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VERSLO VADYBOS (653N11003)

VERTINIMO IŠVADOS

EVALUATION REPORT
OF *BUSINESS MANAGEMENT (653N11003)*
STUDY PROGRAMME
AT INTERNATIONAL SCHOOL OF LAW AND BUSINESS

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Verslo vadyba
Valstybinis kodas	653N11003
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo administravimo profesinis bakalauras
Studijų programos įregistravimo data	2008 m. spalio 16 d.

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	Business Management
State code	653N11003
Study area	Social Sciences
Study field	Business
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 of Business Administration
Date of registration of the study programme	October 16, 2008

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I. INTRODUCTION

This report evaluates the *Business Management* programme established and delivered at the International School of Law and Business (ISLB), Vilnius.

The programme was registered on 16th October, 2008. Updating of study results of the Programme has also been influenced by requirements for higher education institutions and their implemented study programmes, regulated by legislation: Order No. V-501 by Lithuanian Minister of Education and Science of April 9, 2010 “On approval of general requirements description for the degree-awarding first cycle and integrated study programmes” and its amendments; Order No. ISAK-1026 by Lithuanian Minister of Education and Science of May 15, 2009 “On approval of Full time and Part time study forms description”, and others (SER, p.6, para. 7).

Students who graduate in the Business Management Programme are awarded with the degree of Professional Bachelor of Business Administration. The programme, which leads to the award of a Professional Bachelor Degree in *Business Administration* (Business Management) is available in Lithuanian and in the English Language.

The volume of the programme is calculated on its credit awards in the separate subjects, and is the same regardless of the study type (both full- and part-time modes). The full-time study plan of the programme provides for 5-6 subjects per semester, part-time studies comprise 4-5 subjects. Studies of each subject are completed by an examination or evaluation of a student’s individual project work.

The SER was finalized in January 2013 by self-assessment group consisting of 7 members of the teaching and administrative staff, social partners and student representative. The group was headed by the Head of the Business Management Department. The Web-page of the College, SER’s annexes, information from the site visit and meetings with the staff members of the school, were also used to prepare the evaluation report.

The site visit by the Reviewers took place on May 2nd, 2013. Following the visit, the Reviewers finalised their report, detailing the findings and outcomes on the *Business Management* programme (Professional BA) at the International School of Law and Business, Vilnius.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The aim, succinct, comprehensive, international and available on the ISLB’s website, is appropriately overarching:

‘to develop a creative business management specialist who knows business and management principles and is able to apply knowledge and skills for self-employment and further learning, working in businesses in Lithuania and abroad’ (SER, p.5, para.4).

and balances academic and professional skills accordingly. The aim provides for the programme’s participants (full-and part-time), a concisely pertinent descriptor and study focus for studentship and a career in *Business Management*.

The learning outcomes, which address cognitive domains in learning, personal and professional development, legal and ethical dimensions, comparative professional systems, qualitative and quantitative skills, communication (and the psychological concomitants appropriate to the understanding of business processes) language and creative skills, self-development and the skills required for evaluation and responsiveness to needs at all levels of operation in Business Management and are refined appropriately, focused and interfaced in the respective subject areas, of which there are 33, including electives and the two internships. Competences are now uniform, being an amalgamation of those designed for e-business and international business.

Both the aim and concomitant learning outcomes have been influenced by various legal orders as outlined (SER p.6, paras. 7-8) and are updated each year. The practice of programme tuning, for the linking of learning objectives, competencies and ECTS credits based on learning load, learning, teaching and assessment principles, is also in place (SER p.7, para. 14).

The learning outcomes are comprehensively and neatly negotiated between both academic needs and the professional needs of the labour market; and while they have been carefully composed and refined vis-à-vis the programme and the study subjects, the Reviewers suggest that they are revisited and examined in relation to external demands and the necessary adjustment and changes to be implemented. This would include: the mechanisms used that a) monitor change and b) how the changes are carried out and c) how stakeholders are involved in the monitoring of aims and learning outcomes, so to ensure that there is no performance gap between what is written and what actually happens on the programme. The reviewers felt that ISLB should illustrate more actively, and be able to provide examples, as to how learning outcome adjustments are dynamically effective and productive both to students and the external world of employment and also to further academic study.

The reviewers felt that while the learning outcomes are consistent with the type, level of studies and the level of qualifications offered and for the delivery of the programme, a 'small' number of these show evidence of imbalancing in terms of progressive performance expectation, that is, in terms of levelness. While it should be said that there is excellent progression and graduation following on from semester 1, the tendency towards imbalancing is evident in some of the semester 1 subjects. Two examples are cited here: *Psychology*, 1st Semester (full-time) and *The Art of Speaking*, 1st Semester (full-time). In the former, there is the outcome:

'To understand the patterns of communication and group psychology; understand the peculiarities of conflict formation and to be aware of their management methods; be aware of the basics of business communication; know the peculiarities of leader's personality traits and performance; learn how to lead a meeting; to moderate group work, discussion, decision making in a group; learn to submit information persuasively and intelligibly to different people - both in terms of cultural differences, and disparities between social groups,' while in the latter, there is the outcome:

'To be aware of the concept of public speaking and to review the history of rhetoric; understand its importance for modern type of a man; know the basic composition principles of monologue; know the basic principles of dialogue; understand benefits and drawbacks of visual aids, basic slide-making principles, appropriate visual aids instruments.'

