Vilniaus universiteto

VERSLO INFORMACIJOS SISTEMŲ **(621N10002)**

VERTINIMO IŠVADOS

––––––––––––––––––––––––––––––––––

EVALUATION REPORT

OF *INFORMATION SYSTEMS OF BUSINESS*

(621N10002)

STUDY PROGRAMME

at Vilnius University

Grupės vadovas: Team leader:	Hilyer, Roger
Grupės nariai: Team members:	Bakacsi, Gyula
	Dahlgaard-Park, Su Mi
	Day, Guenther
	Ipsilandis, Pandelis G.
	Mazonaviciute, Ingrida

Išvados parengtos anglų kalba
Report language - English

Studijų programos pavadinimas	***Verslo informacinės sistemos***
Valstybinis kodas	621N10002
Studijų sritis	socialiniai mokslai
Studijų kryptis	verslo
Studijų programos rūšis	universitetinės
Studijų pakopa	antroji
Studijų forma (trukmė metais)	nuolatinės, 2 metai
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	verslo magistras
Studijų programos įregistravimo data	2009-08-31

_____

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	***INFORMATION SYSTEMS OF BUSINESS***
State code	621N10002
Study area	Social Sciences
Study field	Business
Kind of the study programme	University
Cycle of studies	second cycle
Study mode(length in years)	full-time 2 years
Scope of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master in Business
Date of registration of the study programme	31-08-2009

CONTENTS

I. INTRODUCTION

Nowadays information technology management seems to part into two separate professions, that are mutually complementary: technology side and business application (solutions) side. Both complementary parts need to include some content from the knowledge of the other one, in order to be able to communicate with each other. The technology IT experts need to "talk the business language" and understand the business needs (the order of the solutions procurer), and be able to respond (develop IT systems) in a manner serving the best business expectations. On the other hand, business application experts need to "talk the technology language" and understand the IT system logic to be able to formulate the order appropriately, and to be able to answer the questions of the system deliverer.

The two parts have developed enormous bodies of knowledge by now, which are large enough to master in themselves. Both parts need, anyway, to mutually penetrate into the knowledge field of the other part like cog-wheels, for better communication, and co-operation.

Information Systems of Business, second cycle, master programme was started in 1993. Before 2010, the Master's degree awarded was in the field of management and business administration. Currently the programme consists of 120 credits (2 years); however, it is intended to launch Information Systems of Business MA study programme of 1,5 years (90 credits) in the future.

Adopting the aim of developing experts mastering both fields (especially at Master level) may jeopardize both, "grasp all lose all". The SAR recognizes the "increasing demand for specialists in non-technological fields who have IT skills" (p.8.). The program structure and the curriculum suggests, anyway, that ISB master has a stronger IT technology focus (see: architecture, data bases, data protection, data migration, etc.). It would be worthwhile to refine the programme aims formulation to squarely express this, even increasing its competitiveness with this.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The most important aims set out in Self-Assessment Report (SAR) are as follows:

"The most important aim of the study programme *Information Systems of Business* is to prepare qualified business specialists that can fill the niche in the job market; this niche is evident among classical managers and IS designers, analysts and creators." (p.7.)

It would be worthwhile to specify this job market niche in a little more detail.

"The Information Systems of Business programme is structured to prepare skilled business specialists who are able to economically ground the informational technology installation trends and necessary tools, administer the information technology based projects in private and public sectors, and administer, restructure and design processes of information technologies. The ability to analyse the objective areas of information system creation, specify the requirements of the client, design, install, maintain and professionally evaluate information systems."

Further aims are formulated on page 8, as follows:

"to work as a specialist in information systems of business or e-business (in the field of management or technology). A person with an MA degree in business has to:

a) Be able to administer, carry out and supervise the information technology based projects in private and public sectors, administer restructuring, design and migration processes of information technologies, economically ground the information technology installation

trends and necessary instruments, design, install, supervise maintenance processes and professionally evaluate information systems;

b) Know technologies of information systems and the objects of management and business administration as well as e-business; master the development, design, redesign (engineering and reverse engineering) and implementation processes for information systems of business, the principles of traditional and e-business management and administration of organisations, problems and the means of solving them;

c) Be able to responsibly, independently and quickly organise his/her work activity, have analytical thinking, effectively communicate with the client, flexibly and creatively evaluate phenomena and make business related decisions, be tactful, polite, thorough and honest.

