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STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KLAIPĖDOS VALSTYBINĖS KOLEGIJOS
PREKYBOS VADYBOS PROGRAMOS (653N14003)
VERTINIMO IŠVADOS

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EVALUATION REPORT
OF *TRADE MANAGEMENT* (653N14003)
STUDY PROGRAMME
at KLAIPEDA STATE COLLEGE

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2012

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INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	***Trade Management***
State code	653N14003
Study area	Social sciences
Study field	Business Studies
Kind of the study programme	College Studies
Level of studies	First
Study mode (length in years)	Full-time (3), Part-time (4)
Scope of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor's degree in Trade Business Administration, Manager
Date of registration of the study programme	6 June 2003

CONTENTS

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 Professional Bachelor in *Trade Management* programme is located within the Faculty of Social Sciences, one of three faculties in the College.

The College states that the programme is designed '...*to give knowledge and build abilities necessary to understand, analyse and evaluate the functioning of organisations and instruments enabling to get familiar with trading business activities; to develop skills necessary to make decisions on planning, organisation, management and control in a trading company, taking the existing or expected impacts of internal and external environments into consideration; to develop a wide, creative and critical thinking and a positive view to constant personal and professional development. This is related to the strategic objectives of the College: to prepare specialists who meet needs of the labour market; to educate citizens who are actively contributing to the improvement of the public welfare; to educate responsible members of the society and cherish the country's culture; to carry out research and expert activities; to ensure management of continuous development and changes in the organisation.*'

The programme commenced in 2003 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

The programme's aims and intended learning outcomes are well defined, clear and publicly accessible. In addition to the programme's general aims the College has designed a more specific set of professional competencies describing the aims that are to be achieved through the intended learning outcomes. The College conducted a student survey to examine the readability and clarity of the aims and intended learning outcomes and got clear positive results in the case of approximately 85% of respondents.

The programme aims and intended learning outcomes are based on academic and professional requirements, public need and the needs of the labour market. The academic requirements for the professional bachelor are reflected in the programme aims and intended learning outcomes. These also reflect the public expectation for a professional bachelor's programme, particularly the applied nature of such a programme. The College has canvassed employers' views in designing and developing the programme to take cognisance of labour market demand. However, this input could be utilised more systematically as part of a coordinated, structured approach to obtaining external stakeholder input.

Low levels of employment in the trade management area for graduates suggest that the College needs to revisit the programme aims and/or intended learning outcomes to ensure that they meet the needs of labour market and enhance graduates' employment prospects.

The programme aims and intended learning outcomes are consistent with the type and level of studies and the level of qualifications offered; the programme meets all formal requirements for a professional bachelor's degree.

The name of the programme, its intended learning outcomes, content and the qualification offered are broadly compatible with each other. However, the programme's main content corresponds to the more general field of business management. Just three modules: *E-commerce, Equipment of Trading Company* and *Sales Organisation* could be considered to be trade management-specific. There is, therefore, considerable overlap with the College's Professional Bachelor in *Business Management* programme and it is difficult to see how the different aims and intended learning outcomes of the two programmes can be achieved through largely the same set of subjects.

2. Curriculum design

The curriculum design meets legal requirements and SER gives very detailed overview of regulatory acts taken into account in programme development.

Study subjects are spread evenly and, generally, their themes are not repetitive. However, for example 'Knowing legal forms of business' is covered in two different subjects: accounting and business economics. To avoid further overlapping of teaching materials it is necessary to ensure closer and more formal cooperation between teaching staff, perhaps though a programme coordination board. In addition, the sequencing of, and the prerequisites for, subjects should be reconsidered. For example, it is not clear why *Insurance* is a prerequisite for *Finance*.

The content of the subjects is generally consistent with the type and level of 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 largely appropriate for the achievement of the intended learning outcomes, but low completion and employment rates of graduates in trade management areas is a cause for concern. 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.

There is limited usage of foreign literature and databases and low student participation in mobility programmes. These factors point to a lack of competence in foreign languages. It is clear, therefore that more needs to be done to support students' achievement of the stated intended learning outcome: 'Communicating in a foreign language'.

Studijų kokybės vertinimo centras

Low student completion rates and the fact that many of graduates are not employed in the trade management area suggest that more could be done to support students' achievement of the intended learning outcomes. The College is considering changing the name of programme but it might also wish to consider incorporating this programme into the *Business Management* programme as a specialisation rather than as a stand-alone programme.