While there are considerable and appropriate differences between subjects, there is a perceived dramatic difference in terms of apparent difficulty and mastery between one and the other, both undertaken in the 1st semester. The Reviewers felt the programme team might consider revisiting the semester 1 learning outcomes in this light across the subject components, both for

their levelness and academic parity in terms of academic progression in the full-and part-time modes.

The name of the programme is discerningly appropriate for the professional world in which graduates will play their part. Aside from the above observations on levelness, learning outcomes, which pertain more to specific examples, content and the award level (Professional Bachelor) are otherwise compatible, though the Reviewers felt the programme team should consider whether the learning outcomes might be a little too interlaced to be of immediate practical and meaningful use to the average student in terms of the descriptors and their potential for assimilation, achievement and progression. This observation relates to the general and subject competencies and how these affect the many areas dedicated to the study subjects (SER, pp.9-11: Table 3: Interfaces of Programme competencies, learning outcomes and subjects implementing them). The interlacings as descriptors are well within the cognizance of the above average student. Concerning the final award, during interviews with students, the Reviewers learned that the final year of the programmes' learning outcomes correlated well with their academic and professional needs and in terms of levelness. Students in interview explained that they felt stretched and significantly tested during the final phase of the programme.

2. Curriculum design

The programme meets the legal requirements, including the 2 professional internships.

The programme volume of 180 credits conforms to the requirements of the necessary legal acts. It is assembled in terms of general subjects of school studies, with a total of 20 credits, 5 of them elective and study area subjects culminating in a total of 160 credits, 5 of them being electives; 30 (10 and 20) credits are dedicated to professional internship. 10 credits are available for thesis preparation and defense. The programme corresponds to the Lithuanian Qualifications Framework, Level 6, and is in accordance with the recommendations set out in the Bologna process. Timetables for teaching are compiled for each semester, so to be as compatible as possible to the students and teachers. Timetables enumerate subject delivery times, classrooms and teachers' names and are composed to enable theoretical and practical instruction cycles to be repeated in a consistent way. Timetables are approved by the Quality Centre.

The programme's scale and its individual subjects and credits remain the same whether full-or part-time. The full-time study plan of the programme allocates 5-6 subjects per semester and the part-time mode comprises 4-5 subjects. Each subject is concluded with an examination, or assessment of a student's individual work (project). Elective subjects of the programme assume a total of 10 credits. The Programme concludes with an assessment of competencies gained throughout the student's final dissertation (project), which are demonstrated by the student during the project's defense. The Reviewers noted the inclusion of *Business Management* in the current ISLB's attractive and engaging publication of programmes offered in the English language.

There is an even spread of subjects as much as there are distinct interconnections between subjects across the programme, but no particular overlaps are encountered. However, the Reviewers considered that there would be scope, in certain areas, for doubling up should the current programme continue with recruitment difficulties, or find any other future necessity for reduction in the staffing complement. A total of 169 students (full-and part-time) were admitted in 2009, whilst the figures for 2012 show a significant fall, with just 13 full-time admissions (SER, p.22, para. 71, Table 12).

The Reviewers acknowledged the capacious professional coverage, which ensures good student opportunity for the gaining of theoretical and practical competencies in the field of Business

Management. A top up is also available for those who wish to progress to the Applied Bachelor with NLH University of Applied Sciences in the Netherlands.

The subject descriptors and content illustrate an assured and thorough grounding in *Business Management* which meets the criteria of the award. The subjects also identify a strong command of the programme in holistic terms, and pre-eminently illustrate the number of academic and professional strands required for the full make-up of the programme. The Reviewers believe that the programme reveals enhancements which are exemplified in the detailed subjects and also in the parameters of the professional field and workplace. These, *inter-alia*, include considerable strengths in the 'management' emphasis across the necessary disciplines allied to business.

Updating of study results of the Programme, in the formal arena has been influenced by the requirements for higher education institutions and their implemented study programmes, regulated by legislation: Order No. V-501 by Lithuanian Minister of Education and Science of April 9, 2010 "On approval of general requirements description for the degree-awarding first cycle and integrated study programmes" and its amendments; Order No. ISAK-1026 by Lithuanian Minister of Education and Science of May 15, 2009 "On approval of Full-time and Part-time study forms description", and others through other means, such as vital inputs made by the social partners (SER, p.6, paras. 6-7). The intensification of international work is also influential, particularly the current possibilities in the Netherlands, outlined above, also through the SPACE European Business Competence diploma and EU extensions in Life-Long Learning (SER, pp.6-7, paras. 9-10).

The content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes and, as endorsed by students during Reviewer interviews, those designed at year 3 are sufficiently demanding for students at this level of academic study.

