



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos verslo aukštoji mokykla
VERSLO VADYBOS PROGRAMOS (653N20018)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *BUSINESS MANGEMENT (653N20018)*
STUDY PROGRAMME
at Klaipeda Business School

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Verslo vadyba</i>
Valstybinis kodas	653N20018
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	2002 m. birželio 15 d., Nr. 1181

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Business Management</i>
State code	653N20018
Study area	Social Sciences
Study field	Management
Kind of the study programme	College Studies
Level of studies	First
Study mode (length in years)	Full-time (3), part-time (4)
Scope of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Management
Date of registration of the study programme	15 June 2002, No. 1181

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I. INTRODUCTION

Klaipeda Business School (hereinafter: KBS) is a private higher education institution of the Republic of Lithuania offering non-university studies. KBS started its activities as higher education institution in 2001 under the name of Business College of Higher Education. The name was changed in 2009 into Klaipeda Business School. KBS has 3 academic departments Business Department, Law Department and Department of General Subjects and is offering 9 higher education study programmes. After a successful completion of the study programme graduates receive a Professional Bachelor degree. The Business Management study programme was implemented in 2002. There have been 7 cohorts of graduates so far (2012: 28 full-time and 88 part-time graduates).

In the academic year 2011/2012, the Business Management study programme involved 22 teachers of higher education. 190 students, including 62 full-time students and 128 part-time (extramural) students were enrolled.

The Self-Evaluation Report (SER) was presented to the Expert Team in October 2012. It focuses on the data of 2010 to 2012. The site visit took place on February 7th, 2013.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1. Programme demand, purposes and aid

The aim of the Business Management study programme is to develop managers who - based on their theoretical and practical knowledge and professional skills - are able to apply appropriate management methods, to take rational decisions and to develop creative solutions for the benefit of the future development of private and public companies, associations or institutions which they are working for, or to develop managers who are able to set up and manage their own business.

The managers shall be able to make a career in Lithuanian and international companies in all relevant business management fields. Well educated managers will meet the needs of a growing economy, but the expert team sees a risk in particularly limiting the objectives of the

Management bachelor to the region. The scope should be broadened. Increasing national or international competition and a weak economic situation in Lithuania might affect the future number of applicants (which already has dropped). Visions for educating bachelors (e.g. specialists in certain fields or internationally trained bachelors) who are looking for jobs in Lithuania as a whole, or abroad are missing.

To achieve this aim the study programme offers basic economic subjects and three fields of specialization: Marketing, Logistics and Non-Food Trade Management. The study programme is well structured and publically accessible on the Klaipeda Business School website (<http://www.kvam.lt>).

At present, Klaipeda Business School is implementing the only one higher education college study programme in the Management study field in the institution. This unique advantage is, however, not reflected in the number of attracted students.

1.2. Learning outcomes

The achievement of the objective to develop qualified managers who are competent to work in various business fields is generally supported by the intended learning outcomes.

General learning outcomes have been formulated on the basis of the analysis of the current Business Management programmes in Lithuania. KBS indicates knowledge, skills and competencies (e.g. communication) which are obligatory for managers in middle-management positions such as personal manager purchase manager or sales manager.

Learning outcomes are revised not less frequently than every 3 years. The revision is based on a self-assessment of the study programme and on the feedback of the assessment on the content of the subject and the quality of teaching. Feedback is given by students, alumni and employers. The revision is in accordance with the areas of assessment as defined in the Methodology for Evaluation of Higher Education Study Programmes.

KBS should check however whether the learning outcomes of the programme can be achieved with the present learning input or whether the learning output of the programme should be reduced to the level of a Professional Bachelor that focuses on basic knowledge, competencies and professional practice. It should furthermore verify whether the assessment methods are

adequate for controlling the achievement of the learning outcomes (e.g. oral examination, group works, and presentations for quantitative subjects e.g. statistics).

2. Curriculum design

2.1. Programme structure

The study programme of Business Management meets the legal requirements. It is offered as full-time study (6 semesters) and part-time study (8 semesters). The part-time study programme is identical concerning objectives, curriculum and teachers with the full-time study programme. One academic year consists of two semesters; each of them does not exceed 7 study subjects.