The scope of the programmes as reflected in the subject spread is sufficient to ensure that, in theory, students can achieve the intended learning outcomes. However, as noted above, in practice, some intended learning outcomes are not being met. Final theses are often limited to initial analysis and a statement of the findings and 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' experience of work-placements is variable. Not all are placed in positions directly related to trade management and the level and depth of experience gained is also variable. 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.

Staff consultancies for local businesses strengthen links with the local economy and help underpin teaching, although the extent of staff engagement in these activities is variable. The College has turned attention to the need to develop teachers' research activity. It is a 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, so a basis for scientific work exists in the College.

Currently, however, teachers' research activity in the trade management area is low, as is their engagement in international research. The result is that programme content is typically based on secondary sources rather than directly from staff experience and research.

3. Staff

The number, qualification and remuneration of teachers, their qualification improvement programmes, vacations, and the employment and dismissal procedures comply with national legal requirements.

Most of the 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 trade management (as opposed to business more generally) 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.

In the reporting period, the programme was taught by 29 teachers giving a staff-student ratio of 1:19.8. This is well below the legal maximum of 1:30. It is important that staff time is used effectively to ensure that they have sufficient time for preparation and for working with the local business sector in order to support students' achievement of the intended learning outcomes.

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 (43%) with just 3% in the 25-30 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 23,519 hours on improving their qualifications, and 11,841 hours on professional and pedagogical activities (50% of the total number of hours for professional development). Some 11,678 hours were spent in seminars, conferences and training (48%).

According Self-Assessment report, teaching staff of the programme participated in 117 seminars, 80 conferences, 181 training sessions and courses. 12 teachers spent 480 hours in professional placements abroad and 14 teachers spent 495 hours in foreign higher education institutions. However, there remains scope for improving the foreign language competence of staff. Ten of the 11 incoming staff were from Latvia, the other was from Poland, suggesting a very limited horizon which, again, perhaps reflects limited competence in the English language of staff.

In 2007–2012, teachers of the programme took part in 118 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. In 2007–2012, 24 teachers participated in six international and 12

Lithuanian projects. While these are important issues, they do not relate specifically to the trade management area. Greater staff familiarity with trade 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 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^2 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^2 and 3.72 m^2 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, although there is limited trade management programme-specific software, such as the Customer Relationship Management (CRM) program. 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 the performance of practices. However, it is not clear how many of them are dedicated to the trade management programme.

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.

There are 23.7 copies and 8.8 publication titles per student in 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 trade management programme: *Valstybės žinios, Verslo žinios, Biuro administravimas, Vadovas, Verslas, Teorija ir praktika, Verslo klasė.*

The Self Assessment Report states that 65% of the students surveyed and 88% of teachers feel that the library has sufficient literature for trade management studies. Some 74% of teachers say that they use sources in a foreign language and 58% of students believe that there are enough literature resources in foreign languages; nearly 65% 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

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 18 full-time students were admitted compared with 24 in 2010 and 54 in 2009. Recruitment to the part-time study mode is intermittent and determined by the number of applications. The last year of recruitment to the part-time programme for which statistics are included in the Self Assessment Report is 2008. However, the College has subsequently confirmed that there was an intake in 2010. It is not clear why this was not included in the Self Assessment Report.

Average entry scores of entrants to the full-time programme in 2011-12 have been falling and are below those for the three previous years.

Students report that teachers are very helpful and supportive. However, student completion rates are low. Only 61% of full-time students expected to complete in 2012 were successful, while in 2011 78% were successful and in 2010 56%. Figures for part-time student show only 37% of those expected to graduate in 2012 were successful and 75% in 2011. Dropout rates are highest in the first year.

Although some students may return and subsequently qualify, this represents a high wastage rate. The College needs to examine reasons for the high dropout rate and ensure that it addresses these.

Individual learning plans enable students to tailor their study programme according to their wishes and needs. This reflects the College's student-centred approach. The balance of lectures, practical work, consultations and individual work is appropriate, with the last-mentioned increasing through the years of study, culminating in the final thesis.

Students have participated in a number of events in Lithuania. The Self-Assessment Report refers to an event in each of the years 2008, 2009 and 2011 and two for 2010; there is no mention of any event in 2012. These activities have included the Lithuanian entrepreneurship project PROFAS in which the team came second and the IDEJA 10 event organised by Vilnius University in which the team won first prize for its advertisement.

In 2012 four first-year students contributed papers on Insights into Business and Technology and on Economic, Social and Technological Trends in Sustainable Society Creation.