The scope of the programme is sufficient to ensure coverage of the learning outcomes and is admirably interesting and relevant for students and the pedagogic staff. As to the scope possibly being 'too challenging' for the average student, a rejection of this postulation (made by a Reviewer during interview) was given by students during the on-site interviews. The students claimed that they had the personal resources and resilience to apply themselves successfully to each modular task, confident that the opportunity was theirs to take.

The programme is up-to-date in its comprehensive coverage and adequately reflects the expertise of the programme team. The curricula vitae of the programme team reveal a range of expertise and experience and are sufficiently open and prospective for the reception of change and innovation in the professional world. However, within the manifest expertise and experience, some particular issues emerged: more teaching input was expected by social partners in professional English facilitation; they also declared that greater confidence in leadership was an imperative among the student body overall and that this needed to be addressed pedagogically. Equally, in hearing calls from students and social partners for more practical emphasis, the Reviewers learned that no practice opportunities were currently available in year 1. Whatever the rationale for this omission may be (and the Reviewers could not locate it), the calls being made should be heard and addressed in the immediate future.

Students, though enthusiastically positive about the programme (and also the Alumni group who remarked without reservation that they would choose the programme again), mentioned that having been advertised, the subject 'marketing' proved to be elusive in the curriculum, which for one individual was a considerable disappointment. Elsewhere, another student asserted that in the teaching of English, undifferentiated classes in levels of proficiency did not assist his progress in this vital area of internationalisation. These issues caused the Reviewers some slight

concern and they hoped future practice would determine their eradication. Students of *Business Management* expressed to the Reviewers that they would appreciate more applied emphases in mathematics courses. This curricular issue requires more re-adjustment in emphasis, rather than a syllabus re-write.

3. Staff

Annex 2 states 31 staff, though Annex 3 details 25 curricula vitae. The programme has at least 10% staffing expertise in the scientific domains, which ensures legality, and nearly all staff (97%) have no less than 3 years' practical experience which adequately matches the subjects they teach.

The qualifications of the teaching staff are adequate to ensure coverage and completion of the learning outcomes. Around 90% of staff hold a master degree, while 27% hold doctoral qualifications. Many of the teaching cohort are well-published in their fields and the rich complement of expertise includes specialists in philology (several languages), law, applied statistics, history, civil engineering, electrical engineering, mathematics, marine engineering, marketing, business management, building science, international business management, psychology, education, economics, philosophy, business administration and services management. There are no full Professor post holders, but there are 10 Associate Professors among the lecturing staff. More full professorial appointments would obviously enhance the academic and professional profile of the programme.

Given the current trends towards low admission rates to the programme, the staff-student ratio is optimal; the number of teaching staff is more than adequate to ensure the pedagogical coverage of the learning outcomes. Given the current low student numbers and the uncertainty for future recruitment, the corollary of this situation could create a considerable sustainability issue. This possible consequence was however rejected by the programme team during interview. Given the apparently generous staff student ratio (not detailed in a precise calculation ratio) reasonable amounts of research time should be available; however, full-time staff members may have commitments up to 18 hours contact time (320 hours per year), though many staff have fractional contracts and hold teaching positions in other institutions. There is an annual appraisal system in operation for the evaluation of pedagogical performance, research planning and publication.

For future staffing, the Reviewers felt that there could be a stronger numerical core of full-time staff, which would be consolidating and to the advantage of ISLB. Greater emphasis on international languages, ie., English and Russian is desirable, particularly the former, towards sustaining the future of the international version of *Business Management*, acknowledged earlier in the report.

The Evaluation Report (SER p.17 para. 36) delineates staff turnover, describing any staff movement in terms of 'objective reasons: changes in the subjects of the Programme and their content, departure to live and work in another city, changed working conditions in another workplace, start of doctoral studies, long-term parental leave' (SER, p.16, para.42). Many of the staff, whose average age is 45, are substantially time-served at ISLB; 48% of staff are over the age of 40 and 8% over 60 years. While there is a very reasonable age balance, the future might hopefully allow for more appointments in the lower age range to re-balance career structures on the programme. Current student recruitment statistics, however, may not prove prospectively helpful in respect of additional appointments.

Professional development, necessary for the the provision of the programme, is made possible through ISLB's Knowledge Management Centre, which, in part, is designed to improve teaching staff competencies. Each academic year, the Centre organises teaching staff pedagogical competencies self-improvement weeks (SER p.17, para. 47), ensuring that the training is attended by all teachers. There are a number of other means [eg. conferencing and internships] for the professional development of staff. There appears to be no provision for full sabbatical leave.

Despite some dramatic downturns in student recruitment, staff mobility during 2011-12 shows an increase on the previous year, with 6 staff members undertaking mobility to Bulgaria, Portugal, Great Britain, Italy and Finland. By contrast, mobility to ISLB during the same academic year shows a decrease in comparison with the previous year, with 5 academic colleagues arriving from Latvia and Turkey. Lack of staff mobility, both ways, is caused by several barriers, including finance, personal facility and linguistic competence, mainly in the two 'bridge' languages outside Lithuania, these being Russian and English. Staff development measures should make time and funding available for teachers to engage in fast-track competencies in language training. Increasingly strong marketing for the international version of *Business Management* may well invigorate incoming and outgoing staff mobility.

