The aims of Business Management study programme correlate with the mission of Lithuania Business College. The qualifications offered are compatible with the name of the study programme and its intended learning outcomes. The understanding and application of intended learning outcomes should be promoted throughout the programme.*

## **2. Curriculum design**

The curriculum design meets legal requirements and regulations and is compliant with the national legal acts and the regulations for the undergraduate study programmes. The *Business Management* study programme comprises of the following blocks of subjects: *general education subjects (16 ECTS)*, *basic professional subjects (56 ECTS)*, *special (professional) subjects and professional training practices (76 ECTS)*, *elective subjects (9 ECTS)*, *specialization subjects (14 ECTS)*, and *preparation and defence of the final thesis (9 ECTS)*. Practical training covers at least one third of the study programme.

Following the prepared SER documentation the team of experts has analysed the study subjects offered within *BM* study programme. It seems that several subjects do not fit the specialisations to which they were assigned. For example, “Strategic Management of Organizations” for “Change Management”; “Intellectual Property and its Protection” for “Leadership” etc. (Table 7). Concerning the last subject, it may be necessary to include it together with the business ethics course in the basic subjects module. It was shown in the discussion with students, alumni and social partners that legal environment is very important for *BM* practice. The mentioned topics correlate with the newest trend in management related to corporate social responsibility. Finance appears only taught as a specialisation course, however it is clear from current students and alumni and teaching staff that finance, banking and accounting are embedded in the programme and delivered in the Accounting, Business Economics and Microeconomics study subjects.

College tries to meet as many market needs as possible and in the study programme making it as universal as possible. The revision and monitoring of curriculum looks exhaustive and comprehensive, however with so many changes this may have inhibited the ability of the College to truly reflect on the efficacy of the study programme. Despite this the systems and process for change are clear and well understood by staff and students. Staff have been very active in justifying and finding solutions to meet the changing demands of employers and students. The current plans and changes to the programme are aligned with other institutions and consultations, for example consultation with vocational schools and the Klaipėda University.

In 2011 the College introduced *Change Management* and *Leadership* specialisations, as a response to the demand and consultation with social partners. However the College is advised to check the suitability of the level and content of these courses to ensure that they are fully compliant with Professional Bachelor degree studies. It is also recommended that the College use its own process of consultation and quality assurance processes to review the changes and validity of all subjects.

The study programme complies with the Bologna process in a move from national credits to the ECTS. Most recent changes made by the College in curriculum design has focused on independent learning and supporting students' self-study. For example students are expected to prepare presentations in teams or individually, and they are encouraged to use the library and other facilities to aid in the preparation of interim projects and for the final theses.

The final theses reflect the field of study, as well offered in the specialisations, i.e. *Financial Management* and *Marketing Management* (graduates of 2010 and 2011). The experts team verified and can confirm the accuracy of the final thesis grades, and from a range of grades four were deemed "excellent". The theses content were relevant and appropriate to the level of studies, with clear and focused research in accordance with the company supporting his/her with the data.

The *BM* study programme reflects its strong link with the business practice not only via ensuring practice placements, but also by participation of practitioners in the defense of final theses, including supervising and reviewing them, and with some lectures made by practitioners. Social partners confirmed to the team of experts their strong support and commitment to the study programme. Social partners are drawn from a wide range of business areas including city municipalities, local companies and enterprises. *Business management* study programme is implemented performing three types of practice: introductory, computer-aided document management practice and pre-diploma practice.

Students indicated that their progress is continually monitored throughout with staff providing verbal feedback on improvement. There is some evidence of limited written feedback on student interim work, although it is a little too brief and too succinct. Formalised feedback could be improved and would benefit from more direct relation to the assessment criteria and competences, to allow students to be able to have more direct impact on how they might improve their work. Feedback on final theses is detailed and robust. An assessment feedback proforma has been developed but has yet to be tested.



