



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Panevėžio kolegijos  
***VERSLO VADYBOS PROGRAMOS (653N20002)***  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
***OF BUSINESS MANGEMENT (653N20002)***  
**STUDY PROGRAMME**  
at Panevėžys College

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Išvados parengtos anglų kalba  
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Verslo vadyba</i>
Valstybinis kodas	653N20002
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	2002-08-30 Lietuvos Respublikos švietimo ir mokslo ministro įsakymas Nr. ISAK – 1114

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Business Management</i>
State code	653N20002
Study area	Social Sciences
Study field	Management
Kind of the study programme	College Studies
Study Cycle	First
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Management
Date of registration of the study programme	Minister's of Education and Science of the Lithuanian Republic order No. ISAK – 1114 of 30-08- 2002

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The Centre for Quality Assessment in Higher Education

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## I. INTRODUCTION

Panevėžys College (hereafter – the College) is a state higher education institution established in 2002. The mission of the College is to train specialists, to obtain Professional Bachelor degrees or professional qualifications in social, technological, biomedical sciences and art areas, and to meet the needs of the labour market, as specialists, be able to work in an information society, and to promote the principles of lifelong learning, provide opportunities to access further studies, to develop personal skills, aligned with the international standards and employers needs.

There are three academic subdivisions at the College: the Faculty of Business and Technology, the Faculty of Medical and Social Studies and a bBranch in Rokiškis. The *Business Management* (hereafter – *BM*) study programme is, among 12 study programmes, provided by the Faculty of Business and Technology. Student support is provided by a range of resources, for example the College library, the Centre of Information Technology, the Centre of Careers, the Department for Study Quality Assurance, the Department of Marketing and International Relations and so forth. The *BM* study programme resides in the Department of Management and began to take full-time and part-time students into the programme in 2002. The programme was renewed in 2009 conforming to the Management and Business Administration study field. Since 2011 the programme has been renewed and reorganized, following the European Credit Transfer and Accumulation System (ECTS). External evaluation of the programme has not taken place until this review.

The self-evaluation report (hereafter – SER) was prepared by a team within the College. The SER was prepared diligently and helpful in its analysis of the study programme quality.

## II. PROGRAMME ANALYSIS

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

The Bachelor's study programme in *BM* has been designed according to the principles of the Bologna Process, and reflects the main strategic aims, objectives, vision and mission of Panevėžys College. In the detailed study plan *Trade Management* and *Marketing Management* appear as specialisations within the programme, in accordance with the general scope of business management and providing more detailed courses.

The study programme has been prepared following General Requirements of the First Degree and Integrated Study Programmes, approved by the Republic of Lithuania Minister for Science and Education Order. Since 2002 the *BM* study programme has been revised several times to ensure currency in the development of students' competences with studies being oriented and greater attention paid towards practical activity and the attainment of practical skills.

According to the SER: *"The aim of the Business management programme is to train the universal and qualified business manager, who is capable of researching, planning, organizing, coordinating, evaluating and controlling management processes in small and average business companies and having sufficient general abilities for the manager's job"*. The aim of the study programme correlates with the mission statement of the College, as well as with the intended learning outcomes of the study programme. The correlation has been achieved by formulating intended learning outcomes in accordance with the mission statement as well as by adjusting the content of the study programme to achieve the intended learning outcomes. The process of the verification of intended learning outcomes is undertaken during studies and at the stage of preparing final theses and the evidence was presented during the visit. The study programme aims and intended learning outcomes correspond with the type, cycle of studies and the level of the qualification offered.

The SER notes the needs of the labour market have been taken into account during the planning of the study programme. The Labour market was analysed using different sources of information, such as: the Ministry of Economy Strategy of Innovations for 2010-2020, data of the Panevėžys Labour Market and surveys conducted by the College. According to these surveys, the *BM* study programme highlights the need for middle level managers, who are able to plan, organise, manage and control management processes. During the visit, social partners indicated that there is strong demand for *BM* specialists in the region of Panevėžys. Evidence for the demand was gathered from surveys on the regional labour market needs carried out by the

local Chamber of Commerce. The demand is particularly strongly represented not just for general business specialists, but for marketing specialists as well. It should be noted that the specialisation in *Trade Management*, is not popular amongst students and there appears to be a limited market for this specialisation. However, *BM* study programme with specialisations looks more popular and more adaptive in different areas. Small businesses are increasing in the region and there is a greater demand and need for managers. As a result, the College can provide good employment prospects and opportunities for graduates and also practice placements for students.