Concerning research related to *Business Management* ISLB publishes two periodic peer-reviewed scholarly publications, *Business and Law* and *Current Issues of Business and Law*, in which are contained, Lithuanian and foreign research results, overviews of research papers and reviews. Published also, are scientific articles prepared by the teachers of the programme and / or programme students. A number of staff projects are enumerated (SER p.17, para. 49). These include: work in teacher competencies, entrepreneurial competencies, e-learning, updating study programmes in business and marketing, fostering internationality, the development of human resources (improvement of the press and publication for students) and innovative teaching. Staff participate in Leonardo da Vinci and engage in other EU/EC activities. (See SER, Annex 3, for a fuller illustration of the scope of staff research and publication.)

4. Facilities and learning resources

ISLB has teaching office and other space comprising an area of 14,343 square meters. This includes 39 fitted classrooms, including 7 computerised classrooms. During a single teaching session there is sufficient accommodation for 3,000 students at a time. Computerized places number 235 in seven computer classrooms. In 2012, a practical training centre was added. The *Ideas Laboratory* is a creativity classroom, equipped with the necessary computer programmes and equipment dedicated to technical areas of the curriculum. Increased professional and technical support additions include: a professional sound recording studio, equipped with an audio booth and a photo-video studio, including a professional video camera, camera, illumination system and other supporting technologies and instruments.

ISLB's teaching and learning equipment includes a well-resourced library which is installed with ALEPH. There are 23,949 specialist books and 3276 bibliographic records. The library houses 36 workstations and 35 computerised workstations and in addition to Lithuanian, there are resources in English, German, and Spanish. Databases include EBSCO, EMERALD, TAYLOR AND FRANCIS, LITLEX, INFOLEX.PRAKTIKA. Legal documents and information can be searched in INFOLEX.PRAKTIKA. Moodle and the virtual learning environment is available and an automated system is in operation geared towards answering students' questions. The Distance Learning Centre organizes systems of learning at ISLB to meet the needs of individual students.

Teachers, responsive to the knowledge society and the velocity of technological progress, assist students in designing different practical exercises that imitate real practical situations in the labour market. Reviewers, during the site visit, noted that not all computer technology was modern and that the number of printers should be increased. Training in Moodle and e-competencies is also needed for those students who had yet to gain confidence in e-systems. Reviewers felt that e-technologies could be engaged more fully with students.

Students' practice is mainly in the form of internships which are in line with the aims and intended learning outcomes of the programme, and allow students to undertake professional internships and the final professional internship with Lithuanian and foreign companies. Opportunities exist for internships in EU countries, including internship with the Erasmus mobility scheme. Students undertake internships in well-established companies whose relevance to the programme is proven and transparent. Internship supervisors are drawn from appropriately qualified staff who can discharge the role with confidence and credibility.

Towards assuring the quality of services and the compendium of knowledge and skills available to students, 'ISLB has signed a cooperation agreement with the Association of Financial Analysts, the Lithuanian Chamber of Auditors, Lithuanian Business Employers' Confederation, the National Insurance Brokers' Association, Danske Bank A / S Lithuanian Branch, Bank Citadelė, Lithuanian Hotels and Restaurants Association, Lithuanian Tourism Association, Lithuanian Association of Communication Agencies (KOMAA)' (SER, p.20, para.63). ISLB cooperates closely with Lithuanian and international recruitment agencies (CVbankas, CVonline, CVMarket, E-praktika), and other institutions and organizations with similar operations, from whom can be obtained information about internship places.

The Career Centre of ISLB maintains an internship and employment database in which is found a range of helpful student information. The Career Centre stays in touch with graduates and monitors employability of ISLB graduates. However, the Reviewers could find no evidence of a formal 'tracer' scheme in operation.

Teaching materials are adequate and accessible. We find, inter-alia, (SER p.21 para.66) that students are able to work independently and are trained to select the most suitable means of self-support in employing methodological publications and to research relevant publications and other sources from the library rooms, to develop confidence in the Moodle virtual environment. The Reviewers were of the view that not all students are able to work independently – especially part-time students - but all are able to contact teachers via e-mail, on any curricula matter, or guidance on suitable literature for self-study. Resources and learning methods are complemented, amended and published for students. There is a methodological database which is constantly updated for students who are keenly encouraged by both teaching and support staff.