The first cycle of the Business Management study programme comprises a workload of 4.800 hours respectively 180 ECTS. This figure is accordance with the Law on Higher Education and Research of the Republic of Lithuania.

The student workload consists of 38 % contact hours and 62 % student self-studies. The allocation within the programme is as follows: general subjects of higher education college studies = 19, study field subjects = 143 credits and specific branch subjects = 9 credits, optional electives = 9 credits. (The two optional electives can be chosen from any of the study programmes of Klaipeda Business School). In higher semesters the part of independent self-study is increasing. This is an adequate mixture of contact hours and students self-studies.

According to description of the General Requirements for a Degree Awarding Study Programmes of the First Cycle and Integrated Studies (09-04-2010 MES) professional practical training and other practical trainings of a higher education college study programme must comprise at least one third of the total volume of the study programme. In the programme under review professional practical training comprises 40%. Thus the programme puts good emphasis on the practical training and supports the personal development of a student by taking more and more responsibility for self studying.

The study programme needs an update by offering more basic subjects (e.g. procurement, cost calculation, supply change management) and/or by extending the content of core subjects such as marketing or logistics. A benchmarking with International Business Schools offering a bachelor in Management would give an overview about the state-of –the art of similar study programmes.

Such an update in the study programme would increase the chances of graduates on the labour market. Companies, associations, institutions are looking for basic knowledge competencies in subjects such as procurement (purchasing), logistics, sales, marketing, supply management etc. Some of these courses are offered as additional electives. But as they are essential for a Professional Bachelor the expert team advises to integrate them as core courses in the study programme.

Representatives of the labour market also missed sufficient knowledge of the students in basic soft skills, such communication, presentation, reporting or negotiation.

The international aspects of the study programme should be strengthened. The expert team suggests including more international oriented subjects, to expand the compulsory lectures of English and to think about introducing Russian language courses. Language competencies could also be increased by encouraging students in participating in the Erasmus Programme for studies abroad.

2.2. Programme Content

The programme is logic and structurally homogeneous. The academic subjects show an interdisciplinary integration. However, the programme does not represent the state-of-the-art of an actual Business Management programme designed for a Professional Bachelor. Basic subjects are missing in the curriculum i.e. scientific writing, procurement, supply chain management, cost calculation, controlling, auditing and taxation, corporate finance, business planning. E-learning is also not implemented, although the virtual learning environment Moodle is installed as software.

In the first 3 semesters students acquire the basic knowledge that shall enable them to apply the basic theories of management and business in practical and professional activity. In semester 3 and 5 they have to choose optional electives. Professional practice is split between semester 4, 5 and 6. Total hours for professional practice including the Professional Practice Report are 812 (30 ECTS). During the third part of Professional Practice a student collects material for the Final Thesis. To improve the chances of graduates on the labour market the implementation of soft skills (communication, analysing, and negotiation) is recommended. There are different ways to achieve that, either by implementing courses or by exercises within the existing courses.

Although international and intercultural aspects shall be integrated in the study programme, there is no international subject (apart from International Logistics as a specialized subject for the Logistic Area). The expert team recommends doing benchmarking with other Higher Education Institutes to gather information about the state-of-the-art of a Business Management study curriculum on a Professional Bachelor level.

A concern of the expert team is the discrepancy of the intended learning outcomes and the volume and quality of input to achieve the learning outcomes. E.g. according to the programme a „professional in business management has to master the principles of managing financial accounting, and manage to analyse information in accordance with the applicable laws, Business Accounting Standards (BAS)...” (Annex 4.1.). In many cases the aims of the study programme exceed the requirements of a Professional Bachelor. In several cases it is questionable whether the assessment methods are adequate (e.g. surveys, problem-oriented discussions, case studies, presentation as assessment methods for accounting).

3. Staff

3.1. Staff composition and turnover

In the study field of Business Management 83% of the total study programme volume is delivered by academic staff with at least 3 years of practical work experience. Five researchers deliver 17% of the study programme volume. Academic staff members are appointed on the basis of their practical work experience and teaching experience in study programme relevant subjects. All academic staff members in the Business management programme are part-time employees. The staff structure meets the requirements of the Description of the General Requirements for a Degree Awarding Study Programmes of the First Cycle and Integrated Studies (09-04-2010 MES No. V-501).