Persons awarded the MA degree can work in business and e-business companies, educational organisations, industry and organisations engaged in other activities."

This set of aims of the programme determines both its strength and its vulnerability. The experts have no doubts that all the aims listed above are responses to actual practical business challenges, however, we would cast doub ton the diversity of these aims, and express concerns about the ability to achieve all of them at an appropriate level.

Experts consider that the programme aims and learning outcomes, while sufficient to the purpose, could be amended to reflect more precisely the particular nature and contribution of this programme. Following detailed discussions with students and stakeholders, expert panel considers that the programme could best be described as offering *core competencies* at a level consistent with postgraduate study. It is on that basis that employers express themselves as ready to employ graduates who can both take on responsibilities immediately on employment and adapt to and grow into the particular requirements of their post. Employers acknowledged, and saw as a virtue, the fact that graduates of this programme are well prepared across a range of competencies rather than possessing more focused, specialist expertise which might limit their flexibility as employees.

Another last notice: thename of the diploma is Information Systems of Business at a master's level. The expert panel suggests that award should be rather *MA in Business Information Systems*, and not MA in Business to reflect the content and to ensure international recognition and compatibility. As a consequence the restriction of 60/40 for the allocation of subjects between business and informatics will be lifted to allow more flexibility in adjustments of curriculum (if and when necessary).

Main strengths and weaknesses

Strengths

Clear (research based) understanding of the job market trends (with a wide international outlook)

Program core competence based

Weaknesses

The relatively widely spreading set of aims (written in SAR)

2. Curriculum design

The curriculum design of the programme meets legal requirements formulated by Descriptor of General Requirements for Master's Degree Study Programmes (Order of the Minister of Education and Science of the Republic of Lithuania No. V-826, adopted on June 3, 2010). The total volume of the study programme is supposed to be between 90 and 120 ECTS: this programme provides 120 ECTS. According to the regulation minimum of 60 ECTS should

be devoted to the study field area: this programme this programme consists of exactly 60 ECTS; and maximum of 30 ECTS to elective courses: this programme offers 10 ECTS of this sort. Finally at least 30 ECTS should be devoted to the master thesis: the credits of Final thesis project and defense in this programme are 45(or 49?) ECTS.

All semesters are equally weighed as 30 credits load each.

There are inconsistencies, however, in the mathematics of the curriculum:

- Multimedia Technologies (5 credits) and Business Strategy (5 credits) are alternative options to fill the optional subjects credit framework in the first semester, the overall 10 credits can not be earned (as it is stated in Table 3, on p. 14.). (There are no optional courses in the other three semesters!) If both of them should be chosen (to get 10 credits of elective courses), anyway, then these are quasi-electives (practically compulsory) courses on the one hand, and the first semester is not a total of 30 credits on the other hand (and as a consequence that is not 5 but 6 course in the first semester).

- if we look for the "45 credits for the preparation of the final thesis and defence"(as it is stated in Table 3, on p. 14.), the flow of thesis work seems to consist of four subjects: Methodology of Scientific Research (10 credits, in the first semester), Master exploratory work II/III (7 credits in the second semester), Master exploratory work III/III (7 credits in the third semester), and Master graduation thesis (25 credits in the forth semester). That is a total of 49 credits, not 45.

- if "the scope of the programme subjects is 60 credits, excluding the scientific research thesis" (as it is stated in Table 3, on p. 14.) the three compulsory subjects of the first semester (but Methodology of Scientific Research, 10 credits) are in the aggregate 15 credits, the four compulsory subjects of the second semester (but Master exploratory work II/III, 7 credits) are in the aggregate 23 credits, the four compulsory subjects of the second semester (but Master exploratory work III/III, 7 credits) are in the aggregate 23 credits, and the compulsory subject of the fourth semester (Statistical Analysis of Business Environment, 5 credits) add up to 66 credits (and not 60).

None of them come up against legal requirements: (a) neither 5 nor 10 credits exceed 30 credits maximum of electives, (b) both 45 and 49 credits are above the minimum 30 credits master thesis requirement, and (c) 66 credits of study field area is above the minimum of 60 credits legal requirement, however, these are unaccountable inconsistencies.