5. Study process and student assessment

Concerning admission, applicants are admitted by tender. The minimum rates for the persons claiming for state-funded studies are set by the Minister of Education and Science. To achieve state funding the grades are competitive (Matura [state] examination) in the following subjects: Mathematics (weighting factor 0.4); Lithuanian Language and Literature (weighting factor 0.2); and the annual grade in a foreign language (weighting factor 0.2). (SER, p.21, para. 68). However, Reviewers learned that admission is possible for fee-paying students whose entry qualifications may rely substantially on the school-leaving examinations rather than the majority of examination passes being gained through the State Matura. During interviews at ISLB, when the Reviewers enquired about admission policy, one student claimed it was an 'easy' process. The reviewers also learned from the Alumni group that historically at one point, the annual drop-

out rate had been spectacularly high with only a small percentage surviving to graduation; it should be added however, that this information is not official statistical reportage from ISLB. In 2008, there were 89 full-time and 80 part-time students, while in 2012, the figures for full-and part-time students were 13 and 0 respectively. Demographic changes are given as the principal cause of decline and it is also mentioned that many of the students who *drop out* resume and complete their studies at later dates. However, whatever the analytical rationale given in the SER, these figures did not induce **complete** confidence in the Reviewers towards the **potentially serious matter of** future sustainability of the programme.

Despite the trends in demographics and their effects on recruitment which were discussed during interviews, the Reviewers believe that the matter of student intake and progression rates should be an urgent priority, at the heart of ISLB strategy over the next ten years. Increased internationalisation and global interests were noted by the Reviewers, but nevertheless they felt that a far greater intensification of marketing was of paramount importance both towards increasing the selective image of ISLB and in terms of institutional economic sustainability. The Reviewers felt that urgency and pro-activity were imperatives for the coming months.

Within the study process, towards the achievement of learning outcomes, there is considerable emphasis on problem-solving, experiential learning, case-study and simulation which are fundamental to the preparation and training of business managers. The emphasis strives to be practical, and judiciously combined with academic study. Through these means, the pursuance of learning outcomes involves a variety of teaching and learning activities. In the theoretical areas of learning outcomes, lecturer presentations are the methods, together with explanation, demonstration and illustration. Research-informed teaching is important for lectures and for the contemporary direction of students. Practical learning outcomes are pursued, principally, through debates, discussions, group work, individual work, creative tasks, case studies, tasks and experiments, report preparation, underpinned by research-informed reading. Training is addressed across several appropriate venues, including laboratories and a variety of workplace settings; and often learning is based on a student's experiential experiences and problem-solving. A professional/moral dimension in the learning outcomes can be the product of self-analysis, role-play and simulation experience.

ISLB (SER, pp.21-23, paras.69-75) identify a number of reasons why students fail to complete their studies, listing family and financial circumstances as principal causes. Lack of motivation and academic failure are claimed to be among the less frequent causes. Reviewers believe that these latter two categories may well relate to the lower admission criteria for fee-paying students and should be addressed in as many ways as possible. Higher recruitment levels, retention rates and strongly motivated students are key in the quest towards the excellence and competitiveness in the national and international labour markets that ISLB is keen to achieve.

There is opportunity for applied research in projects, scientific events and the *final dissertation* which takes place at the appropriate time in the programme for undergraduates. There is also opportunity for particularly able students to pursue particular *final dissertation* research in areas proposed by the social partners - the external experts in the field of *Business Management*. Reviewers learned that such experts, from time to time, will commission research projects in areas of urgent, or prospective need. The Business Management Department of ISLB has undertaken customized international applied research for JSC Omega in Poland, Russia, Lithuania and the UK. ISLB students, Student Scientific Society and the Business and Law Clinic volunteers contributed to these projects (SER, p.25, para. 89).

Student mobility is encouraged at ISLB. Students are acquainted with the possibilities for mobility and attendant financial possibilities. The International Studies Organization Centre

aquaints students with mobility and arranges information seminars four times a year; the centre is available for one-to-one advice and practical assistance with mobility. However, ISLB's (Erasmus) outgoing numbers are small and are decreasing, as illustrated (SER, p.26, Table 13). But the opposite is true for incoming part-time students, whose numbers for 2012-13 are listed as 63 (SER, p.26, Table 14).

There is a good level of academic and social support for students, including individual study planning, opportunities for bespoke scheduling and a range of website advisory and support facilities. Students receive advice and information through email, and student personal pages have been created in the ISLB data-base. As well as the career centre, there is psychological support (offered within the programme team), advice on sporting and other social and cultural events and activities.

The assessment system of students' performance is clear, adequate and available on-line. Students are informed about the learning outcomes in relation to the assessment procedure, and how interim test results influence final grades, procedures regarding retakes, applying theory to practice, the avoidance of plagiarism and how the cumulative process works. Full-time students receive one-to-one assessment feedback, whilst feedback for part-time students is through electronic means.

The professional activities of the majority of graduates do meet the programme providers' expectations. The Reviewers heard from social partners that they found ISLB an institution with 'both feet on the ground' and that its graduates are realistic about career development, and who are not presumptuous or in expectation of quick career promotion. Graduates are consulted, as are the Alumni, for opinion on future developments and there is excellent communication and synergy between the programme team and the social partners in relation to relevance, updatedness and cooperation. The average annual employment rate for students is around 77%.

Reviewers found that social partners require from ISLB students greater competence in Russian and English, and also enhanced skills in communication and leadership. Reviewers also noted that the programme complement includes study subjects in the *Art of Speaking* and *Professional Foreign Languages*.

