STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos valstybinė kolegija
**STUDIJŲ PROGRAMOS *ĮSTAIGŲ IR ĮMONIŲ
ADMINISTRAVIMAS (valstybinis kodas - 653N23004)*
VERTINIMO IŠVADOS**
––––––––––––––––––––––––––––––

**EVALUATION REPORT
OF *OFFICE ADMINISTRATION (state code - 653N23004)*
STUDY PROGRAMME**
at Klaipeda State College

1. **Prof. James Wrynn (team leader)** *academic,*

2. **Assoc. Prof. Iveta Ludviga,** *academic,*

3. **Mrs. Anna Maria Ranczakowska,** *academic,*

4. **Mrs. Virginija Klimukienė,** *representative of social partners'*

5. **Mr. Simonas Valionis,** *students' representative*.

Išvados parengtos anglų kalba
Report language – English

Vilnius
2016

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	**Įstaigų ir įmonių administravimas**
Valstybinis kodas	653N23004
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės
Studijų pakopa	Pirmoji pakopa
Studijų forma (trukmė metais)	Ištęstinės (4 metai) Nuolatinės (3 metai)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos profesinis bakalauras
Studijų programos įregistravimo data	2002-08-30

———————————————————————

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	**Office administration**
State code	653N23004
Study area	Social Sciences
Study field	Management
Type of the study programme	Sequential studies
Study cycle	First cycle
Study mode (length in years)	Full time (4 years) Part time (3 years)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Management
Date of registration of the study programme	30th August, 2002

CONTENTS

I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes,** approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: *1) self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI); 2) visit of the review team at the higher education institution; 3) production of the evaluation report by the review team and its publication; 4) follow-up activities.*

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as "very good" (4 points) or "good" (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as "unsatisfactory" (1 point) and at least one evaluation area was evaluated as "satisfactory" (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	Sample of theses produced by students who have graduated from the programme

1.3. Background of the HEI/Faculty/Study field/ Additional information

Klaipedos Valstybine Kolegija/Klaipėda State University of Applied Sciences (hereinafter referred to as KVK) was founded in 2009 following the merger of Klaipėda

Business and Technology College and Klaipėda College by the resolution of the Government of the Republic of Lithuania of 26 August 2009.

The Statute of KVK was approved on 24 August 2011 by Resolution No. 1000 of the Government of the Republic of Lithuania. After evaluating the situation in Lithuania, the vision, mission and strategic goals were formulated, the organizational structure was developed, self-governing bodies were formed and the basic documents regulating the activities were drawn up pursuant to the Law on Higher Education and Science of the Republic of Lithuania, other legal acts and regulatory documents. The organizational structure of KVK comprises the governing bodies, leadership, and other specialized divisions carrying out academic, economic and other functions. The structure of KVK ensures delivery of study programmes, allocation of resources, distribution of rights, duties and responsibilities. KVK divisions cooperate with each other in accordance with the principles of collegiality. The faculties are responsible for academic activities. KVK has three faculties: Social Sciences Faculty (SMF), (with 10 programmes including the programme under evaluation), Health Sciences Faculty with Technologies Faculty. The KVK infrastructure is centralized and has the following divisions: Study and Career Centre, Applied Research Activity Centre, Quality Centre, Information Technology Centre, International Relations Office, Public Relations Department, Project Department and Accounting Department. These operate on a day-to-day basis. The divisions are operating according to prepared regulations that are approved by the Director of KVK.

Various research activities are performed, and a diverse range of projects are carried out including training and performance at KVK. Contract applied research is conducted in the areas of technological, biomedical, physical, social sciences, arts and humanities. In 2015, there were 3354 students and 266 teachers. KVK implements professional Bachelor degree-awarding first cycle studies corresponding to Level 6 of the European Qualifications Framework (EQF) and the National Qualifications Framework (NQF). KVK delivers 25 study programmes in total.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *13/12/2016.*

1. **Prof. James Wrynn (team leader)** *Head of Dublin Institute of Technology, Ireland.*
2. **Assoc. Prof. Iveta Ludviga** *Professor, Riga International School of Economics and Business Administration, Latvia.*
3. **Mrs. Anna Maria Ranczakowska** *Professor, School of Humanities, Tallinn University, Estonia.*
4. **Mrs. Virginija Klimukienė** *VšĮ "Psichikos sveikatos perspektyvos" programme director, Lithuania.*
5. **Mr. Simonas Valionis,** *student of Tilburg University, The Netherlands.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme (state code 653N23004) has evolved from a previously evaluated programme titled 'Office Administration' (also with state code 653N23004) and with the award title of 'Professional Bachelor in Management'. The programme now evaluated is titled 'Administration of Institutions and Companies'. Students who complete the programme successfully are conferred with the degree entitled in translation of 'Professional Bachelor in Management.

