



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ŠIAULIŲ VALSTYBINĖS KOLEGIOS
PREKYBOS VADYBOS PROGRAMOS (653N14002)
VERTINIMO IŠVADOS

**EVALUATION REPORT
OF TRADE MANAGEMENT (653N14002)
STUDY PROGRAMME
at SIAULIAI STATE COLLEGE**

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Prekybos vadyba</i>
Valstybinis kodas	653N14002
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmaoji (profesinis bakalauras)
Studijų forma (trukmė metais)	Nuolatinė (3), Ištęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Prekybos verslo administravimo profesinis bakalauras
Studijų programos įrengavimo data	2005 gruodžio 7

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Trade Management</i>
State code	653N14002
Study area	Social sciences
Study field	Management
Kind of the study programme	College Studies
Level of studies	First (professional bachelor)
Study mode (length in years)	Full-time (3), Part-time (4)
Scope of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Trade Business Administration
Date of registration of the study programme	7 December 2005

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V. GENERAL ASSESSMENT	Klaida! Žymelė neapibrėžta.

I. INTRODUCTION

Šiauliai State College represents a major regional seat of learning for first cycle (Professional Bachelor) studies. There are two faculties and eleven departments. The programme being evaluated is located in the Department of Administration which is part of the Faculty of Business and Technology. The programme is the only *Business* field programme offered at the College.

The programme was first registered in 2005 and last underwent an accreditation review in 2009. The current evaluation was conducted in April 2013 by a panel of experts from the United Kingdom, Estonia and Lithuania, including a representative of employers and a student representative. In conducting the evaluation the expert panel met senior administrative staff, self-assessment authors, 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 teaching facilities and learning resources and scrutinised student work.

II. PROGRAMME ANALYSIS

1. Programme aims and intended learning outcomes

The programme's aims and intended learning outcomes are well defined, mostly clear (although presented differently in different places) and publicly accessible. They distinguish it very clearly in the College's portfolio of programmes. The first part of aims (*be able to plan, organise, manage, coordinate and control ...*) corresponds well with the field of studies (business). However, the text of aims and intended learning outcomes does not make clear the meaning of 'trade' or the intended employment area of its graduates. The College should also ensure consistency in how the aims and intended learning outcomes are presented as they are presented differently in the Self-Assessment Report and the College's website.

The College has done much to ensure that the programme aims and intended learning outcomes are based on the academic and/or professional requirements, public need and the needs of the labour market. For example, in 2005 the College initiated a survey asking employers about their needs. Although considerable demand for business management specialists was identified the survey was silent about the need for further specialisation into trade management.

The College emphasises the programme's regional orientation. This is an important part of its mission, but it needs to look beyond this. The programme does not take cognisance of the fact that the market is not local, or regional, but national and even international. By ignoring the wider context it is doing its students, and the region, a disservice.

The employability of graduates in a business field is very low. The Self-Assessment Report states that in 2009 just 7% and in 2011 40% obtained employment in areas which reflected the programme's title and aims. The explanation given by the College administration is that the programme develops various skills that allow graduates to work in many different fields. If so, the College may wish to revisit the aims of the programme. Much of the justification for the

programme is based upon regulatory acts rather than how market needs and developments have been taken into account in the programme.

The programme aims and intended learning outcomes are consistent with the type and level of studies and the level of qualification offered. The programme aims and intended learning outcomes comply with the VI Level Qualification Description, with the description of first cycle studies results and VI level of the Lithuanian Qualifications Framework Description.

The name of the programme, its intended learning outcomes, content and the qualifications offered are broadly compatible. The College feels that the name ‘Trade management’ is clear and reflects the contents of the programme. However, from an external perspective it is not obvious. The programme contains a number of relevant subjects such as *Logistics*, *Trade Marketing*, *Basics of Electronic Trading*, *Computer-based Control over Sales and Inventory*, *Sales Management*, and *Trading Company Equipment*. However, it remains unclear what is meant by ‘trade’ in this context. More explicit statement of the core areas of the programme in relation to its intended learning outcomes and corresponding adjustment of the content would help to clarify the matter.

2. Curriculum design

The curriculum design meets legal requirements, as is explained in great detail in the Self-Assessment Report. However, the welter of state orders quoted there obscure what actions the College has taken to ensure conformity with them. There is no evidence of College discussions of these requirements and how they should be incorporated in programme design.