6. Programme management

Responsibilities for decisions and monitoring of the programme are clear (SER, pp. 30-34, paras. 108-124) but could be clearer in terms of day-to-day performance and the managerial strategies employed in relation to vision and longer-term planning. This is especially important in relation to future changes and any anticipated changes in staff profiles. There are programme committees, led by managers of the study programmes who monitor the quality of the study programme. Programme managers provide programme committees with proposals for innovation and change in relation to increased quality. It is the Academic Council, which makes appropriate decisions. The Programme Committees' performance is regulated by the *ISLB Regulations of Study Programmes Committees*. Reviewers, during interviews, found that staff were able to manage themselves, but that there were also weekly and fortnightly meetings with managers and excellent communication through emails and telephone.

Intriguingly, programme management has at its administrative helm, the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*. While this is an admirable facet of quality management and a governing authority for quality assurance, Reviewers found it less easy to discern precisely how the ESG, as applied to *Business and Management*, operate as an umbrella mechanism for *overall* programme management. However,

ISLB's Quality Manual is an exemplary internal publication, deserving of particular commendation.

There is a functional internal QA system in place for the assessment of the programmes. Data is regularly collected, compiled and analyzed. Programme assessment is based on the indicators that meet the objectives outlined in the ISLB strategy. The indicators are illustrated (SER, p.31, Table 19).

The above-mentioned indicators are collected and analyzed as in all ISLB programmes and are used for comparative analyses and programme improvement. The Reviewers looked at two sets of student evaluations (2008 and 2010) which were expressly focused on teacher evaluation. No data was available on programme evaluation. The Reviewers recommend that programme evaluation should be of equal importance in student evaluations.

Social partners and potential employers as stakeholders, have roles which are integral to the evaluation and improvement processes of the study programmes. Representatives, who are members of the ISLB Council and the Academic Council, offer final thesis themes and are involved in Qualification Commissions, which deal with final assessment of student competencies and the awarding of higher education qualifications. Stakeholders participate in ISLB events: scientific conferences, seminars, student fairs and round-table debates. Their particular role in the commissions for dissertation defence gives them a key insight into standards and competencies.

There is copious and clear evidence in respect of activity in internal quality assurance procedures. Teachers are part of the internal audit groups which perform internal audits of all activities at ISLB, which are in accordance with the *Internal Audit Procedure (VP21)*. Opinion on the study programme and proposals on its quality improvement can be expressed in teacher polls. (see mention of the 2008-2010 evaluations above.) The SER (p.30, para.116) mentions formal periodic inspection at ISLB, but this refers to external regulations in respect of the *Centre for Quality Assessment; SKVC*). However, study programmes are reviewed during the development and improvement process, and carried out through the Programme Development Group, by decree of the ISLB Director.

This vital monitoring and review mechanism is similar to that advocated by ENQA (European Standards and Guidelines [ESG]). That the SER closes in a statement of catch-all confidence in its own assessment of quality assurance effectiveness (SER p.34 para.134) can very largely be justified in terms of quality-assurance procedures, but less so in terms of evidence for general management operations, as discussed earlier in the report.

III. RECOMMENDATIONS

1. **Differentiation in Language Teaching/Applied Mathematics.** To ensure improvement in practical competences and skills, language classes should be differentiated to actual proficiency level. More applied mathematics would be welcomed by students.
2. **Deliverables.** To ensure that what is publicly advertised and promised for students is accurate and deliverable.
3. **Improvement in practical skills.** Greater intensification of practical work should be a priority at all levels of the programme. Practice placements should be available in Year 1.
4. **Full-time and part-time teaching staff.** A larger full-time complement of staff will facilitate stronger consolidation and coordination as well as for Quality assurance & Quality Management.

5. **More frequent and competence-based usage of Moodle and E-Systems.** Both teachers and students should engage in training as part staff development and training. Consider using Moodle as a mode for the purposes of student assessment.
6. **Wider parameters for marketing and changes in the Career Centre.** Other than strategy based on students' feedback more formalised strategies are required in order to enhance the visibility of the international market. This has to be desirable for ISLB in order to avoid image problems in terms of quality standards in recruitment. A more pro-actively visible Career Centre regarding social partner contact (such as distribution of students CV's) as well as interaction with students is also a strong recommendation.

IV. SUMMARY

The programme is attractive and put together with skill and expertise. It has strengths in the comprehensiveness of the course units (modules), the opportunities for problem-solving, experiential learning and in professional commissions for research overseas. In these respects, the programme offers a mature pedagogical experience, coupled with very good professional opportunity in *Business Management*. The current staff-student ratio is optimal and also is attractive to potential students. There is gradual learning for students, culminating in an effective and testing Year 3.

Internally, study facilities appear to be excellent as do library and software provision. Opportunities for mobility exist and students are given the opportunity to seek representation on various committees and to make contributions to the quality assurance process. There is evidence of strong student-support services and excellent opportunities for internship, careers and progression into the world of work. More effort should be put into Moodle artifices for both students and teachers, and to consider the usefulness of it in the assessment of students and further academically-related functions. In terms of the curriculum, unless there are restrictive clauses, what is published and advertised should be available to students.