The public have good access to information about the *BM* study programme. The programme objectives and the intended learning outcomes are published nationally, on the College website and in the annual College prospectus: “Higher school studies” and also in Management Department informational flyers. The College organises open days for potential students. For secondary schools the College provides exhibitions, visits and lectures about economic and financial problems in general and the place of business and business management study programme in particular.

The number of new entrants to the *BM* study programme seems to be stable. In 2012/13 there were 37 new entrants, 21 full-time and 16 part-time. According to the numbers provided in the SER, students are more interested in part-time studies – 56 students are studying in full-time and 95 students in part-time study mode. Students work and study and they distribute their time between work from Mondays to Fridays and studying on weekends and therefore prefer to be part-time. There has been a general tendency in Lithuania for an overall reduction of student numbers and this is exacerbated with internal competition within the College between study programmes competing for student numbers.

*To conclude, study programme aims and intended learning outcomes are clear and publicly available. Trade Management specialisation has poor take up, this specialisation seems to be a weakness of the study programme. General knowledge resulting from Marketing Management specialisation is well perceived by all stakeholders. Job opportunities for graduates who wish to find work in business practice are good.*

## **2. Curriculum design**

The curriculum design meets all legal requirements defined in General Requirements of the First Degree and Integrated Study Programmes, approved by the Order of the Minister for Education and Science in Lithuania and also, the regulations for the Management and Business Administration study field, confirmed by the Minister for Education and Science of Lithuania and the regulations for the State Education Strategy for the 2003–2012. The study programme

has been implemented following the Statute of the Panevėžys College. The *BM* study programme concentrates mainly on general management topics with *Trade* and *Marketing Management* specialisations taught in the 6<sup>th</sup> semester.

Study subjects taught in the study programme are checked and supervised by the members of the programme team to ensure that each module is compatible with the study programme intended learning outcomes. Teachers are also responsible for ensuring that their knowledge and skills are current and their updating informs the curriculum development and programme delivery. It was not clear during the visit that everyone (study programme administration, students, as well as social partners) had a clear understanding of the study subjects intended learning outcomes and their relation to the programme intended learning outcomes. It is recommended that more work should be done to ensure that all stakeholders are fully conversant with the overarching intended learning outcomes and specific study subjects intended learning outcomes and how they interact in programme delivery and for final assessment.

Assessment system and processes are well established including situation analysis (formative assessment), final assessment, interim assessment, etc. It is recommended that there is effective monitoring and recording of the achievement of intended learning outcomes in the final work and final exams. Interim assessment is also very important, for example, in Strategic Management following a lecture on PEST analysis, students are required to provide analysis of specific sector, and SWOT analysis is taught through practical work.

It was evident during the review that there is effective programme planning and coordination. Teachers meet at the outset to plan the programme delivery avoiding any repetition. Some courses are taught in English, which is especially useful for visiting Erasmus students to the College. Choice of subjects taught in English in the study programme are: *Strategic Marketing Management*, *Project Management*, *Integrated Marketing Communication Systems*, *Art of Eloquence*. However Lithuanian students still need to have additional courses that are held in English.

Representatives of social partners are invited to give lectures to students and this was welcomed and received positively by the students and previous graduates. Social partners appeared readily and freely open to give their time and expressed a willingness to be more intensively involved at the College. Discussion with students indicated, that they need more practice, and more practical information in the taught subjects. Students are concerned that some subjects are not made relevant to their programme. For example, Psychology was cited as not useful although the team of experts, thought that this may be due to teaching methods. It is recommend that the College

review teaching schemes to ensure that they meet the expectations of the students. Students identified Marketing Research, Career Management, Customer Behaviour and Law as most useful subject in the study programme.

