



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**KLAIPĖDOS VALSTYBINĖS KOLEGIJOS  
VERSLO VADYBOS PROGRAMOS (653N11004)  
VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF *BUSINESS MANAGEMENT (653N11004)*  
STUDY PROGRAMME  
at KLAIPEDA STATE COLLEGE**

Grupės vadovas: Jeffery H. Butel  
Team Leader:

Grupės nariai: Enn Listra  
Team members: Giedrius Romeika  
Remigijus Šeris  
Lina Mockaitytė

Išvados parengtos anglų kalba  
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Verslo vadyba</i>
Valstybinis kodas	653N11004
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji (profesinis bakalauras)
Studijų forma (trukmė metais)	Nuolatinė (4), Iššęstinė (5)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo administravimo profesinis bakalauras, vadybininkas
Studijų programos įregistravimo data	2002 rugpjūčio 30

## INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Business Management</i>
State code	653N11004
Study area	Social sciences
Study field	Management
Kind of the study programme	College Studies
Level of studies	First (professional bachelor)
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 Business Administration, Manager
Date of registration of the study programme	30 August 2002

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## I. INTRODUCTION

Klaipeda State College is the result of a merger in 2009 of Klaipeda Business and Technology College and Klaipeda College. The College is now the third largest college in Lithuania. The *Business Management* programme is located within the Faculty of Social Sciences, one of three faculties in the College.

The programme's overall aim is to provide not only the necessary knowledge and tools but also to develop students' abilities to understand, analyse and evaluate the functioning of business organisations within their environment, and to develop students' critical thinking and prepare them for personal and professional development.

The programme commenced in 2002 and is delivered in Lithuanian. The current evaluation was conducted in April 2013 by a panel of experts from the United Kingdom, Estonia and Lithuania, including an employer and student representative. In conducting the evaluation the expert panel met senior administrative staff, teaching staff, current students, alumni and social partners, all of whom engaged with the evaluation process constructively and were most helpful in facilitating the work of the panel. The panel also reviewed accommodation and resources and scrutinised student work.

## II. PROGRAMME ANALYSIS

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

The programme aims and intended learning outcomes are well defined, clear and publicly accessible. The aim is to provide knowledge and tools but also to develop abilities necessary to understand, analyse and evaluate functioning of organizations within the business and with regard to external environment; to develop critical thinking and attitude towards personal and professional improvement.

The College conducted a student survey to examine the readability and clarity of the aims and intended learning outcomes; the result was 85% positive responses.

The programme aims and intended learning outcomes are based on the academic and professional requirements, public needs and take into account the needs of the labour market. The aim of the programme is formulated in accordance with level descriptors of the Lithuanian qualifications framework. The College has clear overview of legal requirements reflecting the public needs.

Professional competences and intended learning outcomes have been prepared following the *Regulation of the Study Field of Management and Business Administration* the European Credit Transfer and Accumulation System (ECTS) and with the participation of social partners. Labour market needs are taken into account but need to be closely monitored to take cognisance of changes.

The objective of the programme is related to the strategic objectives of the College: to train specialists who meet the needs of the labour market; to educate people to become responsible members of society and to cherish the country's culture; to carry out research and expert activities; to ensure management of continuous development and organisational changes.

The programme aims and intended learning outcomes are consistent with the type and level of studies and the level of qualifications offered, the name of the programme, its intended learning outcomes, content and the qualifications offered are compatible with each other.

The College has explained and systemised how the aims are transformed into intended learning outcomes using detailed objectives called professional competencies that develop the aims further and inform the intended learning outcomes.

The programme belongs to the College's portfolio of business programmes which includes *Logistics Management* and *Trade Management*. The *Business Management* programme contains almost the same set of subjects as the latter. The College should take a portfolio view of its programmes and take into account possible spill-over influences between programmes.

### **1. Curriculum design**

The programme is taught in two modes: full-time studies (six semesters) and part-time studies (eight semesters). The study plan for part-time students is prepared following the same logic of subject arrangement as for full-time studies and the same requirements are applied to students of part-time and full-time studies when preparing and assessing the final thesis.

The curriculum design meets legal requirements and the programme complies with the General Requirements.