What appears as a strength may feasibly be, in places, more bewildering to students: this is the matter of learning outcomes. Generally, while they are admirable and stylishly composed, students might immediately or gradually lose their way in the maze of objectives, competences and general intention. The Reviewers believe the learning outcomes should be revised slightly and some of them recast in terms of graduated learning and progression (as indicated in the appropriate section above). Greater concentration on key languages in designated proficiency-level classes, leadership training, practical placement and more applied mathematics would be greatly enhancing to the programme.

Moreover full professorial appointments, doctoral activity and completion will further support and enhance the very good programme on offer. Concerning internal staff development, there is a dearth of evidence on the actual outcomes and the benefit to students and to ISLB. It is one matter to attend in-service training, which is certainly in place, but quite another to measure its effectiveness, even if that effectiveness can be observed only in small graduations.

Concerning quality assurance and management, Reviewers did not gain a precise and clear picture on how the *European Standards and Guidelines* are actually being used, though student surveys on staff are regularly carried out, and there are copious methods for monitoring and reviewing quality. The Quality Manual is a distinctive internal document. Management of the programme is clear in labelling, that is in terms of the staff who perform it and also in terms of some of its important structures; but it is less clear in terms of how management operates on a week-to-week basis, and what management issues are important for the successful running and future planning of *Business Management*.

Finally, the SER and site visit offered much detail in the various arenas of learning outcomes, content and external relations, support and professional development perhaps to some extent at the expense of the big issues, those concerning sustainability, the future perspective, growth and funding; and while the Reviewers wish to conclude with a positive endorsement concerning the analysis of the contemporary situation and provision the programme team has provided, the SER and site-visit interviews revealed that the ISLB tends towards some myopia in relation to the possibly *tough* road ahead. Although difficulties in recruitment have been explained in terms of demographic change, and that strong efforts are being made in internationalisation, the ISLB urgently needs a stronger, more persuasive and assertive marketing strategy, both national and international, and more overseas partners towards the securing of a robust future for *Business Management*.

The Reviewers approve and encourage the programme in the ways illustrated throughout the report and the opportunities available for student involvement in customised projects and the value employers place on the education and training provided at ISLB.

V. GENERAL ASSESSMENT

The study programme *Business Management* (state code – 653N11003) at International School of Law and Business is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	18

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

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

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

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

Grupės vadovas:
Team Leader:

Andreas Knorr

Grupės nariai:
Team members:

Terence Clifford-Amos

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Monika Kavaliauskė

**TARPTAUTINĖS TEISĖS IR VERSLO AUKŠTOSIOS MOKYKLOS PIRMOSIOS
PAKOPOS STUDIJŲ PROGRAMOS *VERSLO VADYBA* (VALSTYBINIS KODAS –
653N11003) 2013-07-30 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-287 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Tarptautinės teisės ir verslo aukštosios mokyklos studijų programa *Verslo vadyba* (valstybinis kodas – 653N11003) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	18

* 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

Ši programa yra patraukli, joje suderinti įgūdžiai ir kompetencija. Didelė jos stiprybė yra išsamūs studijų dalykai (moduliai), problemų sprendimo, patirtimi grįsto mokymosi ir profesinių mokslinių tyrimų atlikimo užsienyje galimybės. Šiuo atžvilgiu programa suteikia brandžią

Studijų kokybės vertinimo centras

pedagoginę patirtį, kartu ir puikias profesines galimybes verslo vadybos srityje. Dabartinis dėstytojų ir studentų santykis yra optimalus ir patrauklus būsimiems studentams. Studijos yra laipsniškos, tretieji, baigiamieji metai – sunkiausi ir efektyviausi.

Studijoms skirtos patalpos ir įranga (pvz., biblioteka ir kompiuterių programinė įranga) yra puikios. Egzistuoja mobilumo galimybės, be to, studentai gali dalyvauti įvairiuose komitetuose ir kokybės užtikrinimo procese. Turima įrodymų, kad studentai yra stipriai remiami ir turi puikias galimybes stažuotis, siekti karjeros ir įsitvirtinti pasaulinėje darbo rinkoje. Ir studentai, ir dėstytojai turėtų įdėti daugiau pastangų, kad įsisavintų „Moodle“, ir apsvarstyti galimybę naudotis šia sistema vertinant studentus ir atliekant kitas akademinės funkcijas. Kalbant apie programos turinį, tai, kas paskelbiama ir reklamuojama, studentams turėtų būti prieinama, jei nėra tam varžančių sąlygų.

Tai, kas, atrodo, yra stiprybė, studentus kartais gali išmušti iš vėžių, pavyzdžiui, numatomi studijų rezultatai. Nors jie suformuluoti puikiai ir netgi įmantriai, studentai gali tuoj pat arba laikui bėgant pasiklysti šiame tikslų, kompetencijų ir bendrųjų ketinimų labirinte. Vertinimo grupė mano, kad numatomus studijų rezultatus reikėtų peržiūrėti ir kai kuriuos iš jų pataisyti, pvz., dėl laipsniško mokymosi ir pažangos (kaip nurodyta atitinkamoje ankstesnėje dalyje). Programos vertė smarkiai pakiltų, jei daugiau dėmesio būtų skiriama pagrindinėms kalboms (ir nustatytas jų mokėjimo lygis), lyderystės mokymui, praktikai ir taikomajai matematikai.