The College is active and positive is assisting and helping students good practice placements with the Career Centre providing information to help students and graduates get better jobs. Students are quite active in research, which is useful in final thesis preparation and for access to further educational progression or into employment.

The themes of the final theses are relevant and in line with the expectations of *BM* study programme. Each thesis is based on the example of a given employer and corresponds to the appropriate study specialisation. The grade distribution is equitable and fair. Each final thesis includes a one page abstract summary in English, providing basic information and an overview for non-Lithuanian readers.

*In conclusion the Business Management study programme is well perceived by the labour market. It offers skills that are necessary to the current labour market particularly in Marketing Management. Final theses are prepared with a strong emphasis on practice, but it is recommended, that there is effective monitoring and recording of the achievement of intended learning outcomes in final theses. Lectures prepared by the practitioners and social partners are welcomed by the College and supported by the students. However more attention should be paid to the interaction of study subjects intended learning outcomes and study programme intended learning outcomes. Also more courses in English language would be preferable by students as well.*

### **3. Staff**

The staff members who teach in the *Business Management* study programme are employed in line with the higher education institutions' established relevant requirements.

The staff members are appropriately qualified and meet the general requirements of the first cycle studies: 18% of the study field subjects' volume is taught by teachers holding a qualifying degree of a doctor; 23 teachers (76, 6%) delivering lectures on the study field subjects have at least 3 years of practical working experience in the subject being taught. The practical training of students are conducted by the teachers delivering the study programme who have practical experience in the subject being taught. Total number of teachers related with *BM* study programme is equal to 21 plus 8 teachers of general subjects with low and stable staff turnover.



Average age of the teachers of the study field subjects is 48.8 years, with the majority being female.

Improvements in scientific research of staff would be welcome although the expert team noted that the teaching staff are involved in research but not always directly related to the study programme field, with many related with the methodologies of teaching pedagogy, and evident by the publications.

Teachers involved in the study programme are provided with adequate professional development. The College has clear and transparent procedures for recruiting staff according to regulatory requirements. According to the regulations every five years, certification of teachers is carried out. At the end of every academic year, the Department assesses methodical and scientific activities of the teachers, and since 2011, this includes the views of students through surveys. The student surveys have highlighted the value the experience placed by students on the teaching including some specific members of the teaching staff.

Teachers delivering the programme are constantly updating their skills, experience and practical work maintaining particularly close relationships with the city and regional employers as well as familiarising themselves with new technologies and, some participating in the exchange programmes. In last 5 years teachers on 16 occasions teachers took part in the international exchange programmes. Good practices were always the subject of discussion after coming back from abroad. During teaching processes teachers ask students for their feedback and what might or should be improved, for example the teaching quality, content, subject materials etc. After surveys and feedback teachers analyse the results and propose ideas for further improvement.

College supports teachers who wish to participate in professional courses, seminars, conferences and the College also organise English courses for teachers. Some teachers provide subjects in English. However the College and teaching staff of the programme are aware that there is still work to be done to improve the teaching staff knowledge and application of English as it is currently deemed unsatisfactory across the College.

Staff is also provided with financial and organisational support and assistance in doctoral studies, research and other activities in obtaining higher degrees. Lectures and other teaching issues are observed by the Management of the College and discussed at Department meetings. Social partners cooperate with the College in practical teaching, despite this students still request more practical information during their studies.

*To summarize, the number and structure of the teaching staff correlates with the study requirements. Staff turnover is low, teachers are well qualified, but their foreign language skills requires improvement. The College needs to encourage and promote the teaching staff to conduct more relevant intensive research and publication activities.*

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

According to the SER, the *BM* study programme is delivered at the Faculty of Business and Technology where the general area of premises is 14 842 m<sup>2</sup> and training area of the premises is 10 123 m<sup>2</sup>. At the faculty there are 15 well equipped classrooms, auditoriums, practical training business simulation and laboratories allotted for studies which are located in four buildings in the close area in the city centre.

