SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Žemaitijos kolegijos
VERSLO VADYBOS PROGRAMOS (653N20001)
VERTINIMO IŠVADOS

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EVALUATION REPORT
OF *BUSINESS MANAGEMENT* (653N20001)
STUDY PROGRAMME
at Zemaitija College

Grupės vadovas:
Team leader: Kristiina Tonnisson

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Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Verslo vadyba*
Valstybinis kodas	653N20001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), ištęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos profesinis bakalauras
Studijų programos įregistravimo data	2002 m. rugpjūčio 30 d., įsakymo Nr. 1514

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INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	*Business Management*
State code	653N20001
Study area	Social Sciences
Study field	Management
Kind of the study programme	College studies
Level of studies	First
Study mode (length in years)	Full-time (3); part-time (4)
Scope of the study programme in credits	180 credits
Degree and (or) professional qualifications awarded	Professional bachelor of Management
Date of registration of the study programme	30-08-2002, Order No. 1514

CONTENTS

I. INTRODUCTION

The Business Management study programme is located at Zemaitija College within the Faculty of Management and Business Administration, one of the faculties in the College. The programme commenced in August 2002 and it is organized according to all relevant legal acts issued by the Ministry of Education and Science of Lithuania. It is also based on the internationally accepted frameworks on Quality Assurance in Higher Education and the Bologna Process documents.

The self-evaluation process was initiated in 2012 with the goal of monitoring the implementation of the programme. The team responsible for Self-evaluation report (SER) consisted of programme lecturers, university staff and students. All the collected data was presented in the detailed SER. The following evaluation report was prepared by an international panel of experts based on the documents provided by the school. In addition to SER, the expert team collected information and evidence in the course of one day site visit to the Zemaitija College. Meetings with administrative staff, with the staff responsible for the preparation of SER, teaching staff, students, graduates, social partners were held, various support services (classrooms, library, staff rooms) were visited and familiarization with students' final works was performed.

The members of the visiting panel wish to thank all of the academic staff, the students, the alumni and the representative of the social partners for the courtesy and cooperation extended to expert team on the occasion of the site visit. The willingness of the various stakeholders to engage fully in the various discussions is much appreciated. Last but not least the expert team would like to express gratitude to the Centre of Quality Assessment in Higher Education in Lithuania for all the support given to expert team before and during their visit.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The programme is rather well designed. It is coherent and demonstrates consistency in the programme title, program aims, intended learning outcomes and content. The programme is designed to prepare the professionals for local market for setting-up an enterprise, to sell, to monitor the business performance and to develop the business further. The programme's development reflects the strategic goals of the college, but many specialisations are not too popular or required among students, and those requested by the students are not yet offered.

Currently the study programme has five specialisations (Organizing Service at the Public Catering Enterprise, Trade Management, Marketing Management, Finance Management, Project Management). They are proclaimed to be designed to meet specific requirements in the sector and presented as the uniqueness of this study programme. However, it is advisable to re-evaluate some of the specialization offers and adapt them to changing local (and regional) demand. According to the students and social partners not all of them are relevant anymore (Organizing Service at a Public Catering Enterprise, Finance Management) and it is very demanding for the school to continue offering all five specializations. As it became clear during the site visit not all of the specializations are actually offered every year and that creates additional confusion among potential students. In the discussions with the stakeholders and the students the following suggestions came up:

- Entrepreneurship & Intrapreneurship should be considered as one course/specialisation which is focused on how to write a Business Plan, the development of a successful Business Model, etc;
- EU law and changes in the socio-economic context in Lithuania should be taken into account in a specialisation/courses about 'Europe;
- Logistics & Supply-chain management has become a very critical point in the business. It might be useful to make it as a separate specialization/replace with it some of the existing one (at least to consider this trend in teaching);
- Focus on Ecology and Environment protection can become important in meeting new 'environmental friendly' interest and expectations of the social partners and the consumer.

Thus, there is a misbalance among the skills and subjects offered by the College on one hand and the knowledge and information students are interested in on the other hand. Also the programme's focus on the target group – mainly students from the same region – might become too narrow considering current socioeconomic situation. It is advised to consider finding and adding for the programme some unique characteristics based on what the programme could stick out among other similar programmes (focus of the studies, teaching methods, interdisciplinary, etc.)