There is an issue of wording, which may be a translation issue. In English, the word 'Management'/'Manager' in business usually implies significant initiation roles for the person and a fairly high level analytical and conceptual orientation in addition to, of course, an implementation role. The word 'Administrator' usually denotes a role more focussed on implementation.

The evaluation team concluded from discussions that the programme's focus is significantly on the 'Administration' role as just set out above, but also incorporates appropriate management focus as the programme is significantly focussed towards Small and Medium Enterprises (hereinafter – SMEs). Given the size of many SMEs, a multi-layered hierarchical structure of responsibility with clear distinctions between administration and management is less likely resulting in multi-tasking and a mix of administrative and management roles for employees with a Professional Batchelor of Management qualification.

The programme aims and outcomes support both of these roles. The programme aim is stated as '..to prepare a modern specialist of administration of institutions and companies who is able to understand and apply the principles of management…'. The learning outcomes, inter alia, are stated as 'Knowledge of the principles of establishment, performance and administration of institutions and companies..' and '..Ability to apply the principles of planning, organising,

motivating and controlling..'. The first of these clearly relates to administration and the latter is a classical definition of management components.

In the programme aims and learning outcomes, it is clear that those involved in the development and reorientation of the programme have taken account of and sought to act upon the recommendations of the previous evaluation. The adopted recommendations in particular include reconsideration of the aims and outcomes, eliminating the specializations at functional level such as HR and eliminating public /private sector options.

In determining programme aims and outcomes and overall structuring, the self-evaluation team included both student representation and employer/social partner representation and it is clear that this involvement contributed in a positive way to the programme structure and the consistency of aims and learning outcomes. This involvement has also been incorporated in an active way in annual programme reviews.

Those involved in the programme development stressed the established need for the programme through research and consultation. It would be better if precise details and documentation were provided to verify the general assertion in relation to market needs. Despite the assertion of the existence of market needs, the team noted a graduate employment rate in employment that was programme related, of just over 50%. KVK said that the figure in the self-evaluation study was an older figure and more recent analysis indicated a level of nearly 85%, which would be very satisfactory. Benchmarking with similar competing programme would be helpful but was not provided to verify this. In general, in this area of market needs, more rigorous detail of the research on market needs and benchmarking is recommended.

Overall the programme aims are well defined, consistent with the learning outcomes, are clearly stated, are consistent with the qualification offered and fulfil a certain market need. It should also be noted that while staff cited an extensive consultation process, including the administration of 140+ questionnaires, the employer/social partner session communicated very little involvement in the programme design and a desire for more involvement.

In future evaluations, it would be helpful if summary details of the research, (e.g. the 140+ questionnaires administered) including perhaps samples of research instruments/questionnaires, were provided in order that the evaluation team could better interrogate the basis of the market need determination.

2.2. Curriculum design

The programme content is organised for full-time students over six semesters in three years, each of which yields 30 ECTS, giving a total of 180 ECTS. The overall design conforms to the general requirements of first cycle degree awarding with 24 ECTS in general study

subjects, 147 ECTS in the study field area and 9 ECTS in electives. Part-time students take the programme over 4 years.

The scope of the programme is sufficient to achieve the learning outcomes (as per Table 2 SER). The relationship between each of the eleven learning outcomes and the subject areas is clearly articulated (Table 4 of the SER). For example Learning outcome 7, 'Ability to use information and communications technologies' is achieved through such subjects as Information Technology, Management Practice, Administrative Skills Training Practice and the subject Communications and Public Relations.

In the detailed development of the programme, the consultation earlier referred to, formed an important design input through market research by the Quality Centre. In recent research there were 140 respondents. Student placements and theses defence processes are also used for information/feedback gathering. It is clear that collectively these processes are well used in curriculum design and review/modification. The study subjects cover appropriate themes and are consistent with the level of the programme and the learning outcomes.

The documentation provides very detailed syllabi and the details of the relationship between subjects and aspects of individual subjects to desired learning outcomes. It is clear that significant thought has gone into developing this matrix of relationships. However, it might be more useful to establish the key areas of connection between syllabi elements and learning outcomes rather than trying to 'force' connections between every point of a syllabus and a learning outcome.