The **IT technology** related subjects (Enterprise Information Architecture, Multimedia technologies, Modern Database and data protection, IS project management, Groupware Information Technologies and Infrastructures – a total of 26 credits), **IT solution/application** related subjects (Intellectual Systems in Financial Markets, IS of Management Accounting, Information Systems of Marketing, E-commerce Systems, Financial Risk Management,Statistical Analysis of Business Environment - a total of 25 credits) and **business foundation subjects** (Business Strategy, Theory and Methods of Market Analysis, Financial Risk management, Macroeconomic Business Environment, - a total of 25 credits) are in a good balance. However, the sequence of the three types of subjects are different in the case of different fields (see Fig.1., page 16.):

- Theory and methods of market analysis (business foundation) and Information Systems of Marketing (application) are taught in parallel

- Intellectual Systems in Financial Markets (application) antedate Financial risk management (foundation)

- Macroeconomic Business Environment (business foundation) is followed by Statistical Analysis of Business Environment(application).

Onenoticeable feature of the programme is the extensive element of self-learning: "Individual work comprises 50% of the scope of each subject" (p. 14). Reading the individual course annotations (see: Appendix 1.) the proportionate individual workload of students are well above 50% (sometimes 2 to 1: 112 individual work hours versus 48 contact hours in several instances). It is at least unusual, especially in the case of a full-time program.

It is clear from the SAR, that it is the expectation that students will be taught "part-time like" (most of them work in parallel with the program).

Taking into consideration this structure of work-load the experts have some concerns:

- This structure does not provide much opportunity for team-work;

- especially in the case of technology and the application courses the proportion of individual workload may reduce the efficiency of learning.

However, the extracurricular consultations (introduced by students initiative) at the expense of Professors standby time, seems to somewhat counterbalance these concerns.

Students are satisfied (enthusiastic) about the program. All present graduates found adequate jobs and recommended the programme. The commitment toward the program lastsas alumni: some of the students are engaged intensively in programme improvement, othersmaintaincontact on a personal level.

The expert panel notes that there is an acknowledged need for an enhanced international dimension to the programme. The courses are delivered solely in Lithuanian.An increased use of external speakers, or staff members from outside Lithuania, would necessitate increased use of English as a medium of instruction. We advise the programme team to consider carefully the balance between the use of Lithuanian and the use of English in the programme and to consider the implications of the matter for student recruitment and for the provision of advanced courses in English for students.

Another concern of the expert panel is about plans to reduce the programme to 1½ years. It can hardly be done without harming the quality of the programme. This is likely to happen under present conditions where most students work full time and significant part of studying load is in the form of self-study over the two year period. It is questionable whether intensification of studies can take place without harming the quality.

Main strengths and weaknesses

Strengths

Good balance of business foundation, IT technology, and application.

Weaknesses

Limitations in developing important skills and competences like team-work.

The international exposure of the programme is limited.

Lack of international exposure in the program. Lack of practicing English language in action may hinder the development of fluency in a mainly English language profession.

Master programme does not seem to offer enough inputs to encourage and shepherd students toward the Ph.D. programme.

3. Teaching staff

The staffing is adequate to ensure implementation of the learning outcomes of the programme. Without any doubt, the teaching staff represent high competence in the field of Management, both from academic and practice point of view. (Students reported: "Faculty is not

separate from business"). The mix of competencies is as it should be.It is the observation of both the expert panel and students: this is an engaged and enthusiastic teaching staff, at least from the informatics side. There was no such tangible evidence from the business side.The program lives through the teachers, their engagement .Students acknowledge and recognize it: they are satisfied and feel well supported.

Faculty members can take positions only going through competitive selection process.However, the expert panel could not find evidence for a formal appraisal system, or any awareness in the staff group of the advantages to them of such a system.

All the 15 programme faculty members (who are responsible not just for courses, but Thesis work supervising as well) are habilitated and/or doctors, out of them 7 (43%) professors, 4 associate professors, and 4doctors; this is well above the 80% legal requirement. Only 2 (13 %) guest professors are making up the full-time faculty. The majority of teachers speak foreign language.

Teachers' research and teaching material development are in compliance with their taught study subject. More than half of the teachers have produced textbooks, monographs. 82 ISI listed articles has been published by the faculty members in the last five years.