Study subjects are spread evenly, their themes are not repetitive. Each semester contains a workload corresponding to 30 ECTS credit points in full-time mode and 21 to 24 ECTS in part-time mode. The theory and practice elements are approximately equal (741 and 739 hours respectively) in the case of full-time studies. The part-time mode is much more practice-orientated (236 and 562 hours respectively) and the share of individual work is also higher.

The content of the subjects is consistent with the type and level of the studies. The topics, their composition, and associated textbooks correspond to bachelor level. The weight of practice subjects is suitable for a professional bachelor degree. Supporting and general subjects, such as *Applied Mathematics* and *Methodology of Applied research*, are designed to complement the practical orientation of the programme.

The content and methods of the subjects are mostly appropriate for the achievement of the intended learning outcomes (but particularly in the case of part-time studies, achievement of high teaching quality would be supported by use of electronic learning platforms). Varied teaching methods reflect the applied nature of the programme. Study methods of conveying information, such as lecture, involving lecture, demonstration, presenting conversation, discussion, dialogues, group tasks and others are applied when describing the concept of the content of the study subject and when conveying the gist of each new topic.

Some subjects develop independently of the programme. There is no obvious mechanism for the sharing of developments in one part of the programme with other parts. For example, current issues in marketing

are incorporated in that subject by a part-time teacher bringing real-life examples to her teaching but there is no evidence of this being shared with cognate subjects or across the programme as a whole.

Low usage of foreign literature and databases, and limited engagement in student mobility programmes indicate that foreign language teaching and encouragement of students to use these media needs to be improved. The College should encourage programme developers, teachers and students to take steps towards better foreign language skills.

The scope of the programme (distribution of workload between subjects, practice and thesis) and the subjects offered is, in broad terms, sufficient to support students' achievement of the intended learning outcomes. However, there is less evidence of this in final theses. The theses often report a statistical analysis without a related specific summary-proposal and without a clearly stated aim of the analysis. Thus, these lack practical applications, such as proposed business plans or pricing strategies. Final theses need to be developed further, beyond initial analysis, to ensure that all intended learning outcomes are addressed.

The research activity of academic staff on topics relevant to the programme is very limited. Teachers attend seminars and conferences although these are largely pedagogical in nature. Staff participate in organisations such as the Leader Club, Marketing Association, Part-time Studies Association and the Lithuanian Economic Teachers association. While these are worthy organisations, they are not directly related to the programme. The College needs to develop programme-related applied research and consultancy activities to underpin teaching and strengthen relations with local employers. Some exposure to latest achievements in technology is achieved through the subject Trading Company Equipment, but more is necessary.

3. Staff

The study programme is provided by the staff meeting legal requirements. In 2012 scientists comprised 12.6 % of staff teaching study field subjects. Some 85 per cent of teachers have the necessary practical experience and a similar number have at least three years teaching experience. All teachers have a master's qualification or equivalent higher education.

There is a systematic approach to ensuring that teachers' qualifications are appropriate to support students' achievement of the intended learning outcomes. Teacher certification takes place every five years. The Self Assessment Report states that teachers' qualifications and research interests are consistent with subject taught. However, this is by no means clear. The situation would be helped by internships for teachers in trade management positions in organisations.

In 2012 the staff-student ratio was approximately 1:17. It meets legal requirements which set a maximum of 1:30. During the evaluation period the programme was delivered by approximately 39 teachers. The number of docents (associate professors) and lecturers increased and the number of assistants decreased. Currently there are four associate professors, 12 lecturers and 10 assistants delivering the programme. The Self Assessment Report is unclear about the exact number of teachers involved in programme.

The Self Assessment Report states that teacher turnover during the evaluation period was small, but no direct evidence is provided. Most teachers belong to the 30-45 age group (21 persons) and

the 45-60 age group (17 persons) although some contradictory information is provided. In any case only four persons are below 30 years of age. If the programme is to reflect current thinking and practice the College may wish to recruit younger staff.

Teachers continuously gain professional knowledge and improve their skills. They do this through participation in courses, seminars, conferences and internships in companies. Teachers also participate in foreign academic exchanges: 27 did so in 2011. However, the number of incoming staff is very low, varying between none, one and two each year over the last five years. In addition, three teachers are studying for a Ph.D.

Teachers conduct research: for example, evaluation of the organisation of an extramural studies process and first and third year students' use of electronic teaching aids. From 2007 to 2011 teachers produced publications in recognised journals as well as publications in national and international scientific conferences collections of articles. However, research activity is almost exclusively pedagogical rather than subject-orientated, a weakness identified in the Self Assessment Report.

