



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos universiteto
VADYBOS PROGRAMOS (612N20007)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *MANGEMENT* (612N20007)
STUDY PROGRAMME
at Klaipėda University

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Vadyba</i>
Valstybinis kodas	621N60007
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4), iššęstinė (5)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos bakalauras
Studijų programos įregistravimo data	2002-06-14 Nr. 1093

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Management</i>
State code	612N60007
Study area	Social Sciences
Study field	Management
Kind of the study programme	University Studies
Level of studies	First
Study mode (length in years)	Full-time (4), part-time (5)
Scope of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Management
Date of registration of the study programme	No. ISAK-1093, 14-06-2002

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I. INTRODUCTION

Klaipeda University (hereinafter: KU) is an institution of higher education, established by the Republic of Lithuania in 1991. In 2011, KU had over 7,500 students. The state financed the studies of 3,200 students. The total staff of KU was in the same year 1,265, including 648 members of academic staff and research fellows. KU offers 67 undergraduate study programmes, 4 special professional study programmes, 51 graduate study programmes (including two in the study field of Management), and 10 post-graduate study programmes (including one in the study field of Management and Administration).

The full-time and part-time Management study programme is offered by the Faculty of Social Sciences and coordinated by the Department of Management. A first external assessment of the study programme of Management was carried out by the experts of the Centre of Quality Assessment of Higher Education in May 2005.

The present Self-Evaluation Report (SER) was submitted to the Expert Team in August 2012. A site visit took place on February 6th, 2013.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1. Programme demand, purpose and aims

The need for the study programme of Management is based, according to the management, on the National Long-Term Strategy (Resolution No. IX-1187, 2002, of the Seimas (Parliament) of the Republic of Lithuania), National Programme of Youth Entrepreneurship Development and Promotion 2008-2012 approved by the Government of the Republic of Lithuania, Klaipeda City Strategic Development Plan 2013-2020: Vision and Priority Provisions, and the need of the labour market (Lithuanian Labour Market, 2010/01).

The aim of the bachelor study programme of Management is to “produce” graduates who are able to enter the labour market or can continue in a master programme, preferably at the University of Klaipeda. Adequate master programmes could be the study programmes of Business Management, Marketing, Health Care Management or Business Economics.

The study programme was designed and improved based on the knowledge and experience of staff members and with the assistance of social partners e.g. with representatives from the labour market (representatives from Klaipeda Regional Chamber of Commerce, Industry, and Crafts or from the Lithuanian Confederation of Business Employers). The programme is closely related to the undergraduate study programme of Economics implemented at the Faculty of Social Science of KU, and to some degree to the undergraduate study programme of Public Administration.

The bachelor programme Management is the only management oriented bachelor programme offered at the University. The knowledge and skills provided by the Bachelor study programme of Management are a solid basis for entering the labour market on a middle-management level especially in companies of the region.

The programme is in line with the KU mission and the strategic aim of the Strategic Plan 2012 – 2020; it is well integrated in the general process of the university studies and research. As there are seven similar bachelor programmes offered in Lithuania future enrolment figures will show whether this programme really fills a niche on the labour market.

1.2. Learning outcomes

The intended learning outcomes shall make sure and visible that general objectives of a study programme and the learning outcomes of individual courses can be achieved. The intended learning outcomes can be found in the academic information system https://web.liemsis.lt/kuis/stp_prisijungim. They are also published in study programme books that are published every two years.

The defined objectives of the Management programme are “to train highly qualified management specialists”. These objectives reflect according to the opinion of the expert team the objectives of a master programme, e.g. they are too ambitious for an undergraduate programme. The learning outcomes and the learning input as laid down in the syllabi are however adequate for a bachelor level.

The syllabi give detailed module descriptions - e.g. level of learning outcome, learning input, teaching methods, methods of student achievement assessment, literature (number of copies available in the library) or responsible staff. (Some of the learning outcomes in the syllabi are not outcome-oriented formulated e.g. Psychology: “The aim of the course is to help students to

better understand...” or Marketing: The aim of the course is to help students to master the basics of contemporary marketing ...”. Output-oriented means: after completing the course students are able to analyse..., to decide..etc.)