Recent Marketing and Development Unit activities (2012.09.01 – 2013.04.01) have sought to promote *BM* study programme. The Unit is tasked with ensuring effective communication to stakeholders including potential students, organisations, and social partners and intends to promote College and improve its image. In the mentioned period the College representatives visited 30 schools (approximately 2000 potential students). Staff and students have also participated in Specialist Fairs, meeting 5000 10-12 class pupils, followed up by sending out study information about LBC. There have also been some improvements to the College website, but as yet only limited programme details are published on the College website vlvk.lt, and with the use Facebook. In addition there are 5 recent articles about College life (15 min.lt, ve.lt).

It is worth noting that the College has signed a cooperation agreement with foreign partners: Career Weavers Consultants Pvt, Ltd (India), AICI (Ireland).

*Concluding, the curriculum design area, it can be stated that the curriculum is properly arranged in general but some clarifications are needed in its outlook and structure. The programme design is as a result of continuous change and consultations. Although in an attempt to be inclusive and responsive and meet the expectations of the market some specialisations may as a result be too demanding at Professional Bachelor level. These are particularly Leadership and Change Management. Once the aims and programme intended learning outcomes have been clarified, the College should review the current subjects to ensure they meet all curriculum requirements and at the appropriate level.*

### **3. Staff**

Staff is generally well qualified meeting the requirements for teachers in Higher Education Colleges. Academic teaching staff of *Business Management* study programme is recruited in accordance with the higher education institution regulations.

The majority of the current teaching staff (72,0%) have been at the College a substantive time (between 4 to 8 years), and 16,6% of the lecturers have between 9 to 14 years teaching experience. During the last five years the *Business Management* study programme was delivered by 25 lecturers, 8 of them holding doctoral degree. The College is committed to staff development and professional improvement, providing both financial and flexibility allowing staff to attend for example events and conferences. According to the SER, and it was confirmed during the site visit, that the College participated in the European Union project *Optimisation of Performance and Increase of Effectiveness of the Study System of West Lithuania Business College and Šiauliai Region College of Management, Law and Languages*. The project focused

on development of qualification of the teaching staff, improvement of the College governance strategy, enhancing quality of studies. Each training group was assigned 115 thousand litas; amount assigned for entire training cycle – 345 thousand litas.

The College encourages personal development and academic research providing opportunities for qualification improvement. Staff updates themselves with current of practice and changes in legislation and business through a variety of mechanisms and include attendance and presentation of conference and journal and the College publishes its own bi-annual journal VADYBA (Management) and annually hosts a scientific conference „Regional problems: economics, management, technologies“ to further enhance the work of staff and students and reputation of the work of the College. The Erasmus programme also provides the opportunities for staff to update and share good practice. The College has a system for encouraging teachers to go abroad and has resulted in increasing of the number of the academic staff members going abroad from 1 case in 2006-2007 academic year to 35 cases in 2010-2011 academic year.

Lecturers from international educational institutions are invited to deliver lectures and to take part in seminars, conferences and other events. Following the concept of continuous improvement and „lifelong learning“, the College will continue to focus on professional development of its academic staff as one of the highest priorities. Priorities of the College in the development of quality of human resources are evident in the strategic objectives set in „Strategic plan for the years 2009-2014“.

Teaching staff are not formally observed in teaching although they have an open door policy. It would helpful if consideration was given to a more formalise assessment of the observation of teaching. A Quality Day is a good examples of learning about advantages and disadvantages of teaching methods used by the staff. One of the aims of the Quality Day is to develop teaching competence of lecturers.

Due to Regulations mentioned in the SER, the academic staff must be appraised every five years. The full review of academic staff is conducted by the College every 5 years. It was mentioned during the visit that monitoring of lectures is provided by the Management staff usually represented by vice director for studies, but it is not very often. Recent rises in staff turnover are due to modifications in the study programme, but generally teaching staff of the LBC is stable. New lecturers are employed by the College pursuant to competition procedure with successful applicants obtaining a one-year labour agreement.

The College ensures that only the most experienced staff is involved in students professional practice training. Similarly only lecturers with a good range of practical experience are appointed as supervisors of final theses.