4. Facilities and learning resources

The number of rooms, number of seats and specialised rooms is sufficient to accommodate a maximum of 30 students per group. The rooms used for the programme comply with occupational safety and hygiene requirements.

Students can study independently in the Library, in the Centre for Self-studies, and in two IT-equipped rooms, each with 16 seats. These are for general student use but are available to *Trade management* students. No usage statistics for *Trade management* students was provided.

The College has identified the need for improvement in its provision of computerised workplaces and IT generally. It has increased the number of computers per 100 students from 16 to 18 in 2011. There are two IT-equipped rooms, each with 16 seats. Subject-specific software is updated regularly.

The Faculty has two computer classrooms equipped to teach computerised stock records and e-commerce. Students undertake practical training in the trading equipment laboratory using an electronic cash register Euro-2000 T Alpha, coupled with electronic scales and bar code scanner.

A room equipped for video-conferencing offers opportunities for increased national and international collaboration although no evidence of its use in this programme was produced.

The Department of Administration liaising with employers coordinates students' practice placements and is responsible for the quality of practice. A database of employers and practice placements is maintained by the College Student Admission and Career Centre. During the assessed period the College signed 176 cooperation agreements, including opportunities for students to undertake practices in these institutions. Students are expected to find their own placements, although they may seek college help to do so. Placements are approved only after the suitability of the placement has been assessed by a college tutor. A College practice tutor then oversees the student experience. It is not clear to what extent placements reflect trade management rather than business in general.

The College Library and Centre for Self-studies have accumulated recommended books, textbooks, monographs, journals, training tools, newspapers and magazines. Students have access to a compendia of lectures uploaded to the intranet, the database for the Lithuanian Academic and Research Information System for scientific publications (PDB), databases subscribed to by the Library and the Self-study Centre. Requests for additional stock are considered annually during meetings of the Committee of Social Sciences Study Programme Maintenance and Study Quality Assurance.

Despite the availability of these resources, student work demonstrates little engagement with electronic databases and literature in foreign languages. Students are reluctant to use these sources and prefer to rely on Lithuanian sources exclusively.

5. Study process and student assessment:

Students are admitted through the national, centralised, Lithuanian Higher Schools Association (LAMA BPO), in accordance with College regulations. Applicants' entry scores are based on performance in mathematics, Lithuanian language, a foreign language and history, with a maximum possible score of 20.8 points.

Averages scores of state-funded entrants to the full-time programme between 2010 and 2012 have averaged between 14.5 and 15.2. While the average score of non-funded entrants over the same period is considerably lower, at around 9.0, there is, in contrast to the state-funded entrants, an upward trend.

Applications per year demonstrate considerable variation. Over the period 2007 to 2012, applications to the full-time programme from students for whom it was their first choice varied between 31 and 61. Numbers of students admitted is also subject to considerable fluctuation, making planning difficult. In the face of decreasing numbers the College ceased to recruit to the part-time programme after 2010.

The College considers that the high dropout rate is due in part to students finding the programme too difficult. However, the College considers that it has no influence over the quality of the student intake as recruitment is part of the national centralised system. The College needs to investigate the connection between entry grades and subsequent performance and take the necessary steps to impose a minimum acceptable entry score.

The proportion of students who fail to complete their programme successfully has varied, from 6% for 2007 entrants, 41% for 2008 entrants and 33% for 2009 entrants. Although some students may return to complete their studies, the non-completion rate is a cause for concern. While many left for personal reasons, the majority left because of poor performance. The College needs to investigate the reasons for poor performance of so many students and seek to address them.

A range of teaching methods is employed, reflecting the applied nature of the programme and addressing the intended learning outcomes.

Students are encouraged to participate in a variety of activities. In 2011-12 24 students from the programme participated in the Students' Scientific Association which included seminars on use of databases and communication skills. In 2010-11 seven students attended seminars focusing on publishing scientific findings. Students also participated in Association activities in earlier years.

Students also have the opportunity to participate in social and artistic events such as dance and music.

Students can engage in mobility programmes but very few do. In 2010-11 three, and in 2011-12 two, students participated. All went to Poland. There were no incoming students. This limited engagement with student mobility may be due, in part, to the students' limited exposure to the English language which, in turn, reflects the limited competence of many staff in the language. The College could further serve the interests of the region by adopting a more outward-looking approach.

The College provides a range of support services, including advice and guidance on choice of study subjects, individualised study programmes, accreditation of prior learning, retaking assessments and career opportunities. Current students and alumni praised the efforts of College staff to support them.