Assessment in the subject area is varied and in general constitutes a good mix. There is a strong emphasis on practical application in assessment in most areas.

Employers/social partners emphasised the need for somewhat stronger computer skills, the necessity of students accepting a multi-task approach to the work environment and the increasing requirement of adaptability to changing needs by employees. A desire for stronger language skills in English and Russian was also expressed by both employers and students.

Students should be encouraged to adopt a lifelong learning philosophy and this should be inculcated by creating a more self-directed learning approach across a range of syllabi.

It was noted that Erasmus exchange for students was designed as part of the programme. However, participation is still low. It is accepted that changes in financial support systems for Erasmus have changed to the detriment of exchange. Nevertheless, the evaluation team is strongly of the view that a very determined effort should be made to seek to circumvent these difficulties given the increasing international environment of business. The more active

participation of staff in exchange was good and the contribution of this to capacity building should continue to be encouraged.

The internship system is fairly well designed. Staff, for example, had a very clear understanding of the assessment breakdown for marking placement. However, some students took a view that work placement was sometimes casual in organisation. Good work placement requires selection of appropriate work placement to fulfil learning outcomes, fully documented tri-partite agreements between college, employer and student, visits to each work placement by college staff, report delivery at end of placement and clear system for allocation of assessment of work placement, in summary good planning, good formal implementation, supervision, monitoring and evaluation structures.

Work placement for part-time students constitutes a particular issue sometimes. Certain students may be in full-time work situations that are not particularly related to their chosen field of their degree. In fact, some students will take a part-time degree as an exit mechanism out of unsatisfactory employment or employment not of their interest. Such students during designated work placement periods simply continue in their current occupation. Thus desired learning outcomes may not be fully achieved. Attention needs to be given to negotiating with employers in those situation to seek to adjust the working experience to help achieve learning outcomes.

The thesis component is well related to the internship. While the overall structure for the implementation of the thesis task seems well organised, the evaluation team regarded some of the theses inspected as being on the weak side. While the literature reviews were fairly acceptable some of the data gathering and analysis was to some extent weak. Improvements in thesis rigour would help support and strengthen the research culture of the programme and of its staff. Theses research tended to be very quantitatively focussed and were elementary in that quantitative analysis. Consideration should be given to familiarising and encouraging some students to engage in qualitative research.

Overall, the curriculum meets legal requirements and subjects are spread evenly and generally non-overlapping. Content of subjects is appropriate for a Professional Bachelor in Management and content and methods are appropriately related to LOs. The programme is adapting to the latest development in the field of administration/management. For example, important new subjects such as Work and Organizational Psychology, Organisation of Corporate Events, and Corporate Social Responsibility have been added and integrated into the programme

2.3. Teaching staff

The teaching staff are well qualified and in general more than satisfy minimum legal requirements.

All 29 teachers involved in teaching on the programme have a master's degree or equivalent and their professional qualifications correspond to the requirements of the programme.

The profile of the academic qualifications and and practical experience of the teachers provided indicate capacity to achieve the learning outcomes. All teachers have the required practical experience of 3 years. Many have more that the required 3 years including 8 with over 20 years practical experience.

The turnover of staff is not significant. Five teachers have retired/moved and other staff changes arose because of normal reallocation of duties and it can be stated that the turnover is appropriate to ensure a good balance between renewal and continuity and necessary resources for the programme.

There is a very well developed programme of professional development with good levels of participation to ensure currency in the respective fields of staff and developments in the work place. A total of 13 teachers had partaken in the international Socrates/Erasmus staff academic mobility programme. Rewards structures for staff encourage further professional development, including working towards a Ph.D. Over a five-year period, 2010-2015, staff devoted over 2, 000 hours per annum to professional development. This was done through seminars, conferences and training courses.

A reward structure is also in place to incentive research by staff. The level of involvement in research, is illustrated by the participation of 29 teachers in 94 projects of applied research and 91 publications. Student research involving teacher supervision, nine in number, was presented at scientific -practical conferences. Staff are encouraged to engage in relevant research on topics of their choice and to utilize the thesis work by students for collaborative research work.

There is a strong collegial culture and a high level of enthusiasm among the staff that met the panel.