The learning outcomes are formally in line with the Dublin Descriptors the Law on Higher Education of the Republic of Lithuania and with level 6 of the European Qualification Framework. A detailed break-down of the course objectives and of the achieved level of knowledge, understanding and abilities is given. Furthermore the subjects of the study programme are linked with taxonomy of learning outcomes.

The Study Programme is annually assessed and revised by the Management Study Programme Committee of the Faculty. Verifying the structure of the programme, the objectives and the quality of the learning outcomes of the different subjects (including content, delivery and further development) are part of that process. The continuous changes reflect the effectiveness of that Programme Committee.

The expert team confirms that the requirements for a Bachelor programme in Management are met.

2. Curriculum design

2.1. Programme structure

The undergraduate Management study programme was designed on the basis of legal acts and resolutions. It is offered as full-time study (8 semesters) and part-time study (10 semesters). The part-time study programme is identical with the full-time study programme concerning objectives, curriculum and teachers. The study programme consists of 240 ECTS (6400 hours). The contact hours represent 32%, the students’ independent work load 68%. This represents a well balanced workload. It is recommended that during the 8 semester the percentage of the contact hours should be gradually decreased, while the percentage of independent work should be gradually increased.

The study programme of Management consists of 49 academic subjects, including 39 compulsory and 4 electives. The programme includes 9 subjects of general university education (26 ECTS) and 33 academic subjects of the relevant study field (170 ECTS). Free-choice

electives are chosen by students from among all the academic subjects taught at Klaipeda University.

The study programme offers sufficient fundamental courses, but only a limited number of electives. This has already been realized in the previous accreditation in 2005, and the extension of the optional package of courses was recommended. To improve the study programme of Management 3 elective modules were designed in 2012 (the volume of each is 27 ECTS): Management of Maritime Organizations, Leadership and Team Work, and Sales Management. These electives are not shown yet in the curricula of the full-time and part-time study programmes because the SER was written earlier than the changes took place. All comments therefore in this report refer to the study programmes before August 2012.

The implementation of the new elective modules shows that the management started changes in good direction, the optional packages are of the potential interest of the students from the region.

2.2. Programme content

The basic subjects of general university education are taught in semesters 1 to 4. (e.g. Foreign Languages, Philosophy, Physical Education, and Psychology, Mathematics, IT). In semesters 3 to 8, students acquire professional qualifications in management related subjects. The curriculum includes two subjects of general university education and two free choice electives. In semesters 4 and 6, students write two course papers (in Management and Marketing Management). Practical skills shall be acquired in two practical periods in semester 5 (Practice I 6 ECTS) and 7 (Practice II 9 ECTS). These skills and the knowledge of scientific research (gained in course paper writing) can be considered as a good basis for writing the Bachelor's Final Thesis. The thesis is written in semester 8.

Although the programme is logically structured and an interdisciplinary integration can be seen, the expert team recommends doing benchmarking to replace some courses with new, integrated courses, for instance on public management, supply chain management, or corporate strategy. The international aspects of subjects like Marketing, Logistics or Finance Management should also be emphasized, The titles of potential new courses can reflect to the international content, e.g. International Marketing or International Finance Management. The expert team also recommends that some subjects might be delivered in English language. Offering an additional language (e.g. Russian) could also strengthen the international profile.

3. Staff

3.1. Staff composition and turnover

Academic staff with sufficient academic research and practical work experience is recruited on the basis of the Descriptor of Order of Attesting and Competition for Tenure of KU Academic Staff, Heads of Departments, and Deans of Faculties Research Fellows, and Researchers approved by Resolution No. 11-42, 04-05-2012, of KU Senate.

The full-time staff gets 5 year-tenure by means of a public competition. The Curricula Vitae of the academic staff demonstrate that their qualifications comply with the requirements of the legal acts, the aims of the Management study programme, and the intended outcomes.