Be to, ši ir taip gera siūloma programa dar labiau sustiprės, jei ją dėstys tikrieji profesoriai, daktaro laipsnio siekiantys dėstytojai. Kas liečia vidinį šios aukštosios mokyklos personalo tobulinimą, trūksta įrodymų, kad rezultatai pasiekti ir kad studentai bei TTVAM turi iš to naudos. Viena yra dalyvauti kvalifikacijos kėlimo kursuose neatsitraukiant nuo darbo, kas iš tiesų vyksta, tačiau visai kas kita yra vertinti kursų veiksmingumą, net jei jis tik vos pastebimas.

Dėl (programos) kokybės užtikrinimo ir vadybos vertinimo, grupė nesudarė tikslaus ir aiškaus vaizdo, kaip iš tikrųjų taikomi Europos standartai ir gairės, nors nuolat atliekamos studentų apklausos dėl personalo ir taikoma daug kokybės stebėjimo bei tikrinimo metodų. Kokybės vadovas yra savitas vidaus dokumentas. Programos vadyba yra aiški ją vykdančio personalo ir kai kurių svarbių struktūrų prasme, bet mažiau aišku, kaip ta vadyba funkcionuoja kiekvieną savaitę ir kokie vadybos klausimai turi įtakos sėkmingam Verslo vadybos programos funkcionavimui ir tolesniam planavimui.

Iš savianalizės suvestinės ir vizitų metu gauta nemažai išsamios informacijos apie numatomus studijų rezultatus, turinį ir išorės ryšius, paramą ir profesinį tobulėjimą, kartais galbūt svarbių klausimų, susijusių su tvarumu, ateities perspektyvomis, augimu ir finansavimu; ir nors vertinimo grupė nori padaryti teigiamą išvadą dėl dabartinės padėties analizės ir programos grupės pateiktų nuostatų, savianalizės suvestinės analizė ir pokalbiai vizito metu atskleidė, kad TTVAM tarsi nemato, koks sunkus kelias jos laukia. Nors su stojimu susijusios problemos buvo siejamos su demografiniais pokyčiais ir buvo aiškinama, kad dedama daug pastangų sutarptautinti šią programą, TTVAM skubiai reikalinga tvirtesnė ir labiau įtikinanti rinkodaros strategija, tiek nacionalinė, tiek ir tarptautinė; be to, reikia įgyti daugiau užsienio partnerių, kad būtų užtikrinta tvirta Verslo vadybos programos ateitis.

Vertinimo grupė patvirtina šią programą ir skatina ją įgyvendinti taip, kaip nurodyta šiose vertinimo išvadose, palaiko studentų galimybes dalyvauti individualiuose projektuose ir pritaria vertei, kurią darbdaviai investuoja į TTVAM suteikiamą švietimą bei mokymąsi.

III. REKOMENDACIJOS

1. Diferenciacija kalbų mokyme / taikomojoje matematikoje. Siekiant tobulinti praktinius gebėjimus ir įgūdžius, kalbos paskaitos turėtų būti diferencijuojamos iki tikrojo (kalbos) mokėjimo lygio. Studentai pageidautų daugiau taikomosios matematikos paskaitų.
2. Dėstymas. Reiktų užtikrinti, kad tai, kas viešai skelbiama ir žadama studentams, būtų tikslu ir iš tiesų suteikta.
3. Praktinių įgūdžių gerinimas. Praktinio darbo stiprinimas turėtų būti visų programos lygių prioritetu. Praktika turėtų būti prieinama ir pirmaisiais studijų metais.
4. Visu ir ne visu etatu dirbantys dėstytojai. Priėmus daugiau dėstytojų dirbti pilnu etatu, sustiprėtų valdžia ir koordinavimas, kokybės užtikrinimas ir kokybės vadyba.
5. Dažnesnis ir kompetencijomis grįstas „Moodle“ bei e-sistemų naudojimas. Įgyvendinant personalo tobulinimo ir mokymo programą, mokymuose turėtų dalyvauti ir dėstytojai, ir studentai. Rekomenduotina apsvarstyti „Moodle“ panaudojimą kaip būdą studentams vertinti.
6. Platesni marketingo kriterijai ir pokyčiai karjeros centre. Norint padidinti matomumą tarptautinėje rinkoje, būtina taikyti ne studentų grįžtamuoju ryšiu pagrįstas, o kitas, labiau formalizuotas strategijas. TTVAM turi to siekti, kad išvengtų įvaizdžio problemų, susijusių su studentų priėmimui taikomais kokybės standartais. Be to, labai

rekomenduojama, kad karjeros centras palaikytų glaudesnius ryšius su socialiniais partneriais (pvz., platindamas studentų CV) ir su studentais.