In summary, teaching staff in sufficient numbers meet legal requirements and are appropriately qualified to ensure learning outcomes. Turnover ensures the right provision and professional development is well structured.

2.4. Facilities and learning resources

The evaluation panel visited the teaching resources including class rooms, simulation rooms, and computer rooms. All of these are extremely good in terms of size and quality. In particular, the simulation rooms are excellent.

Equipment in computer rooms is of a good technological standard. Moodle is widely used by staff and classrooms are equipped with interactive smart boards supporting the latest technology in smart board type support for teaching. The simulation rooms are excellently organised and seem to constitute a very important resource, particularly in relation to providing students with 'hands-on' practical experience. It is noteworthy that employers praised graduates for their ability to be effective employees from the start of the commencement of their employment and this attribute is greatly facilitated in part by the simulation facility and its utilisation. This 'hands-on' capacity is also helped by the IT skills acquired in the IT rooms.

The simulation rooms and the computer rooms provide excellent facilities for student practice.

In discussion with students some concerns were expressed by students about the organisation of work practice. It appeared that in some cases the organisation of this task was somewhat informal and not highly structured. Work practice is part of the core philosophy of the course and it is important that appropriate resources be devoted to implementing a highly structured, implemented and monitored work practice.

The library has a comprehensive catalogue of hard copy texts and on-line access to very wide range of journals and texts. Library staff are enthusiastic and very committed to continuous improvement of the facility. They work co-operatively with teaching staff in encouraging library use. The evaluation panel formed a view that this very good facility may be underutilised, particularly in the context of the thesis work. The library is one of the best physical resources of the college.

Premises, equipment and teaching materials are excellent with appropriate specialist training equipment.

2.5. Study process and students' performance assessment

Clear admission policies are in place for the programme and the evaluation team were provided with grade entry data. The entry grades have oscillated very little over the last five years with an average competitive score for full-time students of 11.89 for the period 2010/11 to 2013/14 and a score on the new rating system of 2.78 in 2014/15. For part-time students, scores also remained relatively static over the same five-year period, but were somewhat lower than that of full-time students

Students commencing study partake in an adaptation programme to help them embark with ease on to the programme. Group tutors are appointed who actively engage with their group both collectively and individually. On average completion rates averaged 70% over the most recent five-year period. This indicates good organisation of the study process and that students

are successful in achieving the learning outcomes. An analysis of the causes of drop out, which are predominantly in first year, indicate a range of factors, but factors common to many programmes such as personal circumstance, financial difficulty, emigration and a small proportion due to inability to cope academically. Students who fail are given the opportunity to retake exams at no extra cost. Overall the programme is organised in a manner that provides for students to achieve the learning outcomes.

Students are encouraged to engage in research through assignment work and through the thesis process. From a perusal of student theses, the panel formed a view that increased rigour could be developed in the thesis work. Student research involving teacher supervision was presented at nine scientific-practical conferences. The KVK folklore theatre, Aitvaras, provides opportunities for students to participate in artistic activities.

Also, as noted earlier, while Erasmus exchange is built into the programme design, delivery has been less effective, largely due to external factors outside of KVK control. Over the period, 2010/11 to 2014/15, a total of 6 students participated in outbound mobility, a very small number. Staff cited language difficulties and incompatibility of programmes between institutions as the main reasons for low participation. Students gave financial considerations as the main reason for this low level.

Assessment regimes in subjects are clearly set out. It is clear from the SER that there is a good mix of assessment methods, including end of semester examinations, continuous assessment and presentations, both oral and written. In discussion with staff it was clear that there is a focus on continuous improvement of assessment methods with many staff have working actively at seeking to ensure a more practical focus on assessment in order to ensure learning outcomes are achieved. In addition, students cited change and enhancement of assessment methods at their suggestion. In particular in some subjects there was a shift towards more practical assessment.

Employers confirmed high levels of satisfaction with the skill sets of graduates and those in work placement, particularly practical skills, and general capacity of graduates. The employers were from a mix of organisations, SME type private sector and larger state/municipality institutions. There was some indication from employers of a changing working environment requiring higher levels of flexibility by employees in their understanding of their work role and responsibilities and greater levels of IT and foreign language proficiency. Employers also cited some deterioration in Lithuanian language skill and writing proficiency. It should be noted that many countries are experiencing this phenomenon in written proficiency in

the native language. One contributing way of addressing this issue is consistent absolutely rigorous demands by all lecturers for language proficiency in written assignments.

