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Vilniaus universiteto
STUDIJŲ PROGRAMOS *VERSLO ADMINISTRAVIMAS*
(valstybinis kodas – 621N10001)
VERTINIMO IŠVADOS

EVALUATION REPORT
of *BUSINESS ADMINISTRATION*
(state code – 621N10001)
STUDY PROGRAMME
at Vilnius university

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Verslo administravimas</i>
Valstybinis kodas	621N10001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	antroji
Studijų forma (trukmė metais)	nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo magistras
Studijų programos įregistravimo data	2001-05-24

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Business administration</i>
State code	621N10001
Study area	Social sciences
Study field	Business
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (2)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master in Business
Date of registration of the study programme	24-05-2001

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	Sample of Aims and Learning Outcomes of different subjects

1.3. Background of the HEI/Faculty/Study field/ Additional information

Kaunas Faculty of Humanities is an academic unit of Vilnius University (VU KHF). The Faculty was founded in 1964. VU KHF has undergraduate programmes in the fields of philology, languages, informatics, management and economics. The administration structure of VU KHF includes 7 departments and a research centre. These structural units are responsible for Studijų kokybės vertinimo centras

the implementation and development of study programmes and scientific research. The programmes in the field of Management and Business Administration are based on and express the interdisciplinary structure of the faculty and the research cooperation between the different departments and institutes.

The self-evaluation report (SER) was produced during 2015 for the programme under review: Masters in Business Administration. The self-evaluation group included 8 members including a student representative, and the head of the group was Dr. E. Bartkus.

The SER was found to be detailed, well-designed and informative, with relevant tables.

The programme under review has received a six-year unconditional accreditation by the external experts' team in 2009; however, some very strong recommendations have been made and therefore, it is important to monitor the progress of implementations.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *30th October 2015*.

- 1. Prof. dr. Tiiu Paas (team leader)**, *Professor at Faculty of Economics and Business Administration, University of Tartu, Estonia.*
- 2. Ms Brenda Eade**, *Reviewer for the UK Quality Assurance Agency, Director, BE Education Consultants, Associate of the Higher Education Academy, the United Kingdom.*
- 3. Dr. Detlev Remy**, *Lecturer at Les Roches International School of Hotel Management, Educational Consultant, Switzerland.*
- 4. Ms. Jurgita Šarkovaitė**, *Master student of International Management, Rotterdam School of Management, Erasmus University, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

Master studies in the field of management and business administration started at VU KHF in 1993 with a programme in *Business Information Systems*. The *Marketing and Commerce Management* study programme was introduced in the academic year 1997/98, the Masters programme in *International Business* was developed in 1999 and started in the academic year 2000/01, and a Masters study programme in *Business Administration* was also introduced the Studijų kokybės vertinimo centras

same year. The goal of the programme is to prepare highly qualified managers to work effectively in all kinds of businesses and professions. The programme aims and learning outcomes are set out and are aligned with study subjects.

The Masters programme in *Business Administration* is aimed

- “to provide knowledge and practical skills for both professional and methodological competences of the main business functions (economic analysis, marketing and sale, accounting and finance, human resource management, operation management);
- to develop practical skills of the theoretical concepts with the application in the analysis of certain issues and problems of an enterprise;
- to provide Lithuanian business enterprises with highly qualified managers capable of problem solution and adequate decision making;
- to prepare the programme graduates for–their further academic career in pursue doctoral degree.”

The aims provide a well-defined and publicly accessible guidance for the study programme but it is not always clear to what extent the aims are applied in practice, which raises some concerns in respect of Curriculum design and Programme Management.

Although the programme aims and learning outcomes are based on the academic, and/or professional requirements, public needs, and the needs of the labour market, and there are good links between the university and professional bodies; it is suggested that the needs of the public and the labour market be specified in greater detail and consideration is given to the inclusion of subject areas such as big data, the specific characteristics of the labour market and for-profit and not-profit businesses.