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, few choose to participate. Only three students have gone abroad under the Erasmus scheme: two went to Cyprus in 2007-08 and one to Bulgaria in 2008-09. There were no incoming students.

The College may wish to examine the reasons for this low take-up and what it can do to address it.

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. Also, many were of a more general business nature, rather than specifically trade management.

Employment rates for graduates are low. According to the Self-Assessment Report, over the period under analysis 67% of graduates found employment, 63% of these in positions related to the programme. Thus, overall, just 61 out of 144 (42%) graduates found employment according to their programme specialisation.

Clearly, the majority of graduates do not find employment in the area of their specialisation, 'trade management'. The College needs to address the reasons for the low employment rate generally, and in the trade management area particularly.

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. The opinion of teachers, administrative staff and students is 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.

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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. 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 demonstrate 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 College needs to examine the link between aims, intended learning outcomes and content of the programme and its relationship to the professional bachelor in business management programme.

2. The College should examine the reasons for the low levels of employment of graduates in general and in the trade management area in particular and address these issues.

3. Staff should ensure that students develop their final theses beyond initial analysis to explore practical applications of their findings.

4. There is a need for improved organisation of work placements, and their monitoring, to ensure appropriate and comparable experiences for all students.

5. The College must examine the causes of low student completion rates and take action where it can.

6. The College should take measures to increase internationalisation, including improved English language skills of staff, greater use of English by staff and students, access to more literature and databases in foreign languages and an expectation that students should use these, and provide further encouragement for student mobility.

7. The evaluation coversheet on student coursework would be enhanced by listing the intended learning outcomes and recording the extent of student achievement of these.

8. Develop a more structured and systematic means of obtaining feedback from alumni and social partners.

IV. SUMMARY

Employer input has been used to ensure that programme development takes cognisance of regional market demand. The professional development of staff is guided by College, Faculty and Departmental strategy to meet perceived programme needs. Staff are helpful and supportive of their students and individual learning plans allow students to tailor their programme of study according to their career aspirations and needs. The widespread use of Moodle, not only as a repository of information, but also as an interactive learning tool, supports student learning. Student receive helpful feedback on their work, including an evaluation coversheet although this could be developed further to demonstrate to what extent students have met the intended learning outcomes for that particular assessment. Internal and external stakeholders are well-represented in the assessment of student practical work and the final theses. The student voice is canvassed widely, listened to and acted upon.

The aims and content of the programme are not immediately obvious, not only to external scrutiny but also to staff and students. Much of the programme content and delivery, including student work-placements, and subsequent graduate employment is not easily identifiable as 'trade management'. The College needs to examine the relationship between this programme and the Professional Bachelor in Business Management programme. Employment rates for graduates of the programme are, in general, low and even more so in respect of their specialism - trade management. Final theses reflect the more general business subject area and often do not develop beyond initial analysis to explore practical applications of their findings. Related to this is the nature of work-placements. Often these do not reflect the programme title and are of a more general business nature. Student completion rates are low and, although this is due in part to factors outside the College's control, it needs to identify where it can exert influence and take action to address this. Although a number of staff have excellent English language skills, many do not. There needs to be greater emphasis on developing these skills, not only in staff but also in students, if the College is to broaden its horizons. Provision of more literature and encouragement for greater use of databases in English by staff and students would help to promote this. The College would obtain more useful feedback from external stakeholders if it implemented a more structured approach to obtaining it through, for example, an external stakeholder liaison committee which met on a regular basis.

V. GENERAL ASSESSMENT

The study programme *Trade Management* (state code – 653N14003) 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	3
2.	Curriculum design	2
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	**16**

*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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Studijų kokybės vertinimo centras

KLAIPĖDOS VALSTYBINĖS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *PREKYBOS VADYBA* (VALSTYBINIS KODAS – 653N14003) 2013-06-27 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-256 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos valstybinės kolegijos studijų programa *Prekybos vadyba* (valstybinis kodas – 653N14003) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	3
	Iš viso:	**16**