New students receive an induction aimed at integrating them into College life and ensuring that they have a clear view of the programme structure and its associated assessment regime. In addition to presentations by staff, the information is made available on the College website.

Particular emphasis is placed on preparing students for employment. The Student Admission and Career Centre provide students with access to workshops, training and education fairs, career modelling and guidance on job-search techniques. In the annual Career Week companies present themselves and indicate where career opportunities exist. The event also raises awareness among students of further study opportunities at universities.

The College facilitates access to loans and scholarships, either as a reward for outstanding performance or in response to financial or other personal difficulties such as family bereavement. In addition to state funds students may receive support from three district municipalities. Dormitory accommodation is available for full-time students at subsidised rates and, during examination periods, for part-time students. The Self Assessment report did not indicate how many students on the programme have benefited from these various means of support and facilities.

The College provides a considerable amount of information about the assessment system and students confirm that they understand the way in which they are assessed. Cumulative assessment is practised and includes the work-placement practice and the final thesis. The work-practice evaluation is based on performance in the company and the subsequent report and presentation. Social partners are heavily involved in the final assessment of students. However, the sample of student work seen by the experts indicates the need to develop theses further to ensure that all intended learning outcomes are addressed. It is also necessary to revise

requirements of content and assessment criteria of final theses and their summaries. One thesis' summary stated little more than the number of pages in the document.

Students receive group and individual oral and written feedback. College policy is to provide constructive, formative feedback to identify areas where students need to improve and to encourage their self-reflection on personal and academic development. The College's Codex of Academic Ethics sets out the means by which academic fairness is ensured. Plagiarism and other types of dishonesty are subject to clearly defined penalties. Assessment of student performance is conducted openly and involves a public defence of the final thesis.

A significant number of students do not find employment upon graduation. The Self Assessment report states that employment of graduates from the full-time programme, 2009-11, has ranged from 24% to 40%, although it reports that the situation has now improved. However, relatively few of those employed are in jobs which reflect the programme's title and aims: 7% for 2009 graduates and 40% for 2011 graduates. It is clear that the majority of students do not obtain employment in line with their speciality.

All these figures are, however, based on low responses to questionnaires. For example, 52% of 2010 graduates did not provide information about their employment. In the light of this it is difficult to draw meaningful conclusion from the statistics presented. However, the College's plan to keep students' email addresses active for three to four years following graduation may improve the collection of such data.

6. Programme management

The College has a defined structure in which responsibilities at college, faculty, departmental and programme-level are set out. However, this structure appears overly cumbersome and its description relies largely on citing regulations and statutes. It could be streamlined and its processes and procedures more clearly articulated thereby rendering it more accessible and transparent to external scrutiny.

At programme level, responsibility for monitoring quality falls largely to the Programme supervision and qualitative studies assurance committee. However, this committee is not programme-specific; it considers all programmes within the faculty. As minutes of the Committee indicate, this limits the opportunity for consideration of issues relating specifically to this programme.

Internal data are collected from staff and students on a semester or annual basis and through occasional research projects on specified topics such as that conducted by Faculty Council into quality of content and teaching in 2011.

Data from external stakeholders is obtained, although in a less structured manner and, like the 2010 potential employer survey, not at programme level.

Internal evaluations inform continuous improvements. However, the data provided in the Self Assessment report refers to assessing and updating 'programmes' and 'subjects' which is not sufficiently disaggregated to allow identification of programme-specific changes. For example,

although student recruitment and dropout rates are recorded there has been no evaluation of the relationship between the entry qualifications of students and their performance.

The programme has not been subject to external evaluation during the period under review.

Staff and students have an opportunity to inform the evaluation and improvement processes. However, there is little direct evidence of changes being made at programme level as a result of this.

Similarly, external stakeholder input is often at college or faculty-level, such as identifying labour market needs. One specific input to the programme resulted in the addition of conflict management to the curriculum.

Although there are clear quality assurance mechanisms, these are often not sufficiently programme-specific. The continuing high dropout rate and low employment levels of graduates, in general and in relation to their speciality, has not been addressed. The approach to quality assurance would benefit from a less cumbersome structure, clearer articulation of processes and procedures and greater focus at individual programme-level.