The efforts made by the College to keep the academic staff updated were evident by students who have noted that lecturers maintain very good relationships with students and practitioners visiting to College to teach students.

*In summary, the qualifications of the teaching staff are appropriate to gain BM aims and intended learning outcomes. Teachers are motivated, keeping themselves up-to-date with theoretical as well as practical knowledge. Teachers are supported by the College authorities in their efforts to improve themselves. However it would be helpful if consideration was given to a more formalised assessment of the College observation of teaching. Research work and foreign language capabilities of teaching staff should be strengthened.*

#### **4. Facilities and learning resources**

LBC is located centrally in Klaipėda and is in the heart of the city and easily accessible. The accommodation (1583 m<sup>2</sup> area) is in modern building and the interior is well appointed and conducive to a good working atmosphere and ethic. The College has implemented quality assurance standards ISO 9001 and ISO 14001. The College has well-equipped resourced with 14 classrooms, 1 conference hall that can accommodate up to 127, 4 classrooms for lectures, 4 classrooms for seminars, 4 computer rooms and 2 laboratories. Approximately 330 students at a time can work in all classrooms. Following implementation of ECTC, the College has adapted their resources to promote the study process, and also strives to assure quality of student self-study, and self-study centre was established in 2011. There are 40 work stations in the library, 7 of them with the Internet access although the students noted that the Colleges PCs are quite dated and often quite slow although the College has wireless access (Wi-Fi) enabling students to use their own laptops.

Students also have access to a scanner, printer, and photocopier. Computer software includes Microsoft Office, AutoCAD and bookkeeping software PRORŪNA, STEKAS as well. The College offers a free Wi-Fi access and a virtual learning environment (Moodle) that is widely used by students at the College and accessed outside the College further enhancing self-study and independent learning. The College has reasonably sized library with over thirteen thousand books (more than 724 titles), so students are provided with all necessary conditions for self-study. The library compiles the latest literature in Lithuanian and foreign languages in

accordance with the requirements of the study programme and the needs of the College. About 20% of the books connected with the study programme are in English language. Students also have access to the University library and noted access to books journals is very good and sufficient to conduct for their studies and research. The College established the Centre of Distance studies.

The College has well-developed network of social stakeholders and maintains close and long-term relations of social partnerships. Not only social partners are invited to the College for different meetings, but also under their own initiative, in improving teaching for example via organising competition and games for students. As a result of feedback and discussions the College has improved the procedure of organisation of professional practice to students. First of all introductory practice was introduced at the beginning of the study programme. Computer-aided practice is the second stage of getting professional skills. Strong support of social partners is also observed in providing data for final theses. They also include students in participating, in market surveys.

Student opinion surveys show that the applied form of practice („student performs practice in the company found by himself/herself“) is optimal, with 94 % of the College students who took part in the opinion survey. The simulation practical training firm "Biurometa“ established in 2004, provides students of the *Business Management* study programme with opportunities to perform training practice and plays an important role in the process of organisation of practices. The representatives of employers expressed satisfaction with the practical capabilities of the College students. According to their opinion, students are quite well prepared for practical work. Social partners provided College with feedback regarding quality of final thesis and presentation. According to survey done by Labour Exchange, College is one of the leaders in employability in Klaipėda and Šiauliai region.

College is well equipped for disabled students (with 6 students with motor disability on the programme). College provides students with discount at a nearby cafe.

*To conclude, the College has good facilities and learning resources for the Business Management study programme. The library is sufficient to cover academic and professional needs of students and teachers. However the attention should be paid to the computer base expansion and update.*

## ***5. Study process and student assessment***

Entrants to state-financed places to *Business Management* study programme are enrolled pursuant to the general procedure for admission to Lithuanian higher education institutions (LAMA BPO). During the general admission students may also express a wish to study at paid study-places of the College. Competitive grade is calculated on the basis of grades of school-leaving examinations: Mathematics 0.4, Lithuanian Language 0.2, foreign language 0.2, study subject: History 0.2. Applicant with at least secondary education may be enrolled into the *Business Management* study programme. There are no entrance examinations, but average mark of school-leaving certificate should be at least 7. The procedure of admission does not differ from standards observed in Lithuania.