Some students felt the thesis process and the necessary reflecting on thesis topic and structure development could develop at an earlier stage in the programme.

For this programme, the admission requirements are clear, the study process is well organised, students ae encouraged to undertake research through the thesis process. There is limited student mobility currently. Academic and social support is good. Assessment systems are clear, appropriate and publicly available. The majority of graduates, 80% find employment.

2.6. Programme management

The programme management structures in place are generally appropriate and conform to patterns found in many HEIs internationally. They were set out in the the self-evaluation report. KVK has developed a comprehensive system of quality assurance with responsibilities devolved among various units and layers of the organisation. These are an important part of the structure of any quality assurance system and provide the necessary framework.

The Committee of the Study Programme is the key body in in developing, updating and evaluating the programme internally. It reviews the programme each year and decides on appropriate changes in the light of its discussions/review.

Surveys are conducted on an on-line basis at end of each semester. Students indicated that participation in this online survey was not compulsory. Some lecturers conducted their own subject survey which was done on an in-class basis resulting in high levels of participation. Staff cited subject content change and assessment method change as having resulted from surveys.

It is the experience of the evaluation team that often the most important determinant of quality assurance from a student and staff perspective is the Head of Department or programme manager, rather than the overarching internal institutional or external systems. The department head is generally the person who drives quality maintenance and improvement in day-to-day delivery in conjunction with teaching staff. The evaluation team note the leadership provided in this way and its responsiveness to student issues. Students felt that had an accessible 'port of call' for dealing with any programme content or programme delivery issue.

The programme leader and team to-date have been diligent in taking on board the recommendations of the previous evaluation and of ongoing recommendations by employers/social partners and students. Senior management indicated consultation with social partners that had resulted in programme change/design, but there was some conflict of evidence here as social partners indicated little input. The evaluation team formed a view that while the

extensive questionnaire/survey was praiseworthy, that on balance both graduate and social partner involvement could be more structured, robust and transparent.

In the design of this iteration of the programme, the programme management incorporated recommendations of the previous evaluation. The resulting changes include programme structure in relation to option and substantial subject content change by way of new subjects and deletion of some previous subjects.

The improvement processes, particular relating to redesign of the programme involved extensive consultation with stakeholders as is evidence by the SER and in discussions with staff. The above points illustrate that the quality assurance measures are effective as evidenced by the changes incorporated in this proposal and by annual changes indicated in staff discussions.

The programme management system is good, with information collected on performance. Outcomes of previous evaluation have been wisely used. Evaluations have involved stakeholders and internal quality assurance is effective.

III. RECOMMENDATIONS

The following recommendations are made to achieve further enhancement of a very solid programme.

1. A review of possibilities for facilitating greater participation in Erasmus exchange by students and teaching staff should be made.
2. Consideration should be given to providing increased opportunities for improving foreign language capability to students.
3. The programme manager, staff and relevant committee need to continuously assess the changing work environment from the perspective of IT skill requirements, changing organisational cultures where flatter, less formal structures are evolving, particularly in SMEs and adapting curricula to provide students with the appropriate skills for these changes.
4. In the context of the previous recommendation, students should be encouraged to adopt a lifelong learning philosophy and this should be inculcated by creating a more self-directed learning approach across a range of syllabi.
5. The evaluation team were particularly impressed with the library facilities and would encourage an enhanced approach to assignment giving and various other learning activities that would require the students to further utilise the resource. This would integrate with the previous recommendation.
6. A more structured approach to work placement is required and the elements of this are;
   a) Careful selection of appropriate work placement to fulfil learning outcomes
   b) Fully documented tri-partite agreements between college, employer and student,
   c) Visits to each work placement by college staff
   d) Report delivery at end of placement and clear system for allocation of assessment of work placement
7. While the theses are of adequate standard, it is felt that improvements could be made in relation to overall rigour, gathering of data/research, approaches to research including both quantitative and qualitative and the analysis of research. The library resources can play an important part in achieving this. Enhanced preparation of students for the thesis is recommended.
8. In decision-making on market needs, and in future evaluation proposals, documentation including research details data and bench marking are recommended with a clear business case approach.

IV. EXAMPLES OF EXCELLENCE *

The business simulation rooms and their supporting infrastructure are an excellent example of providing students with the experiences/practices of a working environment.

The library resources constitute an excellent resource.