The staff student ratio is 1:19. This is in line with the maximum ratio of 1:30 according to the Methodology of Real Resources Assessment in Higher Education Institution (06-04-2012 MES No. V-1170). All higher education teachers also teach in other study programmes at KBS.

The workload of a higher education teacher in KBS is 36 hours per week including contact hours, preparation for classroom work and supervision of students' self-study. The annual workload is 1.584 hours, thereof approx. 650 (41 %) for contact hours with students, 944 hours

are for research, preparation, publication etc. Number of staff and their workload are considered as adequate. There were no objections from the staff or students indicating “organizational bottlenecks”.

The non-academic staff consists of 1 full-time employed computer specialist. A secretary-administrator and two specialists of the Department of Studies work for the whole KBS. In the analysed period there was no staff turnover, which reflects a good continuity.

3.2. Staff competence

Of the total 22 staff members 5 have a doctor degree and 17 a master degree. 3 teachers are associate professors (docents), 2 lecturers with academic degrees and 17 lecturers.

The teachers' team is relatively young, but nevertheless experienced; 13 out of 22 teachers are below 41 years old, 5 between 41 and 50 and 1 above 60 years. 65% have a teaching experience less than 10 years and 35% between 11 and 20 years. 85% of them have a practical work experience between 0 and 10 years, 15% have a work experience of between 11 and 20 years (Annex 4.2).

Since 2005 KBS publishes a periodical journal *Mokslas ir edukaciniai procesai/Science and Processes of Education*, which in 2008 was included in the Index Copernicus, and in 2012 in EBSCO Publishing, Contemporary Science Association (3 teachers of KBS are in the editorial board, one is a scientific editor).

Professional development of KBS staff is governed by the Staff Development Strategy. There are several opportunities to be promoted. Teachers can influence that process by doing research and publishing research papers or textbooks, by participating in international conferences, seminars, in the Erasmus programme or other international programmes, by delivering lectures in foreign higher education institutions. Of important influence is the evaluation of the competence gained and transferred into the study programme.

Staff mobility under Erasmus shall contribute to an improvement of the study programme. Over the last two academic years 14 higher education teachers of the Business Management study programme delivered lectures, were on internships or participated in Erasmus programmes in

foreign higher education institutions (64% of the academic staff working in the programme). The number of incoming teachers increased last year to 7. It is limited for financial reasons.

Every 5 years there is staff appraisal at KBS to determine who can participate in a competition to fill positions and every year there is an ordinary appraisal. The staff has sufficient theoretical knowledge, practical experience and close personal contacts to companies to conduct the study programme successfully.).

The expert team suggests that management puts more emphasis on increasing the number of teachers with a doctoral degree. That means KBS has to offer time for doctoral studies for teachers with a master degree. KBS already offers options (e.g. periodical journal programme) for developing teachers' research qualifications. Also international competencies of teachers have to be strengthened. Apart from participating in international conferences the Erasmus programme with lectures up to 3 months at foreign institutes could be an option. All alternatives for the future development of the staff, should be laid down in the staff development plan.

4. Facilities and learning resources

4.1. Facilities

KBS owns 3 blocks of buildings. Lectures are held in 18 lecture rooms (1 with 120, 3 with 80, and 6 with 50 to 60 workplaces) in total with 1.085 workplaces. 9 lecture rooms are equipped with desktop computers and digital video projectors (beamers). In addition, 2 portable laptop computers and 2 digital video projectors are available for lecturers.

Students have access to 3 computer labs (52 computers), one of which is adjusted for language learning, as well a classroom with audio-video equipment. 3 rooms are for self-study, group preparations etc.

A Self-Study Centre comprises the library stock and two reading-rooms: the Internet reading-room and the "silent" reading-room, equipped with 37 workplaces (thereof 15 computerized workplaces). Opening hours is up to 8 p.m. during the week and on Saturday, in total 60 hours/week).

As the number of full-time students in a group ranges from 20 to 30, their needs are met by the number and quality of equipment and facilities.

Based on the long-term experience with the study programme of Business Management about 20 agreements with several different size Lithuanian companies have been achieved where KBS-Students can accomplish their professional practice. The number of agreements is still expanding. Students can as well find a place for the Professional Practice (internship) by themselves.