The total number of teachers involved in the programme is 31, thereof 15 of the department of management, 16 from other departments. 85% of the teachers work full-time. Of the total number 5 are professors, 8 associate professors and 5 PhD students are employed as lecturers. In the Department of Management, the majority of the teachers work full-time. They account for 85% of the academic staff. The workload of the academic staff of the study programme of Management is annually regulated by the resolutions of the KU Senate. The workload of a full-time teacher of the Department of Management is 775 hours on average, including 249 contact hours (i.e. 32% of the whole workload). The teacher/student ratio of 1:5,3 is adequate.

The non-academic staff consists of 1 specialist of computer maintenance, 3 librarians, 1 administrator of the Faculty computer network.

The number, qualification and workload of the staff meet the requirements to deliver a quality study programme. Involving more practitioners in the study programme would strengthen the practical part of a Management study programme. As about 50% of the teaching staff is not from the department of management but from other departments of the university, changes in the number of students can be adjusted by the number of staff to keep the quality level.

3.2. Staff Competence

Concerning the age structure there is good mixture: 8 teachers have an experience of academic work of more than 30 years, 8 teachers, from 20 to 30 years, 11 teachers, from 10 to 20 years, and 10 teachers less than 10 years.

Most of the staff who are teaching subjects in the study field of Management conducts research and publishes the outcomes in scientific publications (Appendix 3: Curricula Vitae). Between 2007 and 2011 the staff published 111 articles in reviewed publications, 3 textbooks, 5 methodological aids and 1 monograph. They are participating in different national and international projects and are active in the annual international conferences held by the Faculty of Social Sciences.

Teachers are evaluated after each term by students. For professional development the staff of the study programme participated in the courses of English. One “instrument” to improve staff competence is teacher exchange. Staff mobility is related to the aims of the Bologna process. Short term exchange of academic staff in the Erasmus programme is, however, limited by financial resources. The number of outbound teachers (between 4 to 10) corresponded with the inbound teachers in the period 2007 to 2011.

Regular professional development of the staff can be proved by a rather large number of teachers of the study programme who have been promoted to a higher rank in the recent years. The expert team was informed that there is written staff development plan, indicating preconditions for future development and promotion.

4. Facilities and learning resources

4.1. Facilities

The faculty has 14 classrooms that can simultaneously seat 614 students. Lectures for large groups of students take place in 2 classrooms: 150 seats and 120 seats. The lectures and classes that need video equipment take place in a classroom with 30 seats. Other lectures and classes take place in the remaining 11 classrooms from 20 to 70 seats. Ten classrooms are equipped with multimedia equipment.

For large groups of students, the new Aula Magna classroom building has two classrooms (500 seats) with the equipment for teleconference broadcasting and receiving and contemporary demonstration equipment can be used, too

In the Faculty of Social Sciences, students have 2 computer labs with 24 computerized seats. The Electronic Information Centre has 12 computers; additional 12 places are in the Internet Reading Hall. The reading halls of the libraries of the Faculty of Social Sciences offer 34 computerized workplaces. There is all necessary software for the study programme. Wireless internet is available in all facilities. Apart from the faculty library students have access to the central university library.

The equipment with a sufficient number of multimedia projectors, laptops, stationary computers, video cameras and copying machines guarantees according to the expert team findings an infrastructure for applying up-to-date teaching methods.

KU and the Faculty of Social Sciences have collaboration agreements with business enterprises that are willing to receive students for practice. The KU Career Centre provides active help in looking for practice sites. Student practices are supervised by the Head of Practice from the Faculty, a mentor appointed by the host enterprise, and a tutor—a teacher of the Department of Management. They have close contacts to the companies/institutions that offer internships.

Students may offer practice sites found by themselves. KU supervisors keep in close contact with the social partners during the practice period. During the visit the students confirmed that there is no lack of opportunities in finding adequate practice sites.

4.2. Learning resources

The teachers of the Department of Management and students use the services and funds of all the nine divisions of Klaipeda University Library (KUL). The library has 305 user places, (59 equipped with computers). The library offers about 160.000 book titles and access to 51 databases.