The intended learning outcomes reflect the required professional competencies. They are clearly defined and well enough communicated to the teachers and students and are available on the website of College. Special focus is put on market research and on HR skills. All these skills seek to develop an understanding about establishing and running a company and remain at the

same time flexible and adjustable to changing local demands. Hence, it is advised to consider changing the curriculum in a way that not just local needs are taken into account, but during the studies also the prospect of thinking of the students will be widened (how to do business abroad, licensing, certifications, EU support for SMEs, etc.).

The academic and professional requirements are appropriate for the first cycle of higher education studies. Students are required to obtain and demonstrate appropriate levels of generic and specialist knowledge and competences for a professional bachelor's award in the subject area of Business Management. Additionally more ambitions could be built into the programme in order to create even more "selling" and "unique" programme in this field. Currently the studies do not reflect any international aim or prospective. ERASMUS student and teacher exchanges were declining and not really put on the focus. Especially in the field like Business Management international touch about business world should be strongly encouraged to be included.

There is also little evidence that students could obtain all intended learning outcomes based on the literature used and suggested by the teachers (mostly in Lithuanian language and/or written by Lithuanian authors). Limited knowledge of English among the staff and students might hinder actual achievement of the programme aims. Both the teachers and the students need to be encouraged to draw upon the valuable sources of international databases and publications to broaden and deepen their understanding about the programme aims and outcomes.

Despite the fact that programme demonstrates consistency in the title, program aims and intended learning outcomes, there are currently too many (partly out dated) specializations, some additional trends should be taken into account much more, international prospective should be built into the programme and more students and teachers mobility is encouraged.

2. Curriculum design

The design of the curriculum reflects the programme's goals and its position as a first-level qualification. It fulfils the legal requirements for a professional bachelor programme with its allocation of credits between general and specialised subjects. The content volume meets state requirements.

The curriculum is based on the ECTS-system with 180 credits gained over three years of full-time study and four years in the part-time mode. Individual courses are of not less than three

credits and a student has a reasonable amount (maximum of 7 courses per semester according to the SER) of subjects during the first two semesters. The scope and sequencing of courses through the programme reflects progression through the years of study and avoids unnecessary repetition. General subjects, including languages, cover 19 credits and the specific study field part of the programme covers 161 credits. Within the latter, specialisations contribute 25 credits, practical training 30 credits and the final thesis nine credits. Students participate in practical training in a virtual business company within the College and in real firms, often those of social partners. The final thesis is written on a topic from the area of specialisation.

Then again, special motivational and study skills course(s) would be highly suggested to be included into curriculum. Some of the students mentioned that they are studying mostly because of diploma not because of getting new and useful knowledge. If it is not possible to eliminate this attitude, the school can do much more to soften such attitude while adjusting curriculum with special courses or classes. In addition, the structure of the curriculum could benefit from some alignments as the number of the subjects in the first year is considerable high. It is also advised to have in the beginning of the studies more "motivational" or "powering" courses that might increase students "hunger for the field" and work towards decreasing drop-out of the students.

A certain peculiarity is the course "Chemistry" in a Management study programme. While the teacher was explaining that the course also includes progress in technology, materials and concepts as well as ethical/moral behaviour of a future manager, it is highly suggested that the title of the course (and probably also some content of it) would be reconsidered. Based on the meetings with various stakeholders it would be advisable to consider idea that subjects like ecology, psychology, international marketing and international business could have more central place in curriculum design. The curriculum design should be considered in one package together with the programme aims and learning outcomes since one is depending on the other and *vice versa*.

Thus, the design of the curriculum reflects the programme's goals and its position as a first-level qualification, but it would benefit from adjustments about the specializations, courses and broader market needs.

3. Staff

Currently the programme is delivered by 58 teachers. The teaching staff meets all legal requirements: 13.2 % of them have a doctorate degree and all of them have more than three years practical experience. The number, expertise and qualifications of the teaching staff are adequate to ensure that students could achieve the intended learning outcomes. Staff participation in conferences and seminars is considerable.

Teaching, research and other academic activities as well as organisational and community activities are included in the teaching staff workload. The College employs part time teachers from other universities (Mykolas Romeris University, Klaipeda University, Kaunas Technological University, and Aleksandras Stulginskis University) to deliver lectures on some of the specialised subjects as there are not enough specialists in the College. This exposes students to a variety of teaching styles and perspectives (cases, small research projects, etc.) and gives an insight into current managerial practice in Lithuania. However, it can also become a drawback as College is in some way dependent on the availability of the lectures from other institutions. In addition, the quality of the teaching might vary too much depending on the background and experience of the certain teachers.