The academic and administrative support is provided systematically for students during their study time, including face-to-face consultations as well as by e-mail (each group has their own group-email) and Facebook. A distinctive feature is the open and positive relationship with teachers in that students are free to ask any questions and teachers treat the students with respect and as equal.

College respects the feedback from students. And they are asked to complete a survey each year to obtain students' opinion on studies. There is a special board, where students can propose and suggest changes. For example: students expressed their wish to receive training material few days before lectures. The response was very quick and resulted in teachers providing students with the presentations and other materials. Also College has good relations with graduates (Alumni club, Graduate day and communication on Facebook). Students complained that there could be more English lessons especially to train spoken language.

During the meeting with the team of experts students indicated that main distinctive feature of *BM* study programme is to support managerial skills and entrepreneurship but it is difficult to find a right practice placement where such abilities could be trained. The alumni judged that College is preparing business managers very well and they recommended study in LBC to their colleagues.

The College has developed exchange programmes with several educational partners abroad. However, the exchange is not very popular among the students. In 2011-12 one student of the *BM* study programme has been sent under exchange programme to Kocaeli University (Turkey) and in 2010-2011 another *BM* student went to Greece for a semester and performed an introductory practice there. In 2008-2010 no students of the analysed study programme went for studies abroad. According to the SER, it was mainly caused by the fact that funds under Erasmus

exchange programme are limited. During the visit it was also mentioned that part-time students are not much interested in the exchange programmes due to the fact that they have been already working.

*In summarizing, BM students are provided with strong support of administrative and teaching staff. Alumni are involved in the College activity, recommending College to others. Social partners are involved in cooperation with the College offering practice placements, supervising final theses and discussing changes in the study programme taking into account labour market needs. However during the meeting students stated, that it is quite hard to find practise place where managerial skills would be developed, also they expressed willingness to have more English language lectures.*

## **6. Programme management**

According to the SER, the College Director is responsible for organisation of the study process, quality assurance of studies, rational use of material and human resources. Apart from the Management Department that is responsible for *BM* study programme, a special committee of the programmes in Management and Business Administration was approved by the Director's order. It consists of director of strategic self-governance institute, head of the department supervising implementation of the study programme, renowned scientists, social partners' representative and a student representative. The committee tasks refer in general to prepare strategy of the study programme and arrangement for continuous improvement of this study programme. Attestation of study subjects is performed by the Attestation Commission of the College at least every 3 years or more often if new requirements are imposed. The *BM* study programme is coordinated by the head of the Management Department. The responsibility for the study programme management was assigned properly according to experience and specialization of the mentioned bodies and persons.

According to the SER, the objective of internal quality assurance of studies is to assure quality of knowledge and effectiveness of studies, to satisfy needs of employers, and to assess and improve quality of institutional performance. The internal quality assurance system includes – as its separate constituent part – the direct study quality assurance, which in turn covers the following framework: students (study programmes, assessment of study process); lecturers (self-analysis, plans); study subjects (certification of subjects); department (analysis of the study process and action plan at department level).

There are in place procedures intended to improve quality of the *BM* study programme. All parties i.e. students, teachers, administration, alumni and social partners are involved in this process. The LBC *Business Management* study programme is still in the market niche for its graduates. The feedback from students, alumni and social partners is evident and can inform continual improvement by some formal activities, for example organising meetings with social partners once a quarter etc. More feedback from College to the alumni and social partners is recommended.

During the meeting with social partners they exhibited great interest in cooperation with LBC in Klaipėda concerning *BM* study programme. They have impact on the study programme architecture, by taking part in discussion and have provide some feedback, mainly during final theses defenses. The feedback from the College's authorities should be more visible to partners. Strong support from social partners could be observed, many of them are interested in further cooperation.