III. RECOMMENDATIONS

1. Labour market needs should inform programme curriculum development, as part of a more holistic cross-programme approach, to enhance graduates' employment opportunities in the trade management field.
2. The College needs a more outward-looking approach, for example, greater student exposure to the English language through library material, required use of the language, use of databases, etc.
3. The College is advised to consider introducing a virtual learning environment, such as Moodle, to provide an interactive platform to enhance teaching and learning.
4. The final thesis should be developed beyond initial analysis to explore implementation, of practical applications of the analysis.
5. The high dropout rate needs to be addressed by, for example, examining the appropriateness of curriculum design to meeting students' employment aspirations, students' entry qualifications and teaching methods employed.
6. Student mobility should be increased and diversified, beyond Poland and Latvia.
7. The College needs to secure more complete graduate employment data in order to properly inform programme development.
8. There needs to be greater focus on quality assurance and programme management at individual programme level
9. The College could consider streamlining the quality assurance processes and providing a clearer articulation of the processes and procedures.
10. There is a need for structured, focused, links with alumni and social partners, at programme level, to maximise their input to programme management and development.

IV. SUMMARY

The programme's aims and intended learning outcomes are well defined and clear (although presented differently in different places) and publicly accessible. They distinguish it very clearly in the College's portfolio of programmes. Teaching staff meet the requirements for college studies. The College provides a considerable amount of information about the assessment system and students confirm that they understand the way in which they are assessed. The College provides a range of support services, including advice and guidance on choice of study subjects, individualised study programmes, accreditation of prior learning, retaking assessments and career opportunities. Varied teaching methods reflect the applied nature of the programme.

Labour market needs should inform development of the programme to enhance graduates' employment opportunities in the trade management field. A more holistic approach to curriculum design would be beneficial as, currently, there is no obvious mechanism for the sharing of developments in one part of the programme with other parts.

The College needs a more outward-looking approach, for example, greater student exposure to the English language through library material, required use of the language, use of databases, etc. Low usage of foreign literature and databases and students' limited engagement in mobility programmes reflect staff and student limited competence in foreign languages.

The research activity of academic staff in *Trade management* is very low and consequently the programme is not sufficiently informed by the latest achievements in science and technologies. The programme would benefit from the introduction of a virtual learning environment, such as Moodle, to provide an interactive platform to enhance teaching and learning.

The scope of the programme and intended learning outcomes are not evidenced in final theses. Final theses need to be developed further, beyond initial analysis, to ensure that all intended learning outcomes are addressed and reflect the practical, applied nature of the programme.

The high dropout rate needs to be addressed. Responsibility for programme monitoring falls largely to the Programme supervision and qualitative studies assurance committee. However, this committee is not programme-specific. There is a need for structured, focused, links with alumni and social partners, at programme level, to maximise their input to programme management and development. For example, the College needs to secure more complete graduate employment data in order to properly inform programme development. Overall, the approach to quality assurance would benefit from a less cumbersome structure, clearer articulation of processes and procedures and greater focus at individual programme level.

V. GENERAL ASSESSMENT

The study programme *Trade Management* (state code – 653N14002) at Siauliai 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)	2
	Total:	15

*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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**ŠIAULIŲ VALSTYBINĖS KOLEGIOS PIRMOΣIOS PAKOPOS STUDIJŲ
PROGRAMOS PREKYBOS VADYBA (VALSTYBINIS KODAS – 653N14002) 2013-06-27
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-255 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Šiaulių valstybinės kolegijos studijų programa *Prekybos vadyba* (valstybinis kodas – 653N14002) 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	2
	Iš viso:	15

* 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

Programos tikslai ir numatomi studijų rezultatai yra apibrėžti, aiškūs (nors atskirose vietose nurodyti skirtingai) ir viešai skelbiami. Jie labai aiškiai išskirti kolegijos programų portfelyje. Akademinis personalas atitinka koleginių studijų reikalavimus.

Kolegija suteikia daug informacijos apie vertinimo sistemą; studentai patvirtina, jog jų vertinimo metodas jiems aiškus. Kolegija studentams suteikia nemažai paramos, įskaitant patarimus ir konsultacijas studijų dalykų pasirinkimo, individualizuotų studijų programų, ankstesnio mokymosi akreditavimo, egzaminų perlaikymo ir karjeros galimybų klausimais. Įvairūs mokymo metodai atspindi taikomajį programos pobūdį.

Programa turėtų būti tobulinama atsižvelgiant į darbo rinkos poreikius, siekiant padidinti absolventų įsidarbinimo prekybos vadybos srityje galimybes. Labiau holistinis požiūris į programos sandarą būtų naudingesnis, nes šiuo metu nėra aiškaus mechanizmo, kaip vienos programos dalies patobulinimus perkelti į kitas programos dalis.