Over the period of 2006-2011 the Library acquired 2,472 copies of publications suitable for the study programme of Management. The KU Library acquires approximately 18,000 copies of new documents per year. Since 2010, library users have been also offered e-books that can be accessed by Internet. In general the authorities of KU pay great attention to regular development and upgrading of facilities (IT and library) and the use of new advanced information technologies in the study process.

KU has a virtual learning environment (Moodle), where teachers can present materials and organize individual and group consultations. Teachers have been made acquainted with the application of Moodle in special courses. However during the meeting with the students the expert team found out students are not well familiar with the Moodle system. Most of the information is shared via email. Moodle is mainly used for presenting teachers' materials after the lectures. Students informed the expert team that they would prefer if teachers' material would be available before courses take place.

The learning resources are adequate – and concerning the library and IT facilities exceed – the requirements to carry out a quality study programme.

5. Study process and student assessment

5.1. Student admission

The total number of students to be admitted for specific study programmes are distributed by the Ministry of Education and Science of the Republic of Lithuania. The admission to the Management study programme at KU is based on a competition score (CS). The competition score is the weighted average of the school leaving certificate and the grade of competition tests (admission exams).

The lowest competition scores of admitted students who pay their studies privately have drastically reduced from about 16 (2007-2009) to 3 and 2,8 in 2010 and 2011. The students who were admitted for state financed studies in the same period had the lowest scores of about 20 and 19. To avoid such a wide gap in student admission that would affect the quality of the study programme the senate has decided to admit no more students with a competitive score less than 6. However KU could consider raising minimal competitive score for admitting students even more, to reduce gap in between level of students and to raise quality.

As KU has no direct influence on the number and qualification of students who are admitted, this criterion is not subject to expert's comments. The fact that 95% of the students admitted – up to now - successfully completed their studies indicates that the admission process has been efficient so far.

However these students were selected from a drastically reduced number of applicants, with first and second priority for KU 126 (2011), 174 (2101) and 488 (2007). The number of part-times students has also reduced within the last 4 years, but exceeded the number full-time students, with 91 (2011) enrolled students.

KU tries to attract future students by info-tours to schools, by distributing info-materials and by Career Days and study fairs.

5.2. Study process

The 8 semester (4 year) study plan for full-time students with 240 ECTS is broken down by 30 ECTS/semester (60 ECTS/year). The corresponding figures for part-time students are 10 semesters (5 years) respectively 24 ECTS/semester (48 ECTS/year).

There are only few students dropping out from the undergraduate Management study programme, and – according to the management and information received during the meeting with the students – mainly for personal reasons. Drop-out mainly occurs in the 1st year of studies. In 2010, a greater percentage of students were admitted with a low competition score which led to higher number of students (7) withdrew from the 1st year of studies, where as the average number is from 2 to 3.

KU should carefully observe and analyse the development of the drop-out figures and take measures to avoid negative influences on the success of the programme.

KU has an extended Erasmus University Charter and collaborates with almost 180 partners in 25 countries by implementing activities of the Erasmus programme: student and teacher exchange, intensive programmes, and international student practices. Nevertheless only few students (2007-2011: 12 students) took the opportunity to study at a foreign university. The number of inbound students in the same period was 40.

As Erasmus is a subsidized programme, financial reasons for such low outbound figure cannot fully explain the situation. During the meeting with students following reasons were mentioned: language barriers as well as work and family reasons (mostly for part-time students seem to be a reasonable explanation for avoiding studies abroad).

The expert team advises the management to take steps to support students to participate in studies abroad. Additional incentives (e.g. a bonus programme, loans from the faculty) might be necessary as kick-off programme. Expert team would like to emphasize importance of international projects and conferences for undergraduate students as expert team is convinced that increasing number of this initiatives is going to help students overcome language barrier, what was one main reasons of not participation of students in exchange programs. The expert team is convinced that an increasing number of outbound students will sharpen the profile of the Management study programme as international oriented programme and will in the long run also attract more students from Lithuania.