In general it can be stated that the programme aims and learning outcomes are consistent with the type and level of studies of a master’s degree, although the Review team does have some concerns regarding the first programme aim, relating to knowledge and practical skills in respect of the main business functions (marketing and sales, accounting and finance). The somewhat limited offer of these subjects (i.e. marketing, sales, and finance) within the Curriculum Design does not fully support this programme aim.

The Review Team recognizes that the name of the programme, its learning outcomes, content and the qualification offered are compatible with each other, although the team has some concerns regarding recent developments for Master studies of this kind which address the challenges and developments for managers of today. These include e-commerce and big data. To ensure that the programme takes accounts of such developments, the programme aims and the content of the programme should be constantly monitored. It is, therefore, recommended that the teaching team reviews the match of programme aims, leaning outcomes and the delivery of

content by taking account of continuous feedback, especially that from alumni and social partners.

One of the recommendations in the previous evaluation report (2009) was to develop a clear separation of the three masters programmes offered by the department; however, the Review Team has not found evidence that this has been implemented. During the site visit the Review Team questioned the existence of three masters studies (all with small numbers of students), which share similarities in the curriculum and are taught together in some cases. However, students and graduates raised some concerns about being taught together with other master's students, who were at different levels of study, particularly in the case of finance. It is, therefore recommended that a review is undertaken of the three different masters studies programmes with a view to possibly merging them.

The question arises as to whether there is a niche for this programme in Lithuania compared to other master study programmes. Moreover, the SER (pt.10) indicates a clear identity for the programme and its curriculum in the Lithuanian labour and educational market; however, the curriculum design in the next section of the SER does not fully support this. In addition, the programme aims and learning outcomes would benefit from a review to clarify to what extent the study programme is designed to prepare specialists or generalists. The SER on the one side focuses on the distinctive features of the study programme (pt. 9), on the other side on the more general features of a MBA study programme.

In conclusion, it can be stated that generally the programme aims are consistent with the type and level of studies of a master's degree which is the qualification offered. The name of the programme, its learning outcomes, content and the qualification offered are all compatible with each other. Furthermore, the SER is sufficiently self-critical in this assessment field focusing on the necessity to develop learning outcomes in depth and competences allowing better integration of students' theoretical knowledge with their professional skills.

2.2. Curriculum design

The programme *Business Administration* is in compliance with general requirements for degree study programme of the second study cycle (ratified by the Head of The Ministry of Education and Science of the Republic of Lithuania on June 3, 2010, Order no. V-826) and "Vilnius University Study Programme Regulation" (21-06-2012, No. SK-2012-12-4) (SER, Table 4). The curriculum design meets the legal requirements for a Master degree e.g. 120 ECTS credits, 80 credits for subjects of the studies direction, 15 credits for optional courses, and 35 credits for the final thesis.

Study subjects appear to be spread evenly and are not repetitive. The programme comprises 120 ECTS. Students are required to study 30 credits each semester. For semesters 1-3 this comprises 25 compulsory credits and 5 optional credits. In the final semester they study 5 compulsory credits and the thesis. The subject areas are linked, but are not repetitive.

The titles and content of the modules are fairly consistent with other European MBA programmes. However, there is no practical international dimension to the programme and a manager at this level would be expected to have the necessary skills to be able to operate effectively in an international dimension. This includes apart from the recommended usage of international business cases for example, having subjects taught in the English language. There is also no mention of a work placement or an opportunity to apply the theoretical knowledge gained during the programme. The curriculum design, therefore, would benefit from the additional offer of business simulation, respective field trips to international business which is a common practice amongst other European MBA programmes. Furthermore, other European MBA programmes have so-called foundation or core courses such as marketing management, strategic management, and financial accounting, which are not part of the existing curriculum design. Having questioned this, the Review Team has learned that these subject areas are incorporated in the given subjects. However, in order to ensure the sustainability of the programme, it would be recommended to review the curriculum design by the analysis and syntheses of other well recognized MBA programmes. Therefore, the curriculum design needs remarkable improvements to strengthen the programme.

If it comes to the aspects if the content of the programme reflects the latest achievements in science and technologies, the Review Team has learned during the site visit that all stakeholders are aware of the need of implementing these but no action has been taken yet.