<b>Part of the programme</b>	<b>ECTS credits</b>	<b>Requirements of legal acts</b>
1. General subjects	23	Minimum 15 credits
2. Study field part	157	Minimum 135 credits
<i>Of which</i>		
<i>Subjects of the study field</i>	91	From 30 to 60 credits
<i>Specialisations of the study programme</i>	15	Minimum 15 credits
<i>Professional activity practices</i>	33	Minimum 30 credits
<i>Final thesis</i>	9	Minimum 9 credits
<i>Elective subjects</i>	9	Minimum 9 credits
Total in the programme:	180	

Study subjects are spread evenly and their themes are not repetitive. For full-time studies, over the three years (six semesters) a student is required to study for 4,800 hours. Each semester contributes 30 credits and each subject is worth at least 3 credits. During a semester, a student studies a maximum of seven subjects.

The logic of the part-time studies is the same but some subjects are taught over two semesters: *Foreign Language 2* (nine credits), *Applied Mathematics* (six credits), *Information Technology* (six credits), *Micro- and Macroeconomics* (six credits), *Basics of Management* (six credits),

*Basics of Marketing* (six credits), *Marketing Research* (six credits), *Management Accounting* (six credits).

The sequencing of, and the prerequisites for, subjects in the programme should be reviewed. For example, it is not clear why 'Insurance' is a prerequisite for 'Finance'. It is important particularly for the part-time mode, where the subjects are taught in parallel during the same semester.

The content of the subjects is consistent with the type and level of the studies. The College may, however, wish to consider the place and purpose of theoretical subjects such as *Philosophy* in a professional bachelor's programme and their value as inputs for subjects studied later.

The content and methods of the subjects are appropriate for the achievement of the intended learning outcomes. The widespread use of Moodle, both as a repository for information and as an interactive learning tool, is helpful in supporting students to meet the intended learning outcomes. The most commonly applied teaching and learning methods are team work, debates, brainstorming, lectures, writing of papers, group and individual projects and talks from social partners.

However, there is limited usage of foreign literature and databases and low student participation in mobility programmes. These factors point to a fact that more needs to be done to support students' competence in foreign languages.

The scope of the programmes, as reflected in the subject topics, is sufficient to ensure that, in theory, students can achieve the intended learning outcomes. However, final theses are often limited to initial analysis and a statement of the findings; they stop short of offering practical advice on implementation, such as a business plan or pricing strategy. Given the practical, applied nature of a professional bachelor's programme this is a notable omission.

Students study 38 subjects (excluding the final thesis) and prepare three term papers. During the fifth semester, students prepare a course paper on a narrower topic from their specialisation (Marketing Research or Management Accounting). The course paper helps them prepare for the final thesis.

Students' experience of work-placements is variable. There are considerable variations in the level and depth of activities students undertake during these placements. The College should further improve the organisation and monitoring of work placements to ensure appropriate and comparable experiences for students.

The content of the programme reflects achievements in science and technologies. For example, the College uses two (electronic) business simulations to help students achieve the intended learning outcomes.

The latest achievements of the science can be introduced into the contents of the programme if the academic staff members are active in research. Staff consultancies for local businesses strengthen links with the local economy and help underpin teaching, although staff engagement in these activities is variable. The College has turned attention to the need to develop teachers'

research activity. It is the required part of teachers' work and is assessed both during the annual self-assessment and at five-year intervals. The level of research is evaluated by the College's Science Board and the College's Journal is refereed in EBSCO, meaning that a basis for scientific work exists in the College.

However, teachers' research activity in the business management area is still low, as is their engagement in international research, leaving mainly secondary sources to be introduced into the content of programme and its subjects.

### *3. Staff*

The study programme is provided by the staff meeting legal requirements. The number, qualification and remuneration of teachers, their qualification improvement programmes, vacations, and the employment and dismissal procedures comply with national legal requirements.

Most teachers have from 11 to 20 years of pedagogical and practical work experience. Teachers are assessed on the basis of their qualifications, experience in the subject taught and/or business, ability to communicate in their native language and at least one of the most widespread foreign languages (English, Russian, and German), use of efficient and innovative teaching and learning methods, conduction of scientific activities, and evidence of continuing professional development. The Self Assessment Report identifies shortcomings in this process, such as the limited engagement of some academic staff in international and other activities, such as academic exchanges, due to imperfect knowledge of the English language. To address this shortcoming, the College's Continuing Studies Centre will organise courses for teachers willing to improve their English skills. The College needs to pay more attention to communication skills in at least one of English, Russian or German, when recruiting new staff.