A supervisor controls whether the place is consistent with the requirements for the study programme and the aims and learning outcomes of Professional Practice. It has been stated that the supervisor has to pay more attention to the consultations, training and development of educational skills of Professional Practice. Starting in 2013 supervisors will be trained and it is expected that from 2015 onwards supervision will be done by practitioners, who have formerly participated in the project.

The ways to find a place for Internship and the mode of supervising are common practice. The expert team supports the intension to raise the quality of the supervision by training the supervisors and involving additional practitioners, to make sure that the assignments and thesis are practice-oriented.

4.2. Learning Resources

The library stock comprises 1.566 titles (11.038 copies) of books in Lithuanian and foreign languages. About 75 % include learning material for management, international business, finance, accounting and banking. 16 periodicals – including those for Business Management - are subscribed in Lithuanian and English.

A part of the library stock includes methodological and learning materials for students prepared by the academic staff (22 titles/2.560 copies), information publications, periodicals, conference proceedings. The biggest part of the printed materials is related to the literature needed for studies, adequate to the implemented study programmes.

There are agreements with the Public Library of Klaipeda Municipality the and with the Library of Klaipeda University. Students and teachers of KBS have access to both libraries. Furthermore

students and the academic staff may use several open full-text, abstract and bibliographic databases. These options make up for the limited physical space.

5. Study process and student assessment

5.1. Students admission

The admission criteria are in accordance with the Rules for General Admission to the First Cycle and Integrated Studies of Lithuanian Higher Education Institutions. Klaipeda Business School got access to the general admission system in 2009. KBS has no longer direct influence on the number and on the quality of students admitted.

Due to a change in the General Admission System in 2012 concerning the funding for a study at non-state education institutions the number of applicants reduced. As students prefer a state-funded place of study, irrespective of their priorities, the number of applicants for a Business Management study at KBS dropped from 239 (2011) to 112 (2012). Based on these figures KBS decided not to start a study group of the Business Management study programme full-time studies (Admission in 2011: 14), only a part-time study programme started with 25 enrolled students.

There are many activities to attract students: e.g. info-tours are made to schools, KBS is presented on Career days, and mass media inform prospective students. There is information about the study programme on the KBS website (<http://www.kvam.lt>) and on Facebook. KBS students participate in various competitions and other events held by different organizations.

There seem to be enough quantitative information to attract students. But KBS should revise the content and the applied instruments, to find more reason why there is only limited interest and especially from weak students for the fulltime study programme. It was already mentioned that decisive factors are scholarships, a reduction of tuition fee and the possibility to participate in different EU mobility programmes.

5.2. Study process

The average drop-out ratio is about 24% in the first year in the study programme of Business Management, it is rather high. After the second year it drops to 10%. The main reasons are

private circumstances (family, financial problems, employment, emigration), but also academic failure and the realisation to have chosen the wrong programme. On the one hand high drop-out rates help to improve the quality level for the remaining students; on the other hand the economic success of the KBS is negatively affected.

KBS should not tolerate such high drop out figures. Personal circumstances or financial reasons for a drop-out cannot be foreseen. KBS can however help to avoid that students realise in the first year that they have chosen the wrong programme. Personal interviews, information by teachers, students or people from the labour market might help to clarify the job prospective. After enrolling tutor systems, offering bridging courses etc. are only a few instruments to keep students in the programme.

KBS cooperates with 38 partner institutions from 17 countries. Therefore students have a lot of opportunities to go to higher education institutions abroad or for Professional Practice placement to foreign enterprises. Nevertheless only 3 students of the Business Management Programme left for studies under the Erasmus programme between 2007/08 and 2011/12). Part-time students cannot participate in the Erasmus programme. For the non-mobile students “internationalization inside the institution” was developed. The intention is to attract more foreign students by offering lectures in English (2011/12: 21 lectures) and thus giving intercultural communication skills to the KBA students. This successful attempt led to 34 incoming students (about 9% of all KBS students) in 2011/12.

5.3. Student support

Students are informed from the very beginning about the academic study organisation, about the organisation of the studies and the intended learning outcome of the study programme by the students in the Department of Studies and the Business Department and on the KBS website. In addition teachers inform their students about course syllabus, introduce the learning outcomes of the subject, content and study organisation forms, methods of assessment and assessment criteria.