5.3. Student support

Students are informed and feel informed about the study programme, the syllabi, the recommended scientific literature, assignments of independent work, and deadlines of reports, the integral parts of the final grade and contacts of the university. The same information can be found by students by logging into the academic information system (on the Internet). Students get individual consultations from teachers in the Departments, who react flexible at short notice.

Students are provided with social support (e.g. status of student sportsman with an individual study plan). They are offered grants from several sources or they may get a bonus for research and social activity.

The student support of KU exceeds the supports students usually can expect from their universities. During the meeting with students, number of students knew about all possible support.

The structure of the final thesis and the procedure of its writing and defence are clearly laid out in the Descriptor of General Requirements for KU Students' Independent Academic Papers and Art Works approved by the KU Senate in 2010. The final thesis in Management is defended in front of the Qualifying Board approved by the Rector's Order. All the members of the Qualifying Board taking part in the defence assess the final thesis and its defence.

5.4. Student achievement assessment

The procedure of assessment of students' achievement is clearly explained in the KU Study Regulations. The knowledge of KU students is assessed by an exam or a graded credit test. The exam may be written and/or oral. The study outcomes are assessed on the following principles: justification, reliability, clarity, usefulness and objectivity. Students' knowledge is graded on a scale from 1 to 10, with 5 to 10 being positive, and 1 to 4 negative grades. All the grades are recorded on the study list, a special grading form, and an academic information system where each student may log in by means of a password and see his grade.

The types of assessment of the individual courses are laid down in the syllabi. The exams take place twice a year at the end of a semester at the time indicated in the schedule approved by the Dean. The time given to prepare for the exam depends on the number of credits allotted to the subject: the studies of the volume of one credit are given 8 hours (one day).

Students who disagree with the grade they received may submit an appeal within two days. They may address the Head of the Department in charge of the academic subject and ask him, together with the teacher of the subject, to re-assess the written exam paper or to form a committee for an oral exam retaking. KU students may retake no more than 2 failed exams.

After the exam session, the Head of the Department does an analysis of exam organization, implementation, and grading and discusses the results in the Department meeting.

The assessment procedure is according to the expert team clearly laid down and in line with procedures on a university level.

5.5. Graduate placement

Based on data of Klaipeda Job Centre and of the Alumni Club activity, almost 90% of the graduates (of all management programmes) are employed in their study field.

Graduates are supported by the Career Centre (CC). They help individuals to integrate into professional and social activity, to promote further career development, and to develop cooperation of research and educational institutions in the training of specialists in demand in the labour market. The CC organizes meetings with employers who provide information on the

significance of academic subjects for further career. During Career Days students have an opportunity to communicate with employers on the issue of employment and other current issues.

To strengthen these positive incentives graduates are suggested to join Alumni Club activities. However Alumni club was found only 3 years ago and its activities and traditions are only in developing stage. During meeting with alumni expert team found out that most of the graduates are not involved within club activities. KU management is advised to encourage graduates participation in club activities as these relations with graduates could be beneficial later in field of internships and guest lecturing, expert team is convinced.

6. Programme management

6.1. Programme administration

The study programmes of the Faculty of Social Sciences are annually revised by the Study Programme Committee of the Faculty. The Study Programme Committee designs and coordinates interrelated study programmes of the first cycle. After the revision and discussion in the Committee, the programmes are submitted for the approval of the Faculty Council. Management Study Programme Committee coordinates and controls e.g. the implementation of the programme, its updating, and coordination of its academic subjects.

The administration of the study programme of Management is done by appointing the programme coordinator and attracting stakeholders from the business field, representatives of the employers' association, and student and teacher representatives. The Committee is chaired by the Head of the Department of Management and co-ordinator of the study programme of Management. The members are student of the Management study programme, and representatives of employers association.

Management Study Programme Committee coordinates and controls the implementation of the programme, its updating, and coordination of its academic subjects, organizes meetings with stakeholders, observes legal acts, and, after the provisions of university studies, forms the mechanism of self-control (self-assessment) that assures constant maintenance of the quality of studies, the updating of the content of the studies, methodology, and information environment,

supervision of staff competence and qualification, and objective assessment of students' knowledge and skills.