As part of their professional development teachers participate in various activities, such as those delivered by the Lithuanian Association of Teachers of Economics, and three teachers acted as consultants to business companies. However, the limited staff engagement in programme-relevant research needs to be addressed through increased cooperation with, for example, the local SME association, the Chamber of Commerce, Industry and Crafts and the Association of Lithuanian Trade Enterprises.

The number of teaching staff is adequate to ensure students have opportunities to achieve the intended learning outcomes. In the reporting period, the programme was taught by 35 teachers giving a staff-student ratio of 1:16 which is well within the legal maximum allowed of 1:30.

There is no clear information on teaching staff turnover in Self Assessment Report. However, according data provided in Annex 3.3, it would appear that most teachers have been involved with the programme since 2009. The largest single staff age group is 51-60 years with 34.3% of staff while just 2.9% are in the under-30 age group. If the programme is to reflect current thinking and practice it may wish to recruit younger staff.

Teachers plan their professional development in their annual personal activity plans. The College facilitates staff participation in training, seminars, conferences and projects. A teacher's wage rate includes 386 hours (approximately 25% of wage) for scientific, creative and methodological activities. The Self Assessment Report states that teaching staff take advantage of the opportunities provided: in academic years 2007–2012, teachers spent 23,615 hours on improving their qualifications, and 11,414 hours on professional and pedagogical activities (48.4% of the total number of hours for professional development). The remaining 12,201 hours were spent participating in seminars, conferences and training.

Teachers participated widely in seminars, conferences, training sessions and courses. In the period 2007-12 26 teachers (74%) participated in academic exchanges and four undertook placements in Lithuanian enterprises. Nine of the 26 outgoing staff went to Latvia and three to Poland. Of the remainder three went to Cyprus and one to Portugal; all others went to eastern Europe or Turkey. The College may wish to expand its geographical horizons if it is to be informed more widely about developments in the business field.

In 2007–2012, teachers of the programme took part in 185 applied research activities. These include the development of teachers' abilities to carry out qualitative research, opinion of company practice supervisors and trainees on the effectiveness of the organisation of practices, meeting the demands of the labour market, employers' interests and students' needs and the placement of students. While these are important issues, they do not relate specifically to the business management area. Greater staff familiarity with business management and awareness of current issues in the field would enable them to help students extend their theses to consider practical applications of their findings.

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

The premises for studies are adequate both in their size and quality. The Self Assessment Report does not identify programme-specific usage of teaching accommodation. On average, in the Faculty of Social Sciences, there is 1.40 m<sup>2</sup> of study room space per student. Since study hours of full-time and part-time students differ, the floor space of study rooms is 2.25 m<sup>2</sup> and 3.72 m<sup>2</sup> per student, respectively. Premises are used effectively in the learning process. Premises meet requirements of occupational safety and hygiene standards and are suitable for disabled persons.

Computers run licensed Microsoft Office 2007, Microsoft Office 2010 packages, Microsoft Windows XP, Microsoft Windows 7 operating systems and specialised software. Fifteen rooms are equipped with stationary multimedia, others use portable multimedia. Hardware and software are continuously upgraded and updated. There are two business practical training firms (BPTF) used in programme. BPTF are companies imitating activities of real enterprises, trading in the interconnected SIMULITH firm network in Lithuania. Both BPTF have EUROPEN certificates, providing students with the possibility to work and trade world-wide through EUROPEN – PEN association with almost 7,000 BPTFs. The widespread use of Moodle, as a repository for information and as an interactive learning tool is effective in supporting student learning.



Students find their own professional activity practices in companies. They can use the College work-practice database and follow-up advertisements of vacancies on the College website and on notice-boards. The Faculty of Social Sciences has made 263 cooperation agreements with companies, establishments and organisations under which social partners undertake to accept students for practices.

The Self Assessment Report states that ‘the analysis of practice agreements shows that all students carry out their professional practices in companies meeting the profile of their speciality’ and that 94% cent of students agree that the practice placement reflected the content of the programme. However, in meetings with current students, alumni and social partners, the expert panel found there to be considerable variation in the experiences of students on work-placements both in terms of relevance to the programme and in the nature of the tasks undertaken.

Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible. There are 23.7 copies and 8.8 publication titles per student of the Faculty of Social Sciences. It is not clear how many of them are directly relevant to programme. The library takes 42 periodicals, of which the following are relevant to the programme: *Valstybės žinios*, *Verslo žinios*, *Biuro administravimas*, *Vadovas*, *Verslas*, *Teorija ir praktika*, *Verslo klasė*.

The Self Assessment Report states that 72% of the students surveyed and 93% of teachers feel that the library has sufficient literature for the programme. Some 86% of teachers say that they use sources in a foreign language and 43% of students believe that there are enough literature resources in foreign languages; nearly 57% of students consider that they are provided with access to the latest literature. However, the Self Assessment Report states that only 38% of students say teachers recommend literature resources in a foreign language. This may reflect limited staff competence in English and other languages.

Electronic databases: for example, EBSCO Publishing, Emerald, Oxford Art Online, Oxford Journals Online, Oxford Music Online, Oxford Reference Online, and Taylor & Francis are available through the library. There is free access to the database of e-books of VGTU publishing house with 86 e-books available.

Scrutiny of student coursework and final theses shows little reference to electronic databases and literature in foreign languages.

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

The admission requirements are well-founded. Since 2009 the College has recruited through the national, centralised LAMA BPO system and in accordance with College regulations. The number of students admitted has been declining: in 2011 30 full-time students and 17 part-time students were admitted. These represent 43% and 52% of 2008 entry numbers respectively. However, the number of applicants is buoyant with 764 applicants in 2011.

Average entry scores of entrants are also below those for most recent years, although the highest entry score for both study modes has risen. However, the lowest entry score for the part-time programme has fallen to just 2.8 in 2011.

Students report that teachers are very helpful and supportive. However, student completion rates are low. In 2012 only 71% of students completed; just under one-third failed to complete successfully within the expected time period. Although some students may return and subsequently qualify, this represents a high wastage rate. A similar pattern is exhibited by part-time students, with the exception of 2011-12 when 90% completed successfully. The College needs to examine reasons for the high dropout rate and ensure that it addresses these.

Staff consultancies undertaken for local businesses help underpin teaching and reinforce the applied nature of the programme. The widespread use of Moodle as a repository for information and as an interactive learning tool underpins student learning effectively.

Individual learning plans enable students to tailor their study programme according to their wishes and needs, and reflect the College's student-centred approach.

Work-placements of part-time students are not monitored. The Self Assessment Report states that this is 'because all students are employed'. However, being in employment does not guarantee that the student can achieve the intended learning outcomes of the programme; monitoring needs to be expanded to cover part-time student placements.

Students are encouraged to participate in applied research activities. They have participated in a number of events in Lithuania, including annual International Fairs. They have been successful and well-placed in the various competitions. However the Self Assessment Report shows that the number of events in which students have participated has fallen, from three in each of 2009 and 2010 to just one in 2011 and 2012.

There are numerous sporting, cultural and social activities available to students. The Self Assessment report did not indicate the take-up of these activities from students on the programme.

While students feel sufficiently informed of student mobility programmes open to them, relatively few choose to participate. From 2007-08 to 2010-11 just five students went abroad (three of them to the same institution) and one joined the programme. The College may wish to examine the reasons for this low take-up and what it can do to address it.

The higher education institution ensures academic and social support. New students receive an induction in which the structure of the programme, its mode of delivery, assessment processes and career opportunities are explained. Students found this helpful. Students may consult teachers through the formal consultation arrangements but many teachers also make themselves available outside these hours. This is greatly appreciated by the students and reflects the supportive, student-centred approach of the College.

Grants, and other financial support, are available for high levels of performance or for social reasons. Dormitory accommodation is also available. The Self-Assessment Report did not indicate the take-up of these facilities by students on the programme.

There are clear, although somewhat complicated, regulations for the conduct of student assessment, including resits, which are well-understood by the students.

Students are happy with the feedback they receive on their work and opportunities to discuss their performance with teachers. Student coursework is returned with a coversheet setting out the teachers' evaluation of student performance. This is good practice but could be enhanced by redesigning the sheet to show to what extent the student has met the intended learning outcomes for that particular assessment.