The expert team visited all the College accommodation available to students in this programme, including the library and the laboratories. Classrooms and laboratories used for study field subjects are well furnished with appropriate visual aids and equipment. The faculty classrooms are very well equipped with computer software and including, poster, tabletop materials focused on the study subject field (Management, Marketing, Law Offices of practical training company "Style", "Souvenir" etc.). Computer hardware and software is updated on the demand. The programme students mainly work and use MS Office (Excel, Word, Power Point) programmes and also they are introduced to and trained to work in qualitative data analysis SPSS programme, accounting software "Stekas" and "Rivilė". After purchasing the publishing software for the *Marketing Management* specialisation the students are also taught to use the same software that allows them to print a variety of promotional visual material.

The equipment is very important for the College. Due to the project "*Modernization of the Panevėžys College Practical Training Base of Informatics Engineering, Management and Business Administration Study Programme Area*" the infrastructure of studies associated with the modernisation of practical training facilities in engineering management and business administration study field were updated, i.e., modern laboratories for practical business training and for practical publishing training were opened recently.

The students perform *Business Organisation Practice* in the simulation training firms provided by the College, where students apply their practical skills and theoretical knowledge, using realistic resources including real and active documents in human resources, marketing and accounting, working in teams with clearly identified roles producing reports and evaluations.

During the meetings students reported the library and support from library staff as very good and met all their needs. The library is constantly supplemented with management, economics, marketing, social and business economics books, text-books, publications and journals. The library is a member of the LSLA (Lithuanian Scientific Library Association) providing students with an excellent resources in Lithuanian and foreign languages and the opportunity to use the data bases of scientific information and research, such as *EBSCO PUBLISHING*, *Taylor & Francis*, *Emerald Managament eJournals Colection*.

*To conclude, the College has very good facilities and learning resources for the Business Management study programme. Material resources of the College are exceptionally sophisticated to meet the needs of contemporary marketing management and in particularly for design, although staff specialist knowledge in design is recognised as an area that the College may wish to develop.*

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

Admission processes are conducted according to the state regulations. Applicants are evaluated based on their school grades. The admission system is published and made clear for potential candidates. Many of the current and past students came to the College through recommendations of previous students, current students also stated that they would recommend this study programme. Current students and alumni gave a number of reasons for studying at the College: cheaper study costs; near their homes; the College offered a generalised and wide study programme and because it is wide, the job opportunities are better.

The College provides information for students about exchange programmes. The students are encouraged to participate in exchange programmes, for example after they have left to study abroad the scholarship can continue to be paid based on the academic performance, the *Study regulation* allows the study and practical training period to be passed (or credited) using ECTC. Information about the *Erasmus* programme is available on the College website, International Relations and Marketing Unit, faculty's Study Unit, and in the meetings with students. Full-time students apply for studying abroad, but part-time students are not as interested because of their job commitments. The College has bilateral agreements for Erasmus exchange with with higher education institutions of Denmark, France, United Kingdom, Spain, where the students of *BM* study programme can study. In the years 2007-2011 only 4 students of *BM* study programme participated in the international student exchange programme.

The College is flexible in providing students who may wish to change from full-time to part-time studies and vice versa. Students also noted that teachers may be approached with individual problems and relevant help is provided. The librarians are very helpful and approachable in assisting student with resources and research. There is continued scope for providing additional academic support, study skills and motivational techniques to draw out and support students in developing their skills. It would be particularly helpful if more students could be encouraged to take up exchange programmes and improve the level of English language.

The students were overwhelmingly positive about the teaching and teacher's support. Students found their teachers generally open and approachable and while providing lectures, presentations, case studies, practical work. Feedback from the teachers in evaluating students' progress is provided by commenting on interim tests and other tasks given to students.

Students have access to a social sciences association which organises conferences (the next is planned on April 25, 2013) and provides an opportunity for them to present their research. It was emphasised during the visit that students participate actively in such conferences. Some scholarships are offered when students are active in research.

Approximately 15-20% of College graduates progressed to further studies (for example in Vilnius University, Vilnius Gediminas Technical University). Graduated and current College students claimed they were well prepared for further education. The programme provides students with general knowledge in business management as well as special knowledge in different subjects like law, marketing research and so on. College uses a database of alumni and carry out surveys, for example, on their career progression, but the alumni felt that they were underused and indicated that the survey report results were not feedbacked to them. Alumni would welcome more opportunities to be involved in the College life. While social partners seem to be satisfied by being surveyed and discussing the results of their impressions of the study programme.