Kolegija turi būti labiau orientuota į išorę, pavyzdžiui, studentai turi būti skatinami intensyviau mokytis anglų kalbos pasinaudojant bibliotekų medžiaga, vartoti anglų kalbą tiek, kiek reikalaujama, naudotis duomenų bazėmis ir t. t. Darbuotojų ir studentų užsienio kalbų žinios yra

ribotos todėl, kad mažai naudojamas užsienio literatūra ir duomenų bazėmis, mažai studentų dalyvauja judumo programose.

Prekybos vadybos programos dėstytojai mažai dalyvauja mokslo tiriamojos veikloje, taigi šioje programoje nepakankamai atispindi naujausi mokslo ir technologijų pasiekimai. Programa praturtėtų, jei būtų įdiegta virtuali mokymosi aplinka, pavyzdžiui, Moodle, ir taip užtikrinta interaktyvi programa, kuri sustiprintų mokymą ir mokymąsi.

Programos apimtis ir numatomi studijų rezultatai neatsispindi baigiamosiuose darbuose. Baigiamosius darbus reikėtų toliau tobulinti, atlikus pradinę analizę, siekiant užtikrinti, kad būtų nurodyti visi numatomi studijų rezultatai ir atispindėtų programos praktinis, taikomasis pobūdis.

Būtina spręsti didelio studentų nubyréjimo problemą. Atsakomybė už programos stebėseną daugiausia tenka Studijų programos priežiūros ir studijų kokybės užtikrinimo komitetui. Tačiau šis komitetas nėra konkrečios programos komitetas. Įgyvendinant šią programą būtina palaikyti struktūriškai apibrėžtus ryšius su absolventais ir socialiniais partneriais, kad jų indėlis į programos vadybą ir tobulinimą būtų kuo didesnis. Pavyzdžiui, kolegija turi gauti išsamesnių duomenų apie absolventų įsidarbinimą, kad galėtų tobulinti programą remdamasi tinkama informacija. Apskritai, paprastesnė struktūra, aiškesni procesai ir procedūros ir didesnis dėmesys individualioms programoms turėtų teigiamą įtaką kokybės užtikrinimui.

III. REKOMENDACIJOS

1. Programa turėtų būti tobulinama atsižvelgiant į darbo rinkos poreikius, taikant labiau holistinį tarpprograminį požiūrį siekiant padidinti absolventų įsidarbinimo prekybos vadybos srityje galimybes.
2. Kolegija turi būti labiau orientuota į išorę, pavyzdžiui, studentai turi būti skatinami intensyviau mokytis anglų kalbos pasinaudojant bibliotekų medžiaga, vartoti anglų kalbą tiek, kiek reikalaujama, naudotis duomenų bazėmis ir t. t.
3. Kolegijai rekomenduojama apsvarstyti virtualios mokymosi aplinkos, pvz., Moodle, įdėgimo klausimą, sukurti interaktyvią aplinką, skirtą mokymui ir mokymuisi sustiprinti.
4. Baigiamieji darbai turėtų būti rašomi jau atlikus pradinę analizę, kad būtų galima nagrinėti praktinį duomenų pritaikymą.
5. Didelio nubyréjimo problema turi būti sprendžiama, pvz., nagrinėjant, kaip programos sandara atitinka studentų siekio įgyvendinimą, studentų kvalifikacijas stojant ir taikomus mokymo metodus.
6. Reikėtų didinti ir įvairinti studentų judumą, neapsiriboti Lenkija ir Latvija.
7. Kad galėtų tobulinti programą remdamasi tinkama informacija, kolegija turi gauti išsamesnių duomenų apie absolventų įsidarbinimą.

8. Daugiau dėmesio turėtų būti skiriama atskirų programų kokybės užtikrinimui ir programų vadybai.
9. Kolegija galėtų apsvarstyti galimybę supaprastinti kokybės užtikrinimo procedūras ir aiškiau nurodyti procesus ir procedūras.
10. Igyvendinant šią programą būtina palaikyti struktūriškai apibrėžtus ryšius su absolventais ir socialiniais partneriais, kad jų indėlis į programos vadybą bei tobulinimą būtų kuo didesnis.

<...>

Paslaugos teikėja patvirtina, kad yra susipažinusi su Lietuvos Respublikos Baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

¹ Žin., 2002, Nr. 37-1341.