The College encourages and supports the professional development of academic staff. It provides introduction for the new members of staff. This also includes adjusting teaching schedules and provision of financial support for conference participation. During last five years every teacher has enhanced his/her pedagogical, professional or research competences through participation in conferences, work placements, exchange programmes, seminars or training. A fifth of the staff has participated in academic exchange programmes and many of them have engaged in national and international projects to update or develop new programmes. Considerable attention is given to the use of distance teaching and virtual learning environment. Teaching staff shares knowledge and good practice which benefits the programme as a whole and enhances the student learning experience.

Hence, the teaching staff could focus more on the problematic issues discussed in the part on curriculum design. More open communication is suggested among them in order to increase the feeling of ownership and responsibility for the programme. Plenty of topics do not get enough attention of today's fast-moving environment and the power change from the firm to the customer. Having in mind capabilities of the staff the creation of the 'new' specialisations will

be a challenge for the staff, but working together and using experience gained from the be possible sources for the improvement might help out.

Lectures investigate practical cases and give them for students to solve. Excursions to companies are organized during the studies. Students gain 'real' information and have a possibility to ask concrete questions; after the visits students and teacher have discussions and assess the situation. Also teachers are rather active bringing their students to the conferences and fairs. For example, according to the SER lecturer Daiva Aleksandravičiene with a group of students took part in annual international and regional Fairs of Business Practical Training Companies (2007–2012); lecturers Antanas Lukauskas and Vytautas Baubkus with student groups participated in the *Profy* Entrepreneurship Competition of Lithuanian Colleges (in 2007–2010) and in the Entrepreneurship Competition *Develop a Business Idea* organized by a business group of the Association *My City is Klaipeda* (2010–2012).

In order to support current teaching lecturers' additional research activities would be highly appreciated and strongly advised. For that increasing command of the English language among the staff is highly suggested. In order to improve academic staff's language skills, encouragement and support to deliver courses in a foreign language have to be considered.

This greater focus and support for usage of foreign languages could lead to an increased utilisation of foreign databases. Currently reading materials in English were only used for the English course. Sometimes a translator participates in the lecturer for the visiting students to translate it into English. It is highly suggested to encourage and require from the students to read more English articles and reports. This would also facilitate their increased use of international databases. It is clear that some teachers have the ability to teach in English and the College is encouraged to explore this as part of the internationalisation of the programme. The 'demonstration effect' (the use of foreign guest speakers) frequently done in Marketing, could provide the necessary catalyst for more widespread use of English throughout the College.

Thus, the study programme is provided by the staff meeting all legal requirements and the qualification of the teaching staff are on the required level to ensure learning outcomes. Hence, more active focus on the research activities, on increased knowledge of English, on increased utilization of the databases, on international mobility and on a more active collaboration among teachers is encouraged.

4. Facilities and learning resources

The premises provide an effective underpinning to support the programme. The College has a total of 17 classrooms, each with up to 30 workplaces, some with a smaller number of workplaces (e.g. for the Trading Lab) and two larger lecture halls with 90 and 100 places. The Reading room has 36 workplaces including 13 computerized. The College has seven computer classrooms, with a total of 105 workstations.

Students' practice comprises an in-house business simulation and several external practice placements (21 ECTS). The Faculty has several cooperation agreements with private companies, municipal and public organisations. These provide a satisfactory number of practical placements for students but there is further need for better communication with social partners to make internships more beneficial for both sides. On the one hand, having larger number of partners where students can have their practical placements will increased feedback on what are main strong and weak points in the skills of the students and what can be improved. On the other hand to inform them about requirements and expectations what they could accept from the students.

Textbooks, PowerPoint presentations and course notes are the main teaching resources employed in the majority of courses. In certain areas field trips are organised. The library has a sufficient number of copies of textbooks which are accessible to all students. Teaching materials including periodicals and databases are adequate and easily on-line accessible to students. With the help of a student the team saw, that the ease of use of those resources is not very high; hence, much more emphasis should be put on increasing actual usage of these resources.