Consultations are provided to students in direct meetings with a higher education teacher during the consultation hours or via email. Students writing assignments or their final thesis or preparing group work can get additional advice. Methodological and learning materials and the

documentation related to the studies are available in the Self-Study Centre and also on the virtual learning environment <http://studijos.kvam.lt/>.

Information on mobility opportunities and funding can be received in the International Relations and Project Management Department, also in the school's billboard. There is also information about several ways of social and psychological support. Financial support (reduction of tuition fees, governmental loans) is linked to the achievement of good results.

The information of students is comprehensive and focussed. Students also expressed to be well informed.

In addition the expert team recommends establishing a Career Centre to support mobility of students and teachers, to support students in finding places for Professional Practice and to help graduates in finding a job. Such a Career Centre would replace the Senior Specialist of Science and Strategic Development Department. Chances for students could also be increased, if practical experiences could be gained earlier than in the 4th semester.

5.4. Student achievement assessment

The assessment criteria of students' knowledge and skills are laid down in Klaipeda Business School Internal Rules of Procedure. Learning outcomes are assessed by feasibility, reliability, clarity, usefulness and impartiality. The achieved learning outcomes are assessed in grades, applying a ten point scoring system. Grades from 5 to 10 are positive and 1 to 4 are negative grades i.e. the minimum requirements are not fulfilled. A failed course credit test or examination can be repeated 2 times.

The assessment criteria and the strategy of assessment of knowledge, skills and attitudes level are provided for each individual course in the syllabi (Annex 4.1). Depending on the subject, study method and learning outcome different assessment methods are applied (e.g. oral or written exams, case studies, research projects, presentation, demonstration at the practical training workplace). Students, who disagree with the results of the session, of the Professional Practice or the Final Thesis can place an appeal to the Director of Klaipeda Business School under the Regulations for Appeals. The criteria are clearly formulated.

A final thesis is defended in 2 stages. First a commission formed from the academic staff of the Business Department reviews the Final Thesis, then the Final Thesis has to be defended in the Qualification Commission (open to the public). The Qualification Commission involves at least 5 persons. The composition includes the representatives of the academic staff and of the employers.

All assessment criteria and methods that are applied are clearly defined and laid down in the course syllabi. They meet academic requirements. During the meeting with the students, they ensured the expert team, that study achievement assessment is well explained by teaching academic staff at the beginning of a course. Every student has also access to the course syllabi.

5.5. Graduate placement

A career database is maintained, which allows monitoring the ratio of the number of graduates and the employed as well as its fluctuations. The data are collected by using phone and email. The website <http://www.kvam.lt/absolventu-registracija> offers a special graduates' registration form.

The research data show that graduates find a job, start their own business and enter the labour market, on average, within 6 months after the graduation. About 70 percent of the surveyed Business Management study programme graduates were employed while still studying at KBS. Half of the graduates found a job according to their qualification. There are however no separate figures for full time and part time students were the situation might be different. As there are no figures for Lithuanian graduates in Management decided whether the KBS figures are above or below average.

A career centre at KBS (see: 5.2) would not only support present students, but could also help graduates to find an adequate job.

In 2008 an Alumni Club was founded. The Club members are invited to stakeholders' round-table discussions, public lectures, conferences or other events and meetings.

A suggestion of the alumni for improving the study programme was motivating the students and implementing an earlier professional practice. "Earlier practical experience" (practical

experience before starting the Professional Practice end of 2nd year studies) was also a suggestion from the labour market representatives.

6. Programme management

6.1. Programme administration

The currently implemented study programmes are supervised by the Study Programme Supervisory Committee. The committee consists of 7 members (head of the Business Department, teachers, students, administrative staff, graduates, employers). The functions of the Committee include the administration of a regular programme revision process.

Practical issues of the study programme realization and the methodological control of the study programme implementation, control of the timetable-based classroom activities etc. are performed by the Department of Studies.

6.2. Internal quality assurance

The internal quality assurance system shall secure the quality of the programme, the quality of study process and the quality of the learning outcomes. The study programme is self-assessed and renewed not frequently than every three years.