*Summing up, the internal quality assurance system is in place, but its efficacy should be improved especially in respect of the provision of regular supporting feedback to students, social partners and alumni. Social partners are involved in teaching and theses defense and this is a resource that could possibly be used more intensively in the future.*

### **III. RECOMMENDATIONS**

1. It is recommended to slim down the study programme aims and some of the intended learning outcomes.
2. To include ethics in business and/or protection of intellectual property into the *BM* curriculum design.
3. To reevaluate the *Change Management* and *Leadership* specializations from the point of view of possibility to provide the necessary knowledge from these management areas.
4. To offer more foreign language learning possibilities to students.
5. The feedback from the College to alumni, students and social partners should be improved.



## IV. SUMMARY

### **Strengths:**

- Strong cooperation with professional environment and support from its side;
- Strong assistance of students;
- Positive opinions of students and graduates about *BM* study programme;
- Flexibility in creating study offer concerning updating *BM* study programme;
- High competence of the teaching staff;
- College exhibits initiative in different fields concerning activity in the region of Klaipėda.

### **Weaknesses:**

- Too broad study programme aims and some of the intended learning outcomes;
- Too aspirational *BM* study programme concerning specializations (*Leadership, Change Management*) offered at professional bachelor level;
- Lack of study subjects related with ethics in business;
- Not sufficient knowledge of English language among students and teachers;
- Lack of students active participation in exchange programmes;
- The feedback from College to alumni, students and social partners is not sufficient.

## V. GENERAL ASSESSMENT

The study programme *Business Management* (state code – 653N20013) at Lithuania Business College is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

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

\*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:

Gary Hargreaves

Grupės nariai:  
Team members:

Prof. habil. dr Magdalena Osinska  
Prof. dr Karoly Balaton  
Nijolė Kudabienė  
Algirdas Raudonius

**LIETUVOS VERSLO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS  
VERSLO PROCESŲ VADYBA (VALSTYBINIS KODAS – 653N20013) 2013-06-25  
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-244 IŠRAŠAS**

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Lietuvos verslo kolegijos studijų programa *Verslo procesų vadyla* (valstybinis kodas – 653N20013) vertinama **teigiamai**.

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

\* 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****Stiprybės:**

- Aktyvus bendradarbiavimas su profesine aplinka ir jos teikiama parama;
- Studentų parama;
- Teigiama studentų ir absolventų nuomonė apie studijų programą;
- Lankstumas atnaujinant studijų programą;
- Aukštos kvalifikacijos akademinis personalas;
- Kolegijos iniciatyvumas įvairių veiklos sričių atžvilgiu Klaipėdos regione.

**Silpnybės:**

- Pernelyg abstrakčiai suformuluoti studijų programos tikslai, taip pat kai kurie numatomi studijų rezultatai;
- Pernelyg daug apimančios specializacijos (*Lyderystė, Pokyčių valdymas*), atsižvelgiant į teikiamą profesinio bakalauro kvalifikaciją.
- Studijų dalykų, susijusių su verslo etika, trūkumas;

- Nepakankamos studentų ir dėstytojų anglų kalbos žinios;
- Nepakankamai aktyvus studentų dalyvavimas tarptautiniuose mainuose;
- Nepakankamas kolegijos grįžtamasis ryšys absolventų, studentų ir socialinių partnerių atžvilgiu.

### III. REKOMENDACIJOS

1. Sumažinti studijų programos tikslų ir numatomų studijų rezultatų skaičių.
2. Į studijų programą įtraukti verslo etikos ir (arba) intelektinės nuosavybės (teisės) apsaugos studijų dalykus.
3. Iš naujo įvertinti, ar *Pokyčių valdymo* ir *Lyderystės* specializacijomis yra suteikiamos būtinos šių vadybos sričių žinios.
4. Studentams suteikti daugiau galimybių mokytis užsienio kalbų.
5. Reikėtų stiprinti kolegijos grįžtamąjį ryšį absolventams, studentams ir socialiniams partneriams.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso<sup>1</sup> 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

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<sup>1</sup> Žin., 2002, Nr.37-1341.