5. Study process and student assessment

The assessment system is clear, appropriate, well explained and transparent. The link between course intended learning outcomes and the form of assessment is well explained to the students. At the beginning of each class both is given time and explained in detail. The mix of assessment methods (e.g. homework, group works, presentations, reports) is appropriate. Communication with students is taking place via internet, intranet, e-mail, telephone and during the consultation time. MOODLE is available and used by part of the faculty. Its full capabilities could be enhanced by allowing and enforcing students also to upload their work and to encourage more discussions (in forums). The tutorial system is effective in supporting students. Teachers' office hours are clearly stated and the accessibility of teachers at all times is appreciated by the

students. Students benefit from considerable academic and social support. Participation in Career days is evident and the students' contact with teachers and social partners allow them to select the topic of final thesis.

A very small number of students have taken advantage of the Erasmus exchange programme. Participation in exchanges could be overcome by hearing of the experiences of those who have undertaken them. Returning students could speak of their enhanced knowledge and skills and about valuable insights into their host countries. There remains a rather high scope for increased participation in exchanges. Additionally, more help is needed for the students to find their practice places and more agreements with enterprises are expected.

Full-time and part-time students are taught separately. Although there are obvious logistical considerations to be taken into account, teaching them together during at least some courses could be both cost-effective and would also allow for cross-fertilisation of ideas and experience between the two student groups for their mutual benefit. Students are very appreciative of the practice-led teaching which characterises some classes. Some students are even engaged in practical research with their teachers and consider it as a great developmental value. Students appreciate being involved in group works. More projects or specific tasks, more activities during the lectures are expected by the students. Students enjoyed especially practical learning exercise – "Golden fish" – and the majority of the graduates fulfil the expectations of their employers.

6. Programme management

SER indicates that the programme management is in place. There is a high level of engagement of staff in programme enhancement. Lecturers are enthusiastic and receptive to suggestions for improvement. The College and Faculty have also canvassed the views of stakeholders. These views are taken rather seriously and acted upon. Also the students feel that their views are listened to, but there is still a need to 'close the loop' by formalising feedback to them on actions taken in response to their views. Students should be provided with more feedback about outcomes/results from questionnaire surveys, along the lines of 'You said and we did.' Where the College is unable to take action in response to students' and/or stakeholders' comments, the reasons for this could also be communicated back. The process of facilitating communication across the students from different study years and 'innovative' modes of student representatives could be encouraged in order to get more holistic view of the issues affecting the programme.

Similarly, although the input of social partners is valued, communications with them could be even more intensive especially while improving some of specializations. There is a need to formalise and clarify the 'Quality/Change cycle' in order to communicate more clearly to staff and social partners their responsibilities in the programme management process. A 'Quality/Change Manual' including an explanatory chart and associated timescale could serve to communicate to stakeholders their particular responsibilities. Certainly, greater and wider cooperation between teachers and social partners would serve to inform the development of the programme more effectively.

Although a system for obtaining feedback has been established, questionnaire design needs some improvement in order to provide more meaningful information for decision-making. The version shown to the experts contained too many questions and quite a few of them were not directly relevant. A more appropriately focused questionnaire is suggested in order to elicit more meaningful information that could be able to highlight key issues and to serve programme development effectively.

Thus, the Business Management study programme would benefit from a more formal approach to programme management (according to the interviews with stakeholders and the ones responsible for the programmes most activities and information sharing is taken place in a informal way), from a better communication with the external environment and from an opening of the needs to the more regional/international demand patterns. That would enhance the enthusiasm and commitment of teachers, students and social partners – and hopefully it would make the student numbers increase again in the long run (in 2012 there were only part-time students starting the programme, no full time students started the programme).

III. RECOMMENDATIONS

1. As the number of the students is declining there is an urgent need to understand what other study programmes of the same College have done to attract more students (e.g. Social Study programs) and improve the programme in relation to the ‚regional' particular demands of the economy.

2. Consideration could be given to the study programme's five specialisations. Taking into account the current socioeconomic context it is suggested to have fewer but stronger specializations.

3. Additional specialisations/knowledge should be offered (e.g. about Europe, Ecology & Environmental protection, psychology, Logistics). This will go along with the efforts to strengthen the acquisitions and use of EU funds available for Lithuania.

4. The Faculty should be encouraged to make more cooperation agreements with private companies, municipal and public organisations (national and international). These could provide a direct feedback about what is needed in business.

5. To encourage and support staff competences in English language and to consider teaching some courses in English as part of the needed internationalisation dimension of the programme.

6. A greater and wider cooperation between teachers and social partners' trough a more formal process could be suggested in order to collect deeper views about economic development and needs of the companies. More in depth teaching and less "helicopter view'teaching could be considered.