All stakeholders (teachers, administrative staff, students, graduates, employers) are officially involved in monitoring and improving the study process. Most aspects are discussed in round-table meetings and other traditional meetings.

At the end of each semester an there is an anonymous questionnaire where students comment on the courses delivered (quality and content) and during the semester higher education teachers are assessed (mode of delivery). As the focus of the study programme is on practical training students assess mainly the aspects to what extend theoretical knowledge can be transferred to practice. All three quality criteria meet the minimum standards of quality assurance.

The expert team recommends improving and intensifying the quality assurance by formulating a written framework including strong and weak points of the programme, the organisation and the facilities: Based on an analysis measures and actions to improve the situation shall be planned

and time schedules should be fixed. Responsible persons have to appointed for carrying out and controlling the necessary steps.

III. RECOMMENDATIONS

1. The expert team suggests revising the study programme by offering more basic subjects (e.g. procurement, cost calculation, supply change management) and/or by extending (increasing workload) the content of core subjects such as marketing or logistics.
2. KBS should check whether the learning outcome of the programme can be achieved with the present learning input or whether the learning output of the programme should be reduced to the level of a Professional Bachelor that focuses on basic knowledge, competencies and professional practice. It should furthermore verify whether the assessment methods are adequate for controlling the achievement of the learning outcomes (e.g. oral examination, group works, and presentations for quantitative subjects).
3. The international aspects of the study programme should be strengthened. The expert team suggests including more international oriented subjects, to expand the compulsory lectures of English and to think about introducing Russian language courses. Language competencies could also be increased by encouraging students in participating in the Erasmus Programme for studies abroad.
4. KBS can establish a Career Centre to support mobility of students and teachers, to support students in finding places for Professional Practice and to help graduates in finding a job. Such a Career Centre would replace the Senior Specialist of Science and Strategic Development Department. Chances for students could also be increased, if practical experiences could be gained earlier than in the 4th semester.
5. To improve the chances of graduates on the labour market the implementation of soft skills (communication, analysing, and negotiation) is recommended. There are different ways to achieve that, either by implementing courses or by exercises within the existing courses.
6. The expert team recommends to elaborate a strategy for overcoming the reduced number of applicants and weak students who “do not quite catch the idea of what they will be able to work after their studies” by promotion, information through different channels and by involving alumni and stakeholders as multipliers.

IV. SUMMARY

The expert team sees a discrepancy between the aims of the study programme, the intended learning outcomes and the volume and quality of learning input to achieve the learning output.

The aim of the Business Management study programme of KBS is “to educate competent and entrepreneurial managers, able to creatively adapt to the rapidly changing conditions of a business environment, able to forecast, plan, to realize the acquired knowledge and developed skills when organizing and coordinating business processes in the internal and external market”. This high level of managerial quality seems difficult to be achieved in a professional bachelor programme with a limited number of courses.

As example, the intended learning outcomes for Financial Management are: “The knowledge of classical and modern concepts, theories, conceptions and regularities of management, marketing, law, economics, finance, accounting and other sciences, which explain the principles of functioning of the management system, and the ability to apply these principles in professional activity”. For Statistical Data Analysis some of the learning outcomes are: “The ability to apply the fundamental theories and methods of mathematics and statistics, enabling management, explanation and interpretation of the data necessary for the management of an enterprise (division)”. These learning outcomes exceed the practical requirements of a Professional Bachelor. According to the expert team it should also be internally discussed, whether oral surveys, Power Point presentations or group work are appropriate assessment methods for the above mentioned subjects.

All intended learning outcomes, learning inputs and assessment methods should be reviewed with respect to the requirements of the labour market.

The labour market (companies, associations, institutions) when employing a professional bachelor is looking for basic knowledge competencies in subjects such as procurement (purchasing), logistics, sales, marketing, supply management etc. Some of these courses are offered as additional electives. But as they are essential for a Professional Bachelor the expert team advises to integrate them as core courses in the study programme.

The international aspects of the courses should also be strengthened. Although teachers confirmed that international aspects are part of their lectures it should be reflected in the course title.

Graduates shall get to know language English skills for international communication. But they achieve that skills apart from English lessons in the first two years, only by contacts with incoming Erasmus students. Furthermore language competencies beyond English, especially Russian is gaining importance on the labour market in Klaipeda. Although the programme aims at educating managers who are able to work internationally, most of the graduates are employed in the region. This is due to the fact that during their Professional Practice relations are established that are the basis for their Final Thesis and for future employment.