All the faculty members participated in projects, 9 of them even abroad.

Institute devotes attention and budget to faculty development: expert panel was informed about yearly workshops for teachers's trainings (IT), teachers' mobility is supported (depending on budget available).

The teacher/student ratio is excellent: due to the fact, that the number of the class is below 15, it is about 1:1. However, it is worthwhile to mention that if we apply the international way of calculating this ratio it is much higher since teachers are not employed full time in this programme but share their teaching load is shared among various undergraduate and postgraduate programmes. Still, even calculating with the FTE (full-time equivalent) measure, the ratio meets the requirements.

The turnover rate of the faculty seems to be controlled, causing no risks or negative impacts to the programme. The faculty is quite stable: only 5 newcomers in the last five years.

The age structure of the Faculty is balanced. 40 % of the faculty is less than 44 years old.

Main strengths and weaknesses

Strengths

Highly qualified faculty with a strong business and academic reputation and acknowledgements.

Weaknesses

Lack of a well-established formal appraisal system

4. Facilities and learning resources

The facilities for the implementation of the programme are sufficient both in their size and quality. Buildings and class-room space are extending. Technical resources are sufficient, although development and updating is somewhat slow. Number and structure of computer background (both hardware, and software) foster achieving learning outcomes.

However, budgets for computer equipments and methodological materials had been decreased substantially in the last two years, in such a quickly changing and developing field that may be a problem in the long run.

The expert panel notes with approval that the University is building a new library which should meet the needs of the programme very well. Meanwhile, the working practices of the existing library could be modified in order to give a more streamlined and effective service to students in respect of selection of and access to books.

The expert panel was unable to discover the effective annual budget for book buying but the figures that were presented suggest that it is low. It is advisable to institute a more transparent process in this respect.

The expert panel notes that there is an ambiguity in the University's attitude to publications in Lithuanian. On the one hand, the module descriptors are careful to include books and other material in both Lithuanian and English. On the other, there seems to be a policy of concentrating on building up the library book stock in English. There are implications here for some central policy issues such as the employment of teachers and visiting lecturers who teach in English, access to advanced courses in the English language and the general requirement to internationalise the programme. Without concrete recommendations it is advisableto the University to reconsider its policy in these matters.

Main strengths and weaknesses

Strengths

Good and developing facilities

Weaknesses

Decreasing budget for computer equipments and methodological materials

5. Study process and students' performace assessment

The lack of overlap between Bachelor and Master programmes is a major lure and motivation to apply for this Master programme. As another attraction, students expressed satisfaction that the programme lectures take place at 17.00 or later. This enables them to work while studying. Expert panel noted that, in the student group the work they were employed in was relevant to their degree studies and potentially beneficial to their development.

The admission requirements consist of three elements: the initiation exam/test, additional points, the average of the marks in the supplement of the diploma. The effectiveness of the selection can be judged by the fact, that "evaluations of the examinations correlate with the admission grades. Usually, the students with the higher admission grades pass exams with higher grades than those with lower admission grades." (p. 27.)

The great majority of enrolled students are state-financed, in the last three years they had no tuition students at all. The average competition score of the applicants has been constantly decreasing. The number of applicants dropped to half in five years, proportion ofadmitted students, anyway, had increased from almost 1/3 to almost half. As SAR indicates: "admissions to Information Systems of Business show that the applications are provided by motivated students" (p. 26.).

Roughly 2/3 of admitted students graduate, so the shake-out rate is 1/3 (half in 2010). There is a strong pressure to hold the main lectures after 5 PM, because of frictions with the job. As a consequence, the programme seems to slip into night-school programme status.

Placement data after graduation are convincing, only 6 graduates were unemployed (2010-2012). Those employed mostly find jobs by specialty (63%), and 16% not by specialty (21% partly by specialty).

Student assessment is mostly based on written assignments, tests, and exams. Final theses defense panel consist of scientific board members (academics). Experts found satisfactory evidenceof active participation stakeholders(industrialists) in the defense of the master thesis.

A recognizable good practice is that students must submit a paper as part of the master thesis defense. This is aligned with the NQF according to which "… at this level include abilities to independently carry out applied research". Furthermore the practice to hold an annual conference for research work based on Master and Ph.D. thesisis progressive and worthwhile to develop further.