* 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

Siekiant užtikrinti, kad programa būtų tobulinama susipažinus su regioninės rinkos paklausa, pasinaudota darbdavių indėliu. Profesinis darbuotojų tobulinimas pagrįstas kolegijos, fakulteto ir skyrių strategija, siekiant patenkinti įsisąmonintus programos poreikius. Darbuotojai noriai padeda studentams, o individualaus mokymosi planai suteikia studentams galimybę suderinti savo studijų programą su karjeros siekiais ir poreikiais. Plačiai naudojamasi Moodle aplinka, ir ne tik kaip informacijos talpykla, bet ir kaip interaktyvaus mokymosi priemone, padedančia studentams mokytis. Studentai gauna naudingą grįžtamąjį ryšį apie savo darbą, įskaitant vertinimo lapą, nors jis galėtų būti ir toliau tobulinamas siekiant parodyti, kiek studentai pasiekė numatomų studijų rezultatų, susijusius su konkrečiu vertinimu. Vidaus ir išorės socialiniai dalininkai aktyviai dalyvauja vertinant studentų praktiką ir baigiamuosius darbus. Į studentų nuomonę įsiklausoma, ja remiantis imamasi veiksmų.

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Programos tikslai ir turinys nėra aiškiai suprantami, ir ne tik išoriniam žvilgsniui, bet ir personalui bei studentams. Didelę programos turinio dalį ir jo pateikimą, įskaitant studentų profesinę praktiką ir vėlesnį absolventų darbą, nelengva pripažinti „Prekybos vadyba". Kolegijai reikia išnagrinėti šios programos ir Verslo vadybos programos ryšį. Šios programos absolventų užimtumo lygis iš esmės žemas, tai ypač pasakytina apie prekybos vadybos specializaciją. Baigiamuosiuose darbuose atsispindi daugiau bendro pobūdžio verslo sritis, dažnai juose neišeinama iš pirminės analizės ribų ir nenagrinėjamas praktinis išvadų pritaikymas. Su tuo susijęs ir profesinės praktikos pobūdis. Dažnai praktikose neatsispindi programos pavadinimas, ir jos yra daugiau bendro verslo pobūdžio. Studentų pažangumo lygis žemas ir, nors tai iš dalies priklauso nuo veiksnių, kurių kolegija nekontroliuoja, reikia nustatyti, kur kolegija gali daryti įtaką, ir imtis veiksmų šiai problemai išspręsti. Nors kai kurie darbuotojai puikiai kalba angliškai, daugelis jų neturi anglų kalbos įgūdžių. Jei kolegija nori plėsti savo akiratį, daugiau dėmesio reikėtų skirti šių įgūdžių tobulinimui, ne tik personalo, bet ir studentų. Tam reikėtų daugiau literatūros, studentai ir darbuotojai turėtų būti skatinami dažniau naudotis duomenų bazėmis anglų kalba. Kolegija gautų daugiau grįžtamosios informacijos ir išorės socialinių dalininkų, jei įdiegtų labiau struktūruotą jos gavimo būdą, pvz., ryšių su išorės socialiniais dalininkais komiteto, kuris reguliariai rinktųsi, pagalba.

III. REKOMENDACIJOS

1. Kolegija turi išsiaiškinti programos tikslų, numatomų studijų rezultatų ir turinio tarpusavio ryšį ir ryšį su profesinio bakalauro Verslo vadybos programa.

2. Kolegija turėtų išnagrinėti žemo absolventų užimtumo lygio – apskritai ir ypač prekybos vadybos srityje – priežastis ir spręsti šiuos klausimus.

3. Personalas turėtų užtikrinti, kad studentai savo baigiamuosius darbus rašytų atlikę pradinę analizę, kad būtų galima nagrinėti praktinį gautų išvadų pritaikymą.

4. Reikia geriau organizuoti profesinę praktiką, jos stebėseną ir taip visiems studentams užtikrinti tinkamą ir panašią patirtį.

5. Kolegija turi išnagrinėti žemo studentų pažangumo priežastis ir, kai gali, imtis veiksmų.

6. Kolegija turėtų imtis priemonių internacionalizacijai didinti, įskaitant darbuotojų anglų kalbos įgūdžių tobulinimą, darbuotojų ir studentų skatinimą dažniau vartoti anglų kalbą, didesnį literatūros ir duomenų bazių užsienio kalbomis prieinamumą ir lūkesčius, kad studentai jomis naudosis, ir toliau skatinti studentų mobilumą.

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7. Studentų dalyko įvertinimo lapo apimtis turi būti išplėsta jame įrašant numatomus studijų rezultatus ir atitinkamus studentų pasiekimus.

8. Sukurti labiau struktūruotus ir sistemingus grįžtamojo ryšio gavimo iš absolventų ir socialinių partnerių būdus.

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Paslaugos teikėja patvirtina, kad yra susipažinusi 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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