Final theses are subject to detailed scrutiny, and involvement of social partners. However, those seen by the experts demonstrated little development beyond initial analysis. They could be developed further to focus on practical applications and opportunities for implementation, to reflect the applied nature of the programme.

According to the Self Assessment Report, over the period under analysis 66% of graduates found employment, 40% in positions related to the programme. Thus, overall, just 77 out of 193 graduates found employment according to their programme specialisation. The College needs to address the reasons for this. According to Table 18 in the Self-Assessment Report '...14% of graduates continue their studies at universities; some of them study and work.' However, the numbers quoted in the Table do not add up. This may be due to double-counting of students who are employed but continuing their studies. If so, the combined figure for graduates employed and those continuing their studies (80%) overstates the true situation. Furthermore, the Table shows 16% are unemployed and there are no data for a further 8%. It is possible, therefore that the unemployment rate is significantly higher than 16%. The College needs to ensure that its data are unambiguous and examine the reasons for the relatively high unemployment rate of between one-in-six and one-in-four graduates.

## ***6. Programme management***

The College has an established structure for programme development, monitoring and enhancement, from programme level to college level. Responsibilities are set for each level of college administration. Preparation of new study programmes and enhancement of existing programmes is the responsibility of the Committee on Study Programme. The Department is responsible for the implementation of the programme and assuring its quality. The Faculty oversees this process and forwards any proposals for change to the Committee on Quality of Studies of the College. The final decision is made by the College Academic Council.

These bodies are guided by the College's 'Study Programme Quality Guide', established in 2009, which contains 'Criteria and Indicators for the Assessment of Quality of KVK Studies'.

The process is supported by a wealth of statutes, orders and regulations. However, it is not always clear to what extent these relate to individual programmes rather than to a portfolio of programmes. A more clearly articulated description of the process of programme management and quality assurance would aid transparency, particularly to external scrutiny.

Data are collected on human and physical inputs to the programme, from internal and external stakeholders. Teachers, administrative staff and student opinion are canvassed on a continuing basis. In addition, data are collected for specific projects, such as the annual review of experiences of first year students and the 2012 canvassing of teachers' opinion on the quality and management of the programme. Teachers also draw upon their professional association activities to inform programme development.

These data are analysed and the findings publicised. For example, the Self Assessment report cites findings from surveys of student and teacher opinion.

The data collected from evaluations are used to inform programme development, for example, the introduction of project management in to the curriculum. Teachers are required to conduct an end-of-academic year self-analysis and make proposals for improvement of their subject within the programme. Departments are required to prepare annual reports which include a SWOT analysis of the programme and a programme improvement plan.

The programme has not previously been subject to an external evaluation.

The evaluation and improvement processes involve stakeholders. Students consider that their views are sought, listened to and, where possible, acted upon. Teachers feel an integral part of the improvement process and that their views are valued.

Although the College does maintain some contact with alumni, this is often on an individual and/or social basis. Given the value of their experience to improvement of the programme, the College is advised to construct a more structured approach to canvassing their opinions and involving them in programme development.

Similarly, while there is considerable interchange with social partners, their input appears somewhat disjointed and *ad hoc* and not part of an overall strategy. The College may wish to consider a more structured approach to seeking and using their valuable insights. Involvement of employers from outside the region would provide knowledge of national labour market needs and broaden graduates' employment prospects. Establishment of a programme-level stakeholder liaison committee, involving alumni as well as social partners, and meeting on a regular basis would provide a more coherent and continuous means of informing programme development.

The quality assurance measures are comprehensive and largely effective and staff demonstrated a strong commitment to programme improvement. However, work remains to be done to address the high dropout rate and improve the employment prospects of graduates. Clearer articulation of the quality processes and a more structured approach to engagement with external stakeholders would enhance the process.