7. Improved communication with social partners particularly in briefing them on expectations regarding students' placements could be encouraged. There is also a need for a 'Quality/Change cycle' and its communication to stakeholders. This could include clear terms of references for key programme management committees and the production of a 'Quality/Change Manual' for the staff use. Social partners would also benefit from clarification of their role in quality assurance and enhancement of the programme.

8. To encourage and support students to make wider use of international academic databases and other external sources. It is important to encourage the teachers to lead this process by their own personal examples.

9. A higher degree of internationalisation could be achievable by helping/encouraging students and teachers to follow the ERASMUS exchange programs.

10. Feedback questionnaire design could be reviewed to ensure more meaningful questions including more open ended questions. Furthermore, students could be provided with more formal feedback about the outcomes/results of the surveys.

11. The College could ensure that views of students across years and modes of study are collected and presented as a holistic 'whole picture'. This will enhance the sharing of resources and eventually increase the synergy between classes.

IV. SUMMARY

The Business Management programme is in tact with all relevant legislation in Lithuania and in the European Union. The name of the programme, its content, intended learning outcomes and qualifications offered are compatible with each other. The programme's development reflects the strategic goals of the college, but many specialisations of the programme are not popular or required among students, and those requested by the students are not yet offered. In addition, the study field of the programme does not reflect any international aim. Especially in the field like Business Management some international touch should be strongly encouraged to be included.

The design of the curriculum reflects the programme's goals and its position as a first-level qualification. It fulfils the legal requirements for a professional bachelor programme with its allocation of credits between general and specialised subjects. Hence, there is need to review the specializations offered to cover more up-to-date developments. Many of the specializations are not taken by the students. There are many new requests from social partners and students for the new ones. The structure of the curriculum needs some alignment, as the number of subjects in the first year is considerable high. A special motivational and study skills course(s) would be highly suggested to be included into curriculum.

The teaching staff meets all legal requirements. Currently the programme is delivered by 58 teachers and majority of the teaching staff in Business Management has practical experience in the fields related to the business. Teaching staff is experienced and demonstrates engagement in professional development. The staff is accessible and supportive for the students. However, due to lack of some specialists, college is dependent on the availability of the lecturers from outside. One critical area for improvement could be low command of English and other foreign languages among teaching staff. This would automatically translate to an increased utilisation of foreign databases and the 'Internationalisation' of the study programme. Also lecturers' research activities in order to support the current teaching would be highly appreciated and strongly advised.

The premises provide an effective underpinning to support the programme. General and specialist facilities are of required standards and students benefit from considerable practical experience within and outside the college. The school together with partners provide a satisfactory number of practical placements for students. The library has a sufficient number of

copies of textbooks that are accessible to all students. Teaching materials including periodicals and databases are adequate and easily on-line accessible to students.

Students have various opportunities during their studies to ensure implementations of the study outcomes: accessibility of study materials, computer labs, consultations with teachers, practical seminars combined with lectures. Since the teachers' and students' mobility rate is rather low, the college is encouraged to support more staff and students' competence developments in English language. Students could be encouraged and supported to make greater use of databases and other external sources in their studies and submitted work. Introduction of more subjects in English language could be very helpful to encourage students to go abroad.

The system for programme management is in place. Hence, the team of experts identified a need to clarify the quality management circle of the study programme management and a need to communicate it to all stakeholders. The production of a Quality Manual setting out respective responsibilities of administrative staff, teachers, students and social partners might be considered. Also the improved communication with social partners could be expected, particularly in briefing them on expectations in regard to students' placements. Additionally the greater cooperation between teachers and social partners is encouraged. There is also need to redesign some inner evaluation questionnaires. The college could be put more emphasis on ensuring that student views across years and modes of study are collected in order to present a 'holistic' view of the study programme.