The expert team had the opportunity to meet the responsible persons who are in charge of the programme. The team got the impression that the present programme is well organized. New developments are taken into account and implemented in the programme. The management is proud to produce bachelors to serve the needs of the labour market of the Western Region of Lithuania. At present most of the students come from that region and will stay in that region after graduation.

The expert team sees a risk in practically limiting the objectives of the Management bachelor to the region. The scope should be broadened. Increasing national or international competition and a weak economic situation in Lithuania might affect the future number of applicants (which already has dropped). Visions for educating bachelors (e.g. specialists in certain fields or internationally trained bachelors) who are looking for jobs in Lithuania as a whole, or abroad are missing. There are also no promotion plans to attract more national students or even students from abroad. There might be potential for bundling and focussing the management resources of the Klaipeda University to realize such visions. The expert team is well aware that this will take time and needs a lot of effort. The first steps could however been done now.

6.2. Internal quality assurance

Apart from a KU Study Quality Committee a mechanism of self-control (self-assessment) was implemented to ensure the quality of the Management programme. A group formed by the Head of the Department controls the updating of studies, methodology and information environment and supervises teachers competence and qualification. Students' surveys at the end of each term are taken into account. However surveys results are collected using hardcopies, distributed by each class professor, what gives possibility of violation of anonymity. Printed surveys distributed in classes gives high response rates with rarely is less than 90 per cent, expert team found out during the investigation of KU facilities. Electronic data processing of the surveys is recommended to make the analysis easier.

The results of the assessment are used to improve the study programme. They help to improve teaching methods, to identify the strengths and weaknesses of the programme and to check the programme functions. All the information about the improvement of the quality of the study

programme is presented in the KU information brochure for the applicants to KU, as well as on the KU website on the Internet. Students are regularly informed about the improvement and development of the quality of the study programme.

III. RECOMMENDATIONS

All comments refer to the study programme laid down in the Self Assessment Report in August 2012 and additional information gathered during the site visit.

1. The expert team recommends to extend the profile and to broaden the scope of the Management study programme. At present the programme is concentrating on getting students from the region of Western Lithuania and on training bachelors for the need of that region.
2. Attractiveness for applicants could be regained and competitiveness strengthened if the programme would be more internationally-oriented and/or more specialized. The introduction of three specializations is a first step in that direction. Evaluating the management resources at KU, increased cooperation and carrying out benchmarking with Management programmes of other national and international universities could give hints for future developments.
3. According to the expert team some fundamental courses can be redesigned to be more integrated and international. Examples can be: new courses on public management and supply chain management, and international marketing.
4. The expert team advises the management to take measures to support students to study abroad. Additional incentives (e.g. a bonus programme, loans from the faculty) might be necessary as kick-off programme. The expert team is convinced that an increasing number of outbound students will contribute to the repositioning of the Management programme (also in public) as international oriented programme and will in the long run also attract more students from Lithuania.
5. The expert team suggests to upgrade students survey tool by moving it to online platform.

IV. SUMMARY

Due to the reduction of state financing of studies and negative perspectives concerning the needs in Lithuania for specialists trained in Management, competition among Higher Education Institutes will increase. A continuous improvement of the quality of study programmes will therefore be essential for future success.

The Bachelor programme in Management was implemented to educate graduates who are able and capable to meet the needs of the labour market by choosing a job after graduation and/or to continue successfully in a master programme. The programme is offered as full-time and part-time programme. The expert team has got the impression, after discussions with students and alumni, that so far these aims have been largely achieved by a theoretically and practically well balanced study programme. Strength of the programme is the experienced and motivated staff.

The study programme needs however an “update” to regain the attractiveness for applicants with priority 1 or 2, which is an important precondition for getting, qualified students. Furthermore a revised programme is necessary to keep the present high level of acceptance for graduates on the labour market. The university is well aware of these necessities and according to the management already in the middle of the process. The expert team stresses that the focus of the renewal should be increasing the internationality and strengthening the practical elements in the study programme.