Experts note the low uptake of Erasmus opportunities. Students were quite clear that the need to work and the demands of the programme were sufficiently demanding without adding an Erasmus experience that would postpone their full entry into the job market.

Students regarded information delivery overall as good. Marks are given transparently.There is no explicit control over independent learning (no quantitative measurement), and evaluating it happens purely via results (theses etc.).

Main strengths and weaknesses

Strengths

Continuous market-driven development

Responsiveness, flexibility

Weaknesses

Lack of established processes and systems

6. Programme management

Approaching from the output perspective the program management is effective: students are very satisfied, their expectations are met. Graduates had no problem in getting jobs and employers are appreciative regarding the skills of the graduates. The reputation of the programme among alumni is high.

The formal side of programme management is also evolved: Programme Committee (accountable to the Faculty Council) have been established for monitoring, measuring and supervising the implementation and continuous development of study programme. Social partners are also involved and actively participate in Programme Committee. This Committee sits once a year, and involves senior members of the Department with sufficiently high qualifications. Essential revisions and improvements are considered and decided by the Faculty Council, and approved by VU Study Directorate, Senate Committees, and Rector's Office. Changes of the study programme can be initiated by a sufficient number of students by means of a written application(p. 34.).

The Self Assessment Report outlines a thorough-going structure of consultation, feedback enhancement and approval.All the information related to the study process (the outcomes of the admission, exam session results, academic leaves, suspension of studies, resumption of studies, etc.), as well as to students, academic staff, and administration, has been recorded by the faculty in the VU information system in the order prescribed by the VU internal procedures. Teachers and students have direct access to all the necessary information related to the taught or taken course.

The meetings with teachers, employers, graduates and students revealed a lack of awareness of this interlocking system.

It is clear that informal systems of feedback, linking teachers, students and employers, are in place and are effective in driving enhancement of the programme. Experts consider that the

Faculty should re-examine its formal arrangements. There is a need for a process that is simplified, streamlined and light touch but which provides a clear framework for decisions.

According to the experience of the expert panel, anyway, the real source of development is the faculty members. The teachers are evidently diligent and committed; it is on the basis of their diligence that they seek to adapt their modules. Influences to develop content of courses come rather from stakeholders, students' questionnaires seem less important source of improvement (market-driven changes). The teachers reported they were sure of their freedom to vary the content of the modules they teach and to specify their own assessment packages. There is clearly a communication shortage here, anyway. This sparkling development practice should be managed amongst the confines of institutionalized systems and processes.

Main strengths and weaknesses

Strengths

Effective personal management and development of the program driven by the faculty members

Weaknesses

Consultation, feedback enhancement and approval are not yet integrated into a interlocking system

III. RECOMMENDATIONS

3.1. Improve the QA processes regarding the continuous quality improvement through more structured approach in collecting input from students, staff, and employees: there is no graduate student representation in the study committee, implement staff-student meeting (easy since the numbers are very low), formal staff assembly meetings, make clear to all involved QA practices regarding the necessity to follow subject descriptors and the process to revise them.

3.2. Increase involvement of industry stakeholders in the teaching process in a more integrated way integrating their contribution to subject's learning outcomes; otherwise students get very little value out of it ("*they come to advertise their company...*").

3.3. Provide clear assessment criteria for assignments and team work.

3.4. Promote the use of IT technologies (i.e. Moodle) for submission of assignments and providing feedback to student by all teaching staff.

3.5. The good practice of structuring the programme and each subjects based on learning outcomes should be continuously reviewed to make L.O.s more achievable and link assessment with L.O.s

3.6. We advise the University to consider the implementation of a light touch appraisal system which would provide a context for the discussion of personal skills development.

3.7. Experts consider that there is an urgent need for clarification of the individual teacher's scope for change in module subject matter, delivery and assessment and of the processes of approval involved.

IV. SUMMARY

The programme aims and learning outcomes have somewhat toowide a spread. The experts have no doubts that all the aims listed are responses to actual practical business challenges; however, they would cast doubt on the variances of these aims, and express concerns about the ability to achieve all of them in appropriate level. It would be worthwhile to specify the targeted job market niche more detailed (consciously and precisely).