Representatives of the labour market also missed sufficient knowledge of the students in basic soft skills, such communication, presentation, reporting or negotiation.

The full-time Business Management study programme of Klaipeda Business School faces economic problems. The number of applicants for the full time study programme had reduced to such an extent that with 10 students - who finally subscribed - a new programme was not launched in 2012. The main reason was apart from the general weak economic situation, that KBS as the only private institute was affected by the change in the procedure of funding for studies at non-state education institutions in 2012.

General decisions have to be taken concerning the continuation of the full-time Professional Bachelor programme before recommendations of the expert team are taken into consideration.

V. GENERAL ASSESSMENT

The study programme *Business Management* (state code – 653N20018) at Klaipeda Business School is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	2
	Total:	14

*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.

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**KLAIPĖDOS VERSLO AUKŠTOSIOS MOKYKLOS PIRMOS PAKOPOS STUDIJŲ
PROGRAMOS VERSLO VADYBA (VALSTYBINIS KODAS – 653N20018) 2013-03-25
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-61 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos verslo aukštosios mokyklos studijų programa *Verslo vadyba* (valstybinis kodas – 653N20018) 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	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	14

* 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

Ekspertų grupė atkreipia dėmesį į neatitikimus tarp studijų programos tikslų, numatomų studijų rezultatų ir studijų sąnaudų apimties ir kokybės, kad būtų pasiekti mokymosi rezultatai.

KVAM verslo vadybos studijų programa skirta „rengti kompetentingus ir verslius vadybininkus, gebančius išradingai prisitaikyti prie greitai kintančių verslo aplinkos sąlygų, galinčius prognozuoti, planuoti ir panaudoti įgytas žinias, vystyti gebėjimus, koordinuoti verslo procesus vidaus ir išorės rinkose“. Vargu ar profesinio bakalauro programa su ribotu kursų skaičiumi galėtų suteikti tokią aukštą vadybos kvalifikaciją.

Pavyzdžiui, numatyti Finansų vadybos kurso rezultatai yra šie: „klasikinių ir šiuolaikinių sąvokų supratimas, teorijos, koncepcijos ir vadybos, rinkodaros, teisės, ekonomikos, finansų, apskaitos ir kitų mokslų bendrumas, atskleidžiantis vadybos sistemos veikimo principus, ir gebėjimas taikyti

šiuos principus profesinėje veikloje“. Statistinės analizės kursų rezultatai yra šie: „gebėjimas taikyti pagrindines matematikos ir statistikos teorijas ir metodus, įmonės (padalinio) valdymui reikalingų duomenų valdymas, analizavimas ir interpretavimas“. Šie studijų rezultatai viršija profesinio bakalauro praktinius reikalavimai. Ekspertų grupė mano, kad mokyklos personalas turėtų apsvarstyti, ar minėtiems dalykams įvertinti būtų galima taikyti tokius vertinimo metodus kaip žodinė apklausa, „Power Point“ prezentacijos, grupinis darbas.

Visi numatyti studijų rezultatai, studijų sąnaudos ir vertinimo metodai turėtų būti peržiūrėti atsižvelgiant į darbo rinko reikalavimus.

Darbo rinka samdydama žmogų turintį profesinį bakalaurą (įmonės, asociacijos, institucijos) atsižvelgia į tai, ar jis turi pagrindinių šių dalykų žinių: pirkimo, logistikos, pardavimo, rinkodaros, tiekimo valdymo ir pan. Kai kurie iš šių kursų yra pasirenkami. Kadangi jie yra svarbūs profesiniam bakalauroi, ekspertų grupė siūlo įtraukti juos į studijų programos pagrindinius kursus.

Reikėtų taip pat sustiprinti kursų tarptautinius aspektus. Nors dėstytojai teigia, kad tarptautiniai aspektai yra jų paskaitų dalis, tai turėtų atsispindėti kurso pavadinime.