The international aspects could be emphasised by increasing the number of English lessons or by offering additional languages (e.g. Russian). This would also fill a gap students expressed in the discussions with the expert team members. The achievement of the same objectives would be supported by encouraging teachers and students to benefit from the Erasmus programmes. The almost 180 co-operations with international universities offer a large variety of options. Foreign guest speakers or subjects taught exclusively in English would strengthen the profile of the study programme.

The practical part could be strengthened by involving more practitioners for delivering special courses in the study programme (this is already realised, for instance, in Production Management where a manager from a company is giving lectures).

The expert team is convinced that an important improvement of the study programme will be achieved by the introduction of 3 new elective modules: Management of Maritime Organizations, Leadership and Team Work and Sales Management. One of these modules has to be chosen by a student. All 3 modules meet either the special needs of the region (Maritime Organizations) or are close to the market oriented Management study programmes of other European universities.

The new modules were introduced into the current study programme for the first time in September 2012. As the volume of each module represents 27 ECTS and the total volume according to the Bologna rules had to remain unchanged with 240 ECTS major changes in the study programme (replacements or new weights (ECTS) for existing courses) must have taken place.

In the long run the expert team sees a risk in practically limiting the objectives of the Management bachelor to the region. The scope should be broadened and the programme can be repositioned to gain international competitiveness.

V. GENERAL ASSESSMENT

The study programme *Management* (state code – 612N20007) at Klaipeda University 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.

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**KLAIPĖDOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
VADYBA (VALSTYBINIS KODAS – 612N20007) 2013-03-26 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-62 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Vadyba* (valstybinis kodas – 612N20007) 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

Dėl sumažėjusio valstybės finansavimo ir neigiamų prognozių dėl išsilavinimą vadybos kryptyje turinčių specialistų poreikio Lietuvoje, konkurencija tarp aukštųjų mokyklų, rengiančių vadybos specialistus, auga. Dėl šios priežasties sėkmingam studijų programos vykdymui užtikrinti yra būtinas nuolatinis studijų kokybės gerinimas.

Vadybos bakalauro studijų programa yra vykdoma siekiant parengti absolventus, kurie gebėtų integruotis į darbo rinką ir/arba toliau sėkmingai tęstų studijas antrojoje studijų pakopoje. Studijų programa vykdoma tiek nuolatine, tiek iššęstine formomis. Po pokalbių su studentais ir absolventais, ekspertai priėjo prie išvados, kad iki šiol minėtieji tikslai buvo pasiekiami pasitelkiant gerą teorijos ir praktikos pusiausvyrą. Programos stiprybė yra patyręs ir motyvuotas personalas.

Vis dėlto siekiant didinti studijų programos patrauklumą, kad stojantieji ją rinktųsi pirmuoju arba antruoju prioritetu – tai yra svarbi prielaida siekiant pritraukti gabius studentus, reikėtų studijų programą atnaujinti. Be to, programos peržiūra yra būtina norint išlaikyti aukštus absolventų įsidarbinimo rodiklius. Universitetas apie tokią būtinybę yra informuotas ir, pasak studijų programos vadovų, šis procesas jau yra įpusėjęs. Ekspertų grupė pažymi, kad studijų programos atnaujinimas turėtų būti orientuotas į studijų programos tarptautiškumo didinimą ir praktinių programos elementų stiprinimą.

Tarptautiškumas galėtų būti plėtojamas didinant anglų kalbos arba kitų kalbų (pvz., rusų kalbos) paskaitų skaičių. Tokiu būdu būtų užpildyta spraga, kurią per pokalbius su ekspertais minėjo studentai. Pasiiekti šio tikslo padėtų ir didesnis dėstytojų ir studentų skatinimas dalyvauti *Erasmus* mainų programose. Beveik 180 bendradarbiavimo sutarčių su kitų šalių universitetais suteikia daug galimybių. Studijų programos profilį sustiprintų ir kviestiniai dėstytojais iš užsienio arba anglų kalba dėstomi studijų dalykai.