Experts consider that the programme aims and learning outcomes, while sufficient to the purpose, could be amended to reflect more precisely the particular nature and contribution of this programme. Following detailed discussions with students and stakeholders, we consider that the programme could best be described as offering *core competencies* at a level consistent with postgraduate study.It would be helpful for the programme team to revisit the statement of objectives and learning outcomes with a view to bringing them more clearly into line with the undoubted qualities of the programme faculty. A study internationalizing the programme is indispensable in the long run.

The content of the curriculum modules is consistent with Master level studies. There are numerical inconsistencies in the curriculum, that are to be fixed, yet none of them come up against legal requirements. The curriculum and the content of the courses overall well-received by both the students and their employers. An important area for improvement field is a stronger internationalization of the content of courses and increased role of English in the delivery of the curriculum.

The staff who provides the programme meets legal requirements. They are appointed and appraised according to VU requirements, which are designed to maintain a high quality of teaching provision. The expert panel could not find, anyway, evidence for a formal appraisal system, or any awareness in the staff group of the advantages to them of such a system, that gap should be filled. The academic and practical expertise, the enthusiasm of the staff members are the driving engine of the program: the program lives through the teachers, their engagement.

Staff is heavily involved in research, in active engagement in real world management, in a wide range of personal staff development activities and in active membership of international academic organizations. They have the expertise and experience to deliver a wide range of topics on the field. By all measures the general standard of teaching is good.

The facilities (library, teaching rooms, electronic equipment, online resources), are good and in the process of continuous development. Budget constraints raise some concerns about the future opportunities of technical resources (equipments) development.

The admission requirements are elaborate. Two third of admitted student graduate, placement data is convincing. Staff student communication is excellent, making full use of the ambitious VU information system and all other information channels. Student assessment is based to a great extent on written assignments, tests and exams, that moderately supports the aims and learning outcomes of the programme. Students get immediate and adequate information about their achievements, which still leaves room to feeding-back ways of improvements. The mobility of the students is quite limited (due to their lack of time available).

The programme management is flexible and responsive, still needs more systemic formalization. A lack of awareness of the interlocking system of consultation, feedback enhancement and approval need re-examination, the programme should move to a more formalized quality control and management

V. GENERAL ASSESSMENT

The study programme *Business Information Systems* (state code – 621N10002) of Vilnius University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	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:	Hilyer, Roger

Grupės nariai: Team members:	Bakacsi, Gyula
	Dahlgaard-Park, Su Mi
	Day, Guenther
	Ipsilandis, Pandelis G.
	Mazonaviciute, Ingrida

VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS

VERSLO INFORMACIJOS SISTEMOS (VALSTYBINIS KODAS – 621N10002)

2013-09-20 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-314 IŠRAŠAS

III. REKOMENDACIJOS

3.1. Tobulinti kokybės vertinimo procedūras: nuolat gerinti kokybę taikant labiau struktūruotą studentų, darbuotojų ir darbdavių informacijos rinkimo metodą: studijų komitete nėra absolventų atstovo, organizuoti darbuotojų ir studentų susirinkimą (lengva, nes jų labai mažai), oficialius darbuotojų susirinkimus, visiems kokybės vertintojams paaiškinti, kad būtina laikytis dalykų aprašų ir jų peržiūrėjimo tvarkos.

3.2. Į mokymo procesą įtraukti daugiau pramonės sektoriaus socialinių dalininkų ir jų *indėlį* įtraukti į numatomus dalyko rezultatus; priešingu atveju studentai iš to neturės didelės naudos („jiems tenka reklamuoti jų įmonę…").

3.3. Pateikti aiškius užduočių ir grupinio darbo vertinimo kriterijus.

3.4. Skatinti IT technologijų (t. y. Moodle) naudojimą užduotims ir dėstytojų grįžtamajam ryšiui studentams perduoti.

3.5. Reikėtų nuolat peržiūrėti programos ir kiekvieno dalyko struktūravimo, pagrįsto numatomais studijų rezultatais, gerąją patirtį, kad numatomi studijų rezultatai būtų lengviau pasiekiami, ir su jais susieti vertinimą.

3.6. Patariame universitetui apsvarstyti galimybę įdiegti bendro pobūdžio vertinimo sistemą, kuri suteiktų kontekstą diskusijoms apie asmeninių įgūdžių tobulinimą.