*The College motivates students but there are still scope to improve student motivation, for example, participating in the exchange programmes by more intensive use of the Erasmus programme. Involvement of students in research work is adequate, but could be strengthened. Alumni should have more input into the College with their expertise in support of the study programme.*

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

The College quality assurance system provides mechanisms to assure quality of knowledge provided by teaching programmes and effectiveness of studies, and to satisfy the needs of employers, and to assess and improve the quality of institutional performance. However some of the mechanisms could be improved, for example the feedback from alumni to the College.

Documentation shown during the visit describes the processes of the quality assurance, with a Committee of Study Programme as the main division responsible for quality assurance. This Committee consists of teachers, administrative staff, social partners and student representatives. College has prepared a Quality Manual containing outlines and descriptions of procedures related to quality assurance.

In 2011 the quality management system was aligned according to ISO 9001 standard and BMV's (CAF) requirements. Once the introduction of this system is established, the effectiveness of measures of study quality assurance is expected to increase and be more readily evaluated.

College has many agreements with business partners to provide places for internship, and as a member of the Chamber of Commerce the College has a strong position among social partners.

College has clear procedures for making changes to study programmes. Amendments to the programme can be initiated by every member of the Committee as well as by all the teachers of the department taking into consideration proposals of social partners and students. During the visit the College indicated that teachers individually may decide on improvements to his/her teaching. As noted earlier, more oversight of teaching schemes and changes is recommended especially in light of comments by students on the usefulness and outdated teaching methods in some subjects. The College has designed a quality assessment annual cycle, for example: content of each subject is renewed every year, as well as references and bibliographies, students are surveyed once a year, etc. At the Department of Management at Business and Technology Faculty there were 27 different survey studies from 2007-2012 reviewing the quality of learning.

The information about the programme quality assessment aims, stages, areas, criteria, indicators, applied methods and means is discussed at the meetings at the Department and is coordinated by the Division of Study Quality.

Alumni confirmed that successful completion of the *BM* study programme provided advantages when seeking employment. During the recruitment process they used the knowledge provided by the College which they noted as very useful, for example their knowledge of law and logistics

was particularly helpful. College surveyed alumni after graduation and collects information about their integration into the labour market. This information is further analysed but graduates stated that they need more feedback and they are interested in extended communication with the College, and are willing to offer support, for example contemporary approaches to marketing for students.

Although feedback from social partners is partially connected with final thesis defence where employers regularly participate, this possibility could be used more extensively. After the defence of final theses there are meetings with social partners when they discuss the teaching results and create new ideas. Social partners participate in College life suggesting programme development and improvement, proposing topics for final thesis, taking part in evaluation and defence committee as well as teaching students. Social partners have stressed, that it is very important, that they have College in their town. New investments are coming to Panevėžys, so they need this programme and new and well prepared graduates. Social partners recommended to have more Russian language lessons, more flexibility regarding practice time (business is able to provide more practice places if practice could be organized within the whole year instead of holidays). General remarks included that *BM* programme should continue to provide a wider broad and generalised programme as it is welcomed by the labour market. More general specialisations such as *Marketing Management* are welcomed and chosen by the students.

*In summarizing, the College has procedures for operating quality assurance based on ISO 9001 standard. The study programme is well organised although more use of feedback from and with alumni is recommended. Social partners give strong support to the College, but again further use could be made of their expertise particularly in the area of practical teaching.*

### III. RECOMMENDATIONS

1. *BM* study programme at Panevėžys College is identified with *Marketing Management* specialization because it is quite broad and give many possibilities in finding a job. However the specialisations offered within the study programme should be revised, particularly *Trade Management* which is unpopular among students and seen as lacking in currency and relevance in its current content and delivery format.
2. More intensive involvement of alumni in developing and supporting the study programme is advisable.
3. Staff foreign languages skills, mainly in English, but also in Russian, could be improved.
4. Research activities and publications related to *Business Management* require further development and improvement.