### III. RECOMMENDATIONS

1. The sequencing of, and the prerequisites for, subjects in the programme should be reviewed
2. The College should examine the reasons for the low levels of employment of graduates, in general and in relation to their specialisation
3. The College should take measures to improve staff foreign language competences which would encourage and support students' use of more literature and databases in foreign languages
4. There is a need for improved organisation of work placements, and their monitoring, to ensure appropriate and comparable experiences for all students
5. Students' final theses should be developed beyond initial analysis to explore practical applications of their findings to better reflect the applied nature of the programme This would be helped if the research areas of staff were more directly related to the programme.
6. The evaluation coversheet on student coursework would be enhanced by listing the intended learning outcomes and recording the extent of student achievement of these
7. The College may wish to examine the reasons for low participation rate in student mobility and what it can do to address it.
8. The College must examine the causes of low student completion rates and take action where it can
9. Develop a more structured and systematic means of obtaining feedback from alumni and social partners

#### IV. SUMMARY

The programme aims and intended learning outcomes are well defined, clear, publicly accessible, and based on academic and professional requirements. They are also consistent with the type and level of studies and the level of qualifications offered, and compatible with the programme name and content. Study subjects are spread evenly, their themes are not repetitive, and their content and the scope they offer are consistent with the type and level of the studies and with intended learning outcomes. Staff are qualified and adequate in number to support students' achievement of the intended learning outcomes and the institution has created basic conditions for staff professional development. The premises, teaching materials and learning facilities are adequate both in size and quality. The admissions and study process arrangements are appropriate. There are clear, although somewhat complicated, regulations for the conduct of student assessment, including resits, which are well-understood by the students. The College has an established structure for programme development, monitoring and enhancement in which responsibilities are set for each level of college administration. The data collected from evaluations are used to inform programme development. Students consider that their views are sought, listened to and, where possible, acted upon. Teachers feel an integral part of the improvement process and that their views are valued.

However, the sequencing of, and the prerequisites for, subjects in the programme should be reconsidered. The College should examine the reasons for the low levels of employment of graduates and the causes of low student completion rates and take action where it can. The College should also pay more attention to staff ability to communicate effectively in at least in one foreign language. Students' experience of work-placements is variable in the level and depth of activities undertaken and relevance to the programme. The College should further improve the organisation and monitoring of work placements to ensure appropriate and comparable experiences for students. Work-placements of part-time students are not monitored 'because all students are employed'. However, that does not guarantee the student can achieve the intended learning outcomes of the programme and the College is urged to review this policy. There is limited usage of foreign literature and databases and low student participation in mobility programmes. Final theses are often limited to initial analysis and a statement of the findings and stop short of offering practical advice on implementation. Given the practical, applied nature of a professional bachelor's programme this is a notable omission. The student coursework evaluation coversheet would be enhanced by listing the intended learning outcomes and recording the extent of student achievement of these. While there is considerable interchange with social partners, their input appears somewhat disjointed and *ad hoc* and not part of an overall strategy. The College may wish to consider a more structured approach to seeking and using their valuable insights.

## V. GENERAL ASSESSMENT

The study programme *Business Management* (state code – 653N11004) at Klaipeda State College, is given **positive** evaluation.

*Study programme assessment in points by fields of assessment.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and intended learning outcomes	4
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>19</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: Jeffery H. Butel

Grupės nariai:  
Team members:  
Enn Listra  
Giedrius Romeika  
Remigijus Šeris  
Lina Mockaitytė

**KLAIPĖDOS VALSTYBINĖS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ  
PROGRAMOS *VERSLO VADYBA* (VALSTYBINIS KODAS – 653N11004) 2013-06-27  
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-257 IŠRAŠAS**

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Klaipėdos valstybinės kolegijos studijų programa *Verslo vadyba* (valstybinis kodas – 653N11004) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
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>19</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)

&lt;...&gt;

**IV. SANTRAUKA**

Programos tikslai ir numatomi studijų rezultatai yra apibrėžti, aiškūs, viešai skelbiami ir pagrįsti akademiniais bei profesiniais reikalavimais. Be to, jie atitinka studijų rūšį, pakopą ir kvalifikacijų lygį, suderinami su programos pavadinimu ir turiniu. Studijų dalykai išdėstyti nuosekliai, jų temos nesikartoja, jų turinys ir apimtis atitinka studijų rūšį, pakopą ir numatomus studijų rezultatus. Darbuotojai kvalifikuoti, jų skaičius yra pakankamas numatomiems studijų rezultatams pasiekti; institucija yra sukūrusi svarbiausias sąlygas darbuotojų profesiniam tobulinimui. Patalpos, dėstomoji medžiaga ir mokymo priemonės yra tinkamos tiek dydžio, tiek kokybės atžvilgiu. Priėmimo tvarka ir studijų eiga yra tinkami. Studentų vertinimą, įskaitant perlaikymą, reglamentuojančios taisyklės yra aiškios, nors šiek tiek sudėtingos, bet studentai jas gerai supranta. Kolegija yra sukūrusi programos tobulinimo, stebėjimo ir stiprinimo tvarką, pagal kurią kiekvienam nustatoma kolegijos administracinio lygmens atsakomybė. Sukaupiti vertinimo duomenys naudojami programai tobulinti. Studentai mano, kad jų nuomonę norima išgirsti, jos paisoma, o prireikus į ją atsižvelgiama ir imamas veiksmų. Dėstytojai jaučiasi programos tobulinimo proceso dalyviais ir mano, kad jų nuomonė vertinama.