V. SUMMARY

The evaluation team is satisfied that this is a strong well organised programme. There is a market need for the graduates, clear learning outcomes relevant to those needs have been identified and a programme structure to deliver those learning outcomes has been put in place. KVK has built on the strengths of the previous programme and have largely taken on board the recommendations of the previous evaluation.

Overall the programme aims are well defined, consistent with the learning outcomes, are clearly stated, are consistent with the qualification offered and fulfil a certain market need.

The curriculum meets legal requirements and subjects are spread evenly and generally non-overlapping. Content of subjects is appropriate for a Professional Bachelor in Management and content and methods are appropriately related to LOs. The programme is adapting to the latest development in the field of administration/management.

The teaching staff in sufficient numbers meets legal requirements and are appropriately qualified to ensure learning outcomes. Turnover ensures the right provision and professional development is well structured.

Premises, equipment and teaching materials are excellent with appropriate specialist training equipment.

The admission requirements are clear, the study process is well organised, students ae encouraged to undertake research through the thesis process. There is limited student mobility currently. Academic and social support is really good. Assessment systems are clear, appropriate and publicly available. The majority of graduates find employment in the field.

The programme management system is good, with information collected on performance. Outcomes of previous evaluation have been wisely used. Evaluations have involved stakeholders and internal quality assurance is effective.

There is a consistency of quality across all areas of analysis. The programme is being delivered through thoughtful leadership and a committed staff.

It is a programme somewhat similar in nature to that provided by many colleges. This has the merit in that it provides an accepted framework and proven path for the KVK programme. However, it also provides an opportunity for KVK to enhance a proven model, to be responsive to work place changes and to pioneer innovation in the programme. Since the last evaluation KVK has diligently worked at previously identified weaknesses and recommendation including significant programme restructuring. This evaluation sets out recommendations to further build on a well-developed structure with good overall delivery.

VI. GENERAL ASSESSMENT

The study programme Office Administration (state code – 653N23004) at Klaipeda state college is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	**19**

*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. James Wrynn
Grupės nariai: Team members:	Assoc. Prof. Iveta Ludviga
	Anna Maria Ranczakowska
	Virginija Klimukienė
	Simonas Valionis

KLAIPĖDOS VALSTYBINĖS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *ĮSTAIGŲ IR ĮMONIŲ ADMINISTRAVIMAS* (VALSTYBINIS KODAS – 653N23004) 2017-05-29 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-99 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos valstybinės kolegijos studijų programa *Įstaigų ir įmonių administravimas* (valstybinis kodas – 653N23004) 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	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	19

* 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

Vertinimo grupės manymu, ši programa yra stipri ir puikiai organizuota. Rinkoje vyrauja tokių absolventų poreikis, nustatyti aiškūs studijų rezultatai, kurie atitinka tą poreikį, taip pat nustatyta tokia programos struktūra, kad šie studijų rezultatai būtų pasiekti. KVK pasinaudojo ankstesnės studijų programos stiprybėmis ir pakankamai atsižvelgė į ankstesnio vertinimo rekomendacijas.

Apskritai, programos tikslai yra išsamiai apibrėžti, atitinka studijų rezultatus, aiškiai išreikšti, atitinka suteikiamą kvalifikaciją ir tenkina tam tikrą rinkos poreikį.

Programos sandara atitinka teisinius reikalavimus, o studijų dalykai pasiskirstę tolygiai ir nesikartoja. Studijų dalykų turinys atitinka vadybos profesinio bakalauro laipsnį, o turinys ir metodai atitinkamai susiję su studijų rezultatais. Programa prisitaiko prie naujausių administravimo ir vadybos srities pokyčių. Dėstančiojo personalo skaičius yra pakankamas, taip

pat jie atitinka teisinius reikalavimus ir yra tinkamai kvalifikuoti studijų rezultatams užtikrinti. Darbuotojų kaita užtikrina tinkamą dalykų dėstymą, o profesinis tobulėjimas gerai organizuojamas.

Patalpos, įranga ir dėstomoji medžiaga yra puiki, taip pat yra atitinkama specialistų mokymo įranga.

Priėmimo reikalavimai aiškūs, studijų procesas puikiai organizuotas, rašant baigiamąjį darbą studentai skatinami atlikti mokslinius tyrimus. Šiuo metu studentų judumas ribotas. Siūloma tikrai aukšto lygio akademinė ir socialinė parama. Vertinimo sistemos yra aiškios, atitinkamos ir prieinamos viešai. Dauguma absolventų randa darbą pagal specialybę.