V. GENERAL ASSESSMENT

The study programme *Business Management* (state code – 653N20001) at Zemaitija 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	2
2.	Curriculum design	2
3.	Staff	2
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)	2
	Total:	**14**

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

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                           Edgaras Leichteris

                           Greta Kasperavičiūtė

Studijų kokybės vertinimo centras

ŽEMAITIJOS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
***VERSLO VADYBA* (VALSTYBINIS KODAS – 653N20001) 2013-04-18 EKSPERTINIO**
VERTINIMO IŠVADŲ NR. SV4-90 IŠRAŠAS

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V. APIBENDRINAMASIS ĮVERTINIMAS

Žemaitijos kolegijos studijų programa *Verslo vadyba* (valstybinis kodas – 653N20001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	**14**

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)
2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)
3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)
4 - Labai gerai (sritis yra išskirtinė)

IV. SANTRAUKA

Verslo vadybos studijų programa atitinka Lietuvos ir Europos Sąjungos teisės aktų reikalavimus. Studijų programos pavadinimas, turinys, numatomi studijų rezultatai ir suteikiama kvalifikacija dera tarpusavyje. Studijų programos tobulinimas atspindi strateginius kolegijos tikslus, tačiau daugelis programos specializacijų nėra populiarios tarp studentų, o tos, kurių studentai pageidauja, dar nėra siūlomos. Be to, studijų programa nepasižymi orientacija į tarptautiškumą. Vis dėlto tokioje studijų kryptyje kaip verslo vadyba turėtų atsispindėti tarptautiškumo aspektas.

Studijų programos sandara atspindi programos tikslus ir dera su suteikiama pirmosios pakopos kvalifikacija. Ji atitinka profesinio bakalauro studijų programoms taikomus teisinius reikalavimus, skirstant kreditus bendriesiems ir specialiesiems studijų dalykams. Visgi yra pastebimas poreikis peržiūrėti siūlomas specializacijas, atsižvelgiant į naujausias tendencijas. Didelės dalies specializacijų studentai nesirenka. Tiek socialiniai partneriai, tiek studentai išreiškė pageidavimus dėl naujų specializacijų. Dėl per didelio studijų dalykų skaičiaus

pirmajame kurse, studijų programos sandarą taip pat reikėtų pakoreguoti. Rekomenduotina į studijų programą įtraukti specialių studijų dalykų, skirtų motyvacijos ir mokymosi įgūdžių tobulinimui.

Personalas atitinka visus teisės aktų reikalavimus. Šiuo metu studijų programoje dėsto 58 dėstytojai; dauguma jų turi praktinės patirties versle. Dėstytojai yra patyrę ir suinteresuoti profesiniu tobulinimusi. Ryšys tarp dėstytojų ir studentų yra artimas. Vis dėlto dėl kai kurių specialistų trūkumo, kolegijai tenka papildomai samdyti lektorius. Dar viena tobulintina sritis yra nepakankami dėstytojų anglų ar kitos užsienio kalbos įgūdžiai. Kalbos tobulinimas tiesiogiai prisidėtų prie aktyvesnio naudojimosi tarptautinėmis duomenų bazėmis ir studijų programos tarptautiškumo didinimo. Siekiant papildyti esamą mokymą taip pat rekomenduotina skatinti dėstytojų tiriamąją veiklą.

Studijų programos infrastruktūra sukuria tinkamas sąlygas studijų programos vykdymui. Bendrieji ir specialieji materialieji ištekliai atitinka reikalavimus; studentai įgyja daug praktinės patirties tiek kolegijoje, tiek už jos ribų. Kartu su socialiniais partneriais kolegija užtikrina pakankamą studentų praktikos vietų skaičių. Bibliotekoje yra pakankamai vadovėlių egzempliorių, kurie yra prieinami kiekvienam studentui. Metodinė medžiaga, įskaitant periodinius leidinius ir duomenų bazes, yra tinkama ir lengvai prieinama.

Studentams yra sukuriamos sąlygos pasiekti numatomus studijų rezultatus: suteikiamos galimybės naudotis metodiniais ištekliais, kompiuterizuotomis laboratorijomis, konsultuotis su dėstytojais, dalyvauti praktiniuose užsiėmimuose, sujungtuose su paskaitomis. Kadangi dėstytojų ir studentų mobilumo rodikliai yra žemi, kolegija turėtų skatinti personalo ir studentų anglų kalbos įgūdžių tobulinimą. Studentai taip pat turėtų būti skatinami aktyviau naudotis duomenų bazėmis ir kitais išoriniais mokymosi šaltiniais tiek ruošdamiesi paskaitoms, tiek rengdami rašto darbus. Prie studentų skatinimo vykti į užsienį galėtų prisidėti didesnis skaičius studijų dalykų dėstomų anglų kalba.