#### **Suggestions:**

1. It may be helpful to organise seminars for College students and teachers with specialists from practice regularly.
2. Focus more on exchange programmes for students e.g. Erasmus.
3. To use the design and utilise the new marketing resources and marketing suite, and introduce design projects into the study programme.

## **IV. SUMMARY**

### Strengths:

1. A great demand for the *BM* study programme in the region;
2. Teaching groups are small and provide individual support for students;
3. Good premises and accommodation located in the heart of the city with good resources and well equipped studios and workshops especially in the specialist area of marketing;
4. Improved quality of teaching was strongly emphasised by graduates.

### Weaknesses:

1. *Trade management* specialisation neither chosen nor popular among students;
2. The College community does not sufficiently understand the correlation of study subjects and study programme intended learning outcomes;
3. Strong demand for languages from both: students and teachers. Lack of English delivery in the classroom, in teaching materials;
4. Study programme research is not fully correlated with the study programme;
5. Feedback to alumni is not satisfactory.



## V. GENERAL ASSESSMENT

The study programme *Business Management* (state code – 653N20002) at Panevėžys College is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	4
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.

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Grupės nariai:  
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**PANEVĖŽIO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *VERSLO VADYBA* (VALSTYBINIS KODAS – 653N20002) 2013-06-25 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-242 IŠRAŠAS**

<...>

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Panevėžio kolegijos studijų programa *Verslo vadyba* (valstybinis kodas – 653N20002) 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
	<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)

**IV. SANTRAUKA**

Stiprybės:

1. Didelis *Verslo vadybos* studijų programos populiarumas regione;
2. Nedidelės studentų grupės, kurių dėka yra užtikrinamas individualios pagalbos teikimas studentams;
3. Gerai įrengtos mokymosi patalpos, taip pat apgyvendinimo ištekliai miesto centre. Tinkama įranga aprūpintos studijos, skirtos rinkodaros specialistų rengimui;
4. Gerėjanti dėstytojų kokybė, kurią akcentavo absolventai.

Silpnybės:

1. *Prekybos vadybos* specializacija yra nepopuliari tarp studentų;

2. Kolegijos bendruomenė stokoja aiškaus tarpusavio ryšio tarp studijų dalykų numatomų studijų rezultatų ir studijų programos numatomų studijų rezultatų suvokimo;
3. Studentai ir dėstytojai išreiškė poreikį užsienio kalbų įgūdžiams įgyti. Paskaitose nedėstoma anglų kalba, nėra mokomosios medžiagos;
4. Atliekami moksliniai tyrimai ne visiškai susiję su studijų programa;
5. Grįžtamasis ryšys absolventų atžvilgiu yra nepakankamas.

### III. REKOMENDACIJOS

1. Panevėžio kolegijoje vykdoma *Verslo vadybos* studijų programa yra tapatinama su *Rinkodaros vadybos* specializacija, kuri yra ganėtinai plati bei suteikia nemažai galimybių įsidarbinti. Vis dėlto reikėtų peržiūrėti šios studijų programos specializacijas, ypač *Prekybos vadybos*, kuri yra nepopuliari tarp studentų, taip pat neatnaujinta turinio bei jo pateikimo formos atžvilgiu.
2. Rekomenduotinas aktyvesnis absolventų dalyvavimas studijų programos tobulinime.
3. Darbuotojai turėtų tobulinti užsienio kalbų, ypač anglų kalbos, įgūdžius. Taip pat pakankamai daug dėmesio turėtų būti skiriama rusų kalbos įgūdžių tobulinimui.
4. Reikėtų toliau plėtoti mokslo tiriamąją veiklą, rengti ir skelbti su verslo vadyba susijusias publikacijas.

#### Pasiūlymai:

1. Būtų naudinga reguliariai organizuoti bendrus seminarus, skirtus studentams ir dėstytojams, kuriuose dalyvautų specialistai, užsiimantys praktine veikla.
2. Daugiau dėmesio skirti studentų mainų programoms, kaip pavyzdį galima paminėti Erasmus mainų programą.
3. Naudotis projektavimo ir naujais rinkodaros ištekliais į studijų programą įtraukiant dizaino projektavimą.

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

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<sup>1</sup> Žin., 2002, Nr.37-1341.