Absolventai turėtų mokėti anglų kalbą taip, kad galėtų ją panaudoti tarptautiniam bendravimui. Šių gebėjimų jie įgyja ne tik anglų kalbos pamokose per pirmuosius dvejus metus, bet ir bendraudami su atvykstančiais Erasmus studentais. Klaipėdos darbo rinkoje reikia ne vien tik anglų kalbos žinių. Kitoms kalboms, ypač rusų, teikiama vis didesnė reikšmė. Nors studijų programa skirta rengti vadybininkus tarptautiniam darbui, dauguma absolventų įsidarbina regione. Taip yra dėl to, kad praktikos metu jie užmezga profesinius ryšius, kurie sudaro baigiamojo darbo pagrindą ir lemia būsimą darbo vietą.

Darbo rinkos atstovų nuomone, studentai turi per mažai socialinių įgūdžių, pvz. bendravimo, pristatymo, ataskaitų teikimo ir derybų.

KVAM verslo vadybos nuolatinių studijų programa patiria ekonomų problemų. Norinčių studijuoti pagal nuolatinių studijų programą skaičius sumažėjo iki 10, todėl nauja studijų programa nebuvo vykdoma 2012 m. Pagrindinė priežastis buvo ta, kad esant prastai bendrai ekonominei situacijai KVAM vienintelė iš privačių mokslų įstaigų dar patyrė problemų dėl studijų finansavimo tvarkos nevalstybinėms mokslo įstaigoms pakeitimo 2012 m.

Prieš įgyvendinant ekspertų grupės rekomendacijas reikėtų priimti bendrus sprendimus dėl profesinio bakalauro nuolatinių studijų tęstinumo.

III. REKOMENDACIJOS

1. Ekspertų grupė rekomenduoja peržiūrėti studijų programą ir įtraukti į ją daugiau pagrindinių dalykų (pvz. pirkimų, sąnaudų skaičiavimo, tiekimo pokyčių valdymo) ir / arba išplėsti (padidinti darbo krūvį) pagrindinių dalykų, pvz. rinkodaros ir logistikos.
2. Klaipėdos verslo aukštoji mokykla (KVAM) turėtų įvertinti, ar programos studijų rezultatų įmanoma pasiekti esant dabartinėms studijų sąnaudoms ir ar nereikėtų sumažinti programos studijų rezultatus iki profesinio bakalauro lygmens, suteikiant pagrindinių žinių, kompetencijų ir profesinės patirties. Taip pat reikėtų įvertinti, ar vertinimo metodai yra tinkami užtikrinti, kad būtų pasiekti studijų rezultatai (pvz. žodiniai egzaminai, grupinis darbas ir kiekybinių temų pristatymas).
3. Reikėtų sustiprinti studijų programos tarptautinius aspektus. Ekspertų grupė siūlo į programą įtraukti daugiau tarptautinių dalykų, padidinti privalomų anglų kalbos pamokų skaičių ir apsvarstyti galimybę rengti rusų kalbos kursus. Kalbų mokėjimą būtų galima pagerinti skatinant studentus studijuoti pagal Erasmus programą užsienyje.
4. KVAM galėtų įsteigti karjeros centrą, kuris paskatintų studentų ir dėstytojų judumą, padėtų studentams susirasti vietas, kuriose jie galėtų atlikti profesinę praktiką, o absolventams rasti darbą. Toks karjeros centras atliktų Mokslo ir strateginės plėtros skyriaus vyresniojo specialisto darbą. Studentai turėtų daugiau galimybių, jei praktinės patirties įgytų anksčiau nei 4-ame semestri.
5. Norint pagerinti absolventų įsidarbinimo galimybes reikėtų vystyti jų socialinius įgūdžius (bendravimo, analizavimo ir derybų). To galima būtų pasiekti skirtingais būdais – rengiant kursus arba skiriant užduotis esamuose kursuose.
6. Ekspertų grupė rekomenduoja parengti strategiją, kaip spręsti klausimą dėl sumažėjusio norinčių studijuoti skaičiaus ir neapsisprendusių studentų, kurie „nelabai supranta, kokį darbą dirbs baigę studijas“. Ši problema turėtų būti sprendžiama skleidžiant informaciją

įvairiais kanalais ir pasitelkiant absolventus ir suinteresuotus asmenis kaip nuomonių skleidėjus.

<...>

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

¹ Žin., 2002, Nr.37-1341.