Tačiau reikėtų pergalvoti programos dalykų seką ir išankstinius reikalavimus šiems dalykams. Kolegija turėtų ištirti žemo absolventų užimtumo lygio ir žemo studentų pažangumo lygio



priežastis ir, kai įmanoma, imtis veiksmų. Be to, kolegija turėtų skirti daugiau dėmesio darbuotojų gebėjimui bendrauti bent viena užsienio kalba. Kalbant apie studentų patirtį, susijusią su profesine praktika, ji yra įvairi veiklos lygio, gilumo ir ryšio su programa atžvilgiu. Kolegija turėtų ir toliau gerinti profesinės praktikos organizavimą ir stebėjimą, kad užtikrintų studentams tinkamą ir panašią patirtį. Išėstinių studijų studentų profesinė praktika nestebima, nes „visi studentai dirba“. Tačiau tai negarantuoja, kad studentai pasieks šios programos numatomus studijų rezultatus, taigi kolegija primygtinai raginama peržiūrėti šią politiką. Mažai naudojamasi užsienio literatūra ir duomenų bazėmis, studentai mažai dalyvauja mobilumo programose. Baigiamuosiuose darbuose dažnai apsiribojama pradine analize ir išvadų pateikimu, neteikiami praktiniai patarimai dėl įgyvendinimo. Atsižvelgiant į praktinį, taikomąjį profesinio bakalauro programos pobūdį tai įsidėmėtinas praleidimas. Studentų dalykų atsiskaitymo lapas turi būti išplėstas jame įrašant numatomus studijų rezultatus ir atitinkamus studentų pasiekimus. Nors bendravimas su socialiniais partneriais didelis, jų indėlis atrodo kažkaip atskirtas ir *ad hoc*, tarsi nebūtų bendros strategijos dalis. Kolegija galėtų apsvarstyti labiau struktūrizuoto požiūrio galimybę ieškant ir naudojant savo vertingas įžvalgas.

### III. REKOMENDACIJOS

1. Reikėtų peržiūrėti nustatytą programos dalykų seką ir išankstinius reikalavimus dalykams.
2. Kolegija turėtų ištirti žemo absolventų įsidarbinamumo priežastis: apskritai ir susijusias su jų specializacija.
3. Kolegija turėtų imtis priemonių personalo užsienio kalbų įgūdžiams tobulinti; tai paskatintų studentus skaityti daugiau literatūros ir naudotis duomenų bazėmis anglų kalba.
4. Būtina geriau organizuoti profesinę praktiką, ją kontroliuoti ir taip visiems studentams užtikrinti tinkamą bei panašią patirtį.
5. Studentų baigiamieji darbai turėtų būti rašomi atlikus pradinę analizę, kad būtų galima nagrinėti praktinį jų išvadų pritaikymą ir geriau atsispindėtų programos taikomas pobūdis. Tai būtų lengviau padaryti, jei darbuotojų tyrimų sritis būtų labiau susijusi su programa.
6. Studentų dalyko įvertinimo lapo apimtis padidėtų jame įrašant numatomus studijų rezultatus ir atitinkamus studentų pasiekimus.
7. Kolegija galėtų ištirti žemo studentų mobilumo priežastis ir nuspręsti, ką ji gali padaryti, kad įveiktų šią problemą.
8. Kolegija turi išnagrinėti žemo studentų pažangumo priežastis ir, kai gali, imtis veiksmų.
9. Sukurti labiau struktūruotus ir sisteminius grįžtamojo ryšio gavimo iš absolventų ir socialinių partnerių būdus.

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Paslaugos teikėja patvirtina, kad yra susipažinusi 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.