Praktinę studijų programos dalį galima būtų stiprinti pasikviečiant daugiau praktine veikla užsiimančių asmenų, kurie dėstytų specialius studijų programos dalykus (tokia praktika yra taikoma Gamybos vadybos studijų dalyke, kuriame paskaitas skaito įmonės vadovas).

Ekspertų grupė yra įsitikinusi, kad prie studijų programos kokybės gerinimo prisidės 3 nauji laisvai pasirenkami moduliai: Laivybos organizacijų vadyba, Vadovavimas ir komandinis darbas bei Pardavimų vadyba. Vienas iš šių modulių turėtų būti pasirenkamas studentų. Visi 3 moduliai tenkina specialiuosius regiono poreikius (laivybos organizacijos) arba yra artimi į rinką orientuotoms Europos universitetų vadybos studijų programoms.

Nauji moduliai studijų programoje pirmą kartą buvo pasiūlyti 2012 m. rugsėjo mėn. Kadangi kiekvieno modulio apimtis yra 27 ECTS, o bendra apimtis, pagal Bolonijos taisykles, privalo likti nepakitusi, t. y. 240 ECTS, studijų programoje turėjo būti atlikti esminiai pakeitimai (vienų dalykų pakeitimas kitais ar esamų dalykų apimties keitimas (ECTS)).

Ilgalaikėje perspektyvoje ekspertų grupė mato grėsmę Vadybos bakalauro studijų programos tikslų apsiribojime regiono poreikiais. Reikėtų didinti studijų programos apimtį, o pačią studijų programą pozicionuoti siekiant tarptautinio konkurencingumo.

III. REKOMENDACIJOS

Visos pastabos yra suformuluotos 2012 m. rugpjūčio mėn. parengtos studijų programos savianalizės suvestinės, taip pat vizito aukštojoje mokykloje metu surinktos papildomos informacijos analizės pagrindu.

1. Ekspertų grupė rekomenduoja išplėsti Vadybos studijų programos profilį ir apimtį. Šiuo metu studijų programa yra orientuojamasi į studentų iš Vakarų Lietuvos regiono pritraukimą, taip pat į bakalaurų rengimą būtent šiam regionui.
2. Siekiant susigrąžinti studijų programos patrauklumą ir didinti jos konkurencingumą, reikėtų labiau orientotis į tarptautiškumą ir / arba specializacijų įvedimą. Trijų specializacijų įvedimas yra pirmasis žingsnis šia linkme. KU vadybos išteklių įvertinimas, intensyvesnis bendradarbiavimas ir studijų programos kokybės parametru palyginimas su kitomis šalies ar tarptautinių aukštųjų mokyklų Vadybos studijų programomis galėtų nurodyti tolesnes plėtros gaires.
3. Pasak ekspertų, kai kurių pagrindinių studijų dalykų sandarą reikėtų peržiūrėti siekiant didesnės integracijos ir tarptautiškumo. Pavyzdžiui, galima būtų įvesti naujus Viešojo sektoriaus vadybos ir Tiekimo grandies valdymo bei Tarptautinės rinkodaros studijų dalykus.
4. Ekspertų grupė rekomenduoja studijų programą administruojančiam personalui imtis priemonių studentų studijų užsienyje skatinimui. Šiam tikslui gali prireikti papildomos iniciatyvos (pvz., premijų, fakulteto skiriamų paskolų), kuri pasitarnautų kaip pirminė paskata. Ekspertų įsitikinimu, didesnis išvažiuojančiųjų studijuoti svetur skaičius leistų Vadybos studijų programą pozicionuoti (taip pat ir visuomenės akyse) kaip orientuotą į tarptautiškumą, o tai ilgalaikiu laikotarpiu taip pat galėtų prisidėti prie didesnio skaičiaus studentų iš Lietuvos pritraukimo.
5. Ekspertų grupė siūlo sumoderninti studentų apklausas pasinaudojant tiesiogine interneto prieiga.

<...>

Paslaugos teikėja patvirtina, jog 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.