Programos vadybos sistema veikia gerai, apie programos veiklą yra renkama informacija. Ankstesnio vertinimo rezultatais buvo protingai pasinaudota. Vertinime dalyvauja socialiniai dalininkai ir vidinės kokybės užtikrinimas vykdomas efektyviai.

Visose analizuotose srityse vyrauja nuoseklumas. Programos vadovybė veikia apgalvotai, joje dirba atsidavęs personalas.

Ši programa iš dalies yra panašaus pobūdžio kaip ir kitos, teikiamos daugelyje kolegijų. Jos privalumas tas, kad ji vykdoma pagal priimtiną sąrangą bei KVK nustatytą kryptį. Tačiau taip pat KVK galėtų gerinti turimą modelį, reaguoti į praktikos vietų pasikeitimus bei kurti inovacijas šioje studijų programoje. Po paskutinio vertinimo KVK stropiai dirbo, norėdama ištaisyti anksčiau nurodytas silpnybes bei vadovaudamasi rekomendacijomis, įskaitant reikšmingą programos restruktūrizaciją. Po šio vertinimo teikiamos rekomendacijos toliau kurti puikią struktūrą ir vykdyti gerą studijų programą.

<...>

IV. IŠSKIRTINĖS KOKYBĖS PAVYDŽIAI (GEROJI PRAKTIKA)

Verslo simuliacijos auditorijos ir jų pagalbinė infrastruktūra yra puikus pavyzdys, kaip padėti studentams įgyti patirties, išbandyti darbinę aplinką.
Bibliotekos ištekliai yra puikūs.

III. REKOMENDACIJOS

Toliau pateikiamomis rekomendacijomis siekiama dar labiau tobulinti labai stiprią programą.

1. Vertėtų peržiūrėti galimybes dėstytojams ir studentams aktyviau dalyvauti Erasmus mainų programoje.

2. Reikėtų suteikti daugiau galimybių studentams gerinti savo užsienio kalbos gebėjimus.

3. Programos vadovas, personalas ir atitinkamas komitetas turi nuolat vertinti besikeičiančią darbinę aplinką, būtent: reikalavimus IT įgūdžiams, besikeičiančią organizacinę kultūrą, kurioje atsiranda paprastesnės, ne tokios formalios struktūros, būtent mažose ir vidutinio dydžio įmonėse, ir pritaikyti programos turinį, kad studentai įgytų šiuos pokyčius atitinkančių įgūdžių.

4. Ankstesnės rekomendacijos kontekste studentai turėtų būti skatinami vadovautis mokymosi visą gyvenimą filosofija, tai turėtų būti diegiama daugelyje studijų dalykų, sukuriant labiau į save nukreiptą mokymosi metodą.

5. Vertinimo grupei didelį įspūdį paliko bibliotekos ištekliai, todėl rekomenduojama skatinti susieti kuo daugiau užduočių bei vykdyti kitą mokymosi veiklą, kurią atliekant studentams reikėtų daugiau naudotis šiais ištekliais. Tai siejama su ankstesne rekomendacija.

6. Vertėtų naudoti struktūriškesnį metodą studentų praktikai, būtent:

   e) kruopščiai parinkti atitinkamą praktikos vietą, kad būtų įgyvendinti studijų rezultatai;

   f) iki galo dokumentuoti trišales sutartis tarp kolegijos, darbdavio ir studento;

   g) kolegijos personalas turėtų apsilankyti kiekvienoje iš praktikos vietų;

   h) pasibaigus praktikai reikėtų pateikti ataskaitą ir numatyti aiškią studentų praktikos vietų paskirstymo sistemą.

7. Nors baigiamieji darbai atitinka standartą, manoma, kad yra poreikis tobulinti bendro kruopštumo, duomenų, mokslinių tyrimų rinkimo, mokslinių tyrimų, tiek kokybinių, tiek kiekybinių metodų bei mokslinių tyrimų analizės aspektus. Tam gali reikšmingai padėti bibliotekos turimi ištekliai. Rekomenduojama studentus labiau parengti baigiamajam darbui.

8. Priimant sprendimus dėl rinkos poreikių ir vertinimo pasiūlymų ateityje, rekomenduojama parengti dokumentaciją su išsamia lyginamąja mokslinių tyrimų analize, taikant aiškų verslo požiūrį.

<…>

_____

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

Vertėjos rekvizitai (vardas, pavardė, parašas)