Studijų programos vadybos sistema veikia. Ekspertų grupės nuomone, yra reikalingas aiškus studijų programos kokybės vadybos ciklo nustatymas bei visų socialinių dalininkų informavimas apie jį. Reikėtų apsvarstyti „Kokybės vadovo" parengimo klausimą. Jame turėtų būti atitinkmai išdėstyta administracijos, dėstytojų, studentų ir socialinių partnerių atsakomybė. Komunikaciją su socialiniais partneriais taip pat būtų galima pagerinti informuojant juos apie studentų lūkesčius dėl praktikos. Turėtų būti skatinamas aktyvesnis dėstytojų ir socialinių partnerių

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bendradarbiavimas. Rekomenduotina peržiūrėti kai kuriuos vidinio studijų kokybės vertinimo klausimynus. Kolegija turėtų siekti užtikrinti, kad į įvairių kursų ir studijų formų studentų nuomonę būtų atsižvelgiama, siekiant sukurti visuminį studijų programos vaizdą.

III. REKOMENDACIJOS

1. Dėl mažėjančio studentų skaičiaus, reikėtų kuo skubiau išsiaiškinti, kokių priemonių buvo imtasi siekiant pritraukti daugiau studentų į kitas kolegijos studijų programas (socialinėse studijose), ir patobulinti Verslo vadybos studijų programą, atsižvelgiant į konkrečius regioninės ekonomikos poreikius.

2. Reikėtų peržiūrėti penkias studijų programos specializacijas. Atsižvelgiant į dabartinę socialinę-ekonominę situaciją reikėtų orientuotis į mažesnį skaičių labiau pagrįstų specializacijų.

3. Reikėtų pasiūlyti papildomų specializacijų / galimybių įgyti žinas (pavyzdžiui, susijusių su Europos šalimis, ekologija ir aplinkosauga, psichologija, logistika). Tai prisidėtų prie siekio stiprinti Europos Sąjungos lėšų įsisavinimą ir panaudojimą Lietuvoje.

4. Fakultetas turėtų būti skatinamas sudaryti daugiau bendradarbiavimo sutarčių su privačiomis įmonėmis, savivaldybės ir viešosiomis įstaigomis (nacionalinėmis ir tarptautinėmis). Jos galėtų teikti tiesioginį grįžtamąjį ryšį apie tai, ko reikia verslui.

5. Skatinti ir palaikyti dėstytojų anglų kalbos tobulinimą ir apsvarstyti kai kurių studijų dalykų dėstymą anglų kalba siekiant studijų programos tarptautiškumo.

6. Turėtų būti skatinamas aktyvesnis ir daugiau apimantis formalus dėstytojų ir socialinių partnerių bendradarbiavimas, siekiant gilesnių įžvalgų apie ekonominę plėtrą ir įmonių poreikius. Reikėtų orientuotis į koncentruotesnį giluminį, o ne „platų" mokymą.

7. Reikėtų skatinti komunikaciją su socialiniais partneriais, ypatingai supažindinant juos su studentų lūkesčiais dėl praktikos. Taip pat reikėtų įgyvendinti „kokybės / pokyčių ciklą" bei keistis informacija apie jį su socialiniais dalininkais. Ciklas galėtų apimti aiškias užduotis pagrindiniams programos vadybos elementams ir

„Kokybės / Pokyčių vadovo" personalui parengimą. Socialiniams partneriams taip pat būtų naudingas aiškus savo vaidmenų programos kokybės užtikrinimo ir gerinimo procese suvokimas.

8. Skatinti studentus aktyviau naudotis tarptautinėmis akademinėmis duomenų bazėmis ir kitais išoriniais mokymosi ištekliais. Svarbu skatinti dėstytojus vadovauti šiam procesui, remiantis asmeniniu pavyzdžiu.

9. Didesni tarptautiškumo rodikliai galėtų būti pasiekti skatinant studentus ir dėstytojus dalyvauti „Erasmus" mainų programose.

10. Reikėtų peržiūrėti grįžtamojo ryšio apklausos anketą, siekiant prasmingesnių klausimų pateikimo, įskaitant didesnį skaičių atvirų klausimų. Be to, turėtų egzistuoti formalizuotas grįžtamasis ryšys studentams apie apklausų rezultatus.

11. Kolegija turėtų užtikrinti, kad į įvairių kursų ir studijų formų studentų nuomonę būtų atsižvelgiama siekiant bendro visuminio vaizdo susidarymo. Tai paskatintų dalijimąsi ištekliais ir sustiprintų sinergiją.

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

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[1] Žin., 2002, Nr.37-1341.

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