3.7. Ekspertai mano, kad būtina skubiai paaiškinti, kiek kiekvienas dėstytojas gali keisti modulio dalykų apimtį, pateikimą ir vertinimą bei patvirtinimo procedūras.

IV. SANTRAUKA

Programos tikslai ir numatomi studijų rezultatai yra šiek tiek per platūs. Ekspertai neabejoja, kad visi išvardyti tikslai yra atsakas į tikrus praktinius verslo iššūkius, tačiau juos stebina šių tikslų skirtingumas, ir jie išreiškė susirūpinimą dėl galimybės visus juos pasiekti tinkamu lygiu. Vertėtų išsamiau nurodyti tikslinę darbo rinkos nišą (sąmoningai ir tiksliai).

Ekspertai mano, kad nors programos tikslus ir numatomus studijų rezultatus, nors jie ir pakankami tikslui pasieti, būtų galima iš dalies pakeisti, kad juose tiksliau atsispindėtų konkretus šios programos pobūdis ir indėlis. Po išsamių diskusijų su studentais ir socialiniais dalininkais manome, kad teisingiausiai šią programą būtų galima apibūdinti kaip suteikiančią *pagrindines kompetencijas*, atitinkančias pouniversitetinių studijų lygį. Programos (rengimo) grupei būtų naudinga peržiūrėti tikslų ir numatomų studijų rezultatų formuluotes, siekiant aiškiau suderinti jas su neabejotinais programos privalumais. Ateityje reikės atlikti programos internacionalizavimo studiją.

Programos modulių turinys atitinka magistrantūros studijų lygmenį. Yra kiekybinio dalykų nesuderinamumo, kurį būtina ištaisyti, nors nė vienas iš jų neprieštarauja teisės aktų reikalavimams. Ir studentai, ir jų darbdaviai iš esmės gerai vertina dalykų išdėstymą turinį. Reikėtų labiau internacionalizuoti dalykų turinį ir padidinti anglų kalbos vaidmenį dėstant dalykus.

Šios programos dėstytojai atitinka teisės aktų reikalavimus. Jie skiriami ir vertinami pagal VU reikalavimus, kurie skirti išsaugoti aukštą mokymo kokybę. Ekspertų grupei niekaip nepavyko rasti įrodymų, kad būtų sukurta oficiali vertinimo tvarka ar kad dėstytojų grupei būtų suprantama šios sistemos nauda jiems; šį trūkumą reikėtų ištaisyti. Akademinė ir praktinė kvalifikacija, darbuotojų energingumas yra programos variklis, programa gyvuoja jos dėstytojų pasišventimo dėka.

Darbuotojai giliai įsitraukę į mokslinius tyrimus, aktyviai dalyvauja realioje vadybos veikloje, įvairioje asmeninio personalo tobulėjimo veikloje ir tarptautinėse mokslinėse organizacijose. Jie turi kvalifikacijos ir patirties dėstyti daugelį šios srities dalykų. Pagal visas priemones bendras mokymo standartas yra geras.

Infrastruktūra (biblioteka, auditorijos, elektroninė įranga, internetiniai ištekliai) yra gera ir dar nuolat tobulinama. Ribotas biudžetas kelia tam tikrų rūpesčių dėl galimybių ateityje tobulinti techninius išteklius (įrangą).

Priėmimo į universitetą reikalavimai gerai parengti. Du trečdaliai priimtų studentų baigia universitetą, įdarbinimo duomenys įtikinantys. Darbuotojai ir studentai puikiai bendradarbiauja pasinaudodami pretenzinga VU informacijos sistema ir visais kitais informacijos šaltiniais. Studentų vertinimas didžia dalimi pagrįstas rašytinėmis užduotimis, testais ir egzaminais, jis atitinka programos tikslus ir numatomus studijų rezultatus. Studentai skubiai gauna reikalingą informaciją apie jų pasiekimus, nors šis ryšys dar gali būti tobulinamas. Studentų mobilumas nedidelis (nes jiems trūksta laiko).

Programos vadyba lanksti ir operatyvi, bet reikalauja didesnio sisteminio įforminimo. Nelabai aiški konsultavimo sistema, reikia dar kartą patikrinti grįžtamojo ryšio stiprinimą ir palankų vertinimą.; programa turėtų pereiti prie oficialesnės kokybės kontrolės ir vadybos.