Apart from the given comments above, the content and methods of subjects and modules are fairly appropriate for the achievement of the intended learning outcomes. Moreover, credit allocation to different subjects raises questions, i.e. Business Ethics and Enterprise Social Responsibility has 10 credits, whilst International Finance only 5 credits. Moreover, apart from market research with 5 credits, there is no marketing subject. Thus, another weakness of the curriculum design apart from the lack of reflection on latest achievements is that the allocation of credits is not in consistency with the expected study outcome and aims (see SER, pt. 10).

The scope of the programme (2 years full-time study) seems sufficient to allow the achievement of the learning outcomes.

Business administration studies are full-time studies (SER, p. 3). However Faculty organize the schedule of lectures from 17.15h, taking into account that the students have job and cannot attend classes at day time.

During the site visit the Review Team received feedback from students, graduates and social partners regarding the curriculum design which should be addressed by VU KHF in order to stay focused within the framework of master's study programme of Business Administration and to strengthen the programme. Two main issues have been brought up, that of internationality and moreover, what strategic direction to take. A strategy is needed not only to address the problem of new business developments such as e-commerce and big data but also to ensure that the curriculum design reflects the programme aims and prepare the students for the labour market. Moreover, the curriculum in line with the programme aims (pt. 9 and 10) has to provide answers to which extent the masters study programme shall prepare specialists or generalists. A lot of attention in outcomes is paid to the running and external functions of the business; however, not enough subjects in the curriculum fulfil these requirements (i.e. marketing, finance, strategic management). Although the curriculum design meets legal requirements and seems to be in line with other masters programmes of that study direction, it is of concern that the focus is on sustainability, innovation and leadership, neglecting to a certain extent business administration subjects such as marketing and finance. Furthermore, during the site visit the Review Team has learnt that entrepreneur skills are part of the outcomes of the studies but the curriculum has no subjects directly related to entrepreneurship.

In terms of internationality of the programme the previous evaluation report from 2009 has already recommended inviting more visiting professors to focus on internationality; however, it seems that the number of visiting professors is in decline due to costs or other factors which could not be evaluated during the site visit. Clearly, there are possibilities to cooperate with other programmes to invite guest lectures. Applying for new projects may allow inviting guest lecturers too, as well as having more efficient cooperation with social partners.

Furthermore, during the site visit it has been mentioned that a lot of graduates pursue career in public sector. If that is one of the aims of the programme, this could become a unique selling point for the programme and should be incorporated and promoted accordingly.

In conclusion, the curriculum design though being on a satisfactory level needs significant improvements, especially in terms of the variety of subjects that focus on internationality and such which are in line with similar European MBA programmes, especially to ensure that the scope of the programme is sufficient to ensure learning outcomes. Moreover, by delivering subjects taught in English, allows to integrate also international students and to get better synergy from the teaching and learning in internationally diverse study groups. Furthermore, it would be recommended to add entrepreneurship-related subjects to the curriculum to strengthen the programme. Graduates and social partners have also indicated their interest in such subject offers.

With respect to the content of the programme, the SER indicates continuous improvements, however, it is not clear to which extent and how new trends and developments will be incorporated into the programme such as m/e-commerce, social media and other new business practices which have been identified as being of importance by different stakeholders during the site visit. Therefore, the curriculum has to be remarkably updated following new international trends in the development of MBA programmes such as for example project management, supply chain management, managing big data and entrepreneurialism. Furthermore, VU KHF should have a process for evaluating any changes they made to the curriculum which is important so that they know that the changes they make are appropriate and enhance the student learning experience.

2.3. Teaching staff

The study programme is taught by staff who meet the legal requirements in terms of qualifications, experience and professional development. Accordingly, the number of teaching staff is adequate to ensure the delivery of the learning outcomes. The programme Business Administration is executed by 2 Professors, 7 Associate Professors, 2 Doctors. The qualification of the lecturers corresponds to the requirements of the “Description of General Requirements for the Master Study Programmes”.

Turnover of staff does not appear to be an issue as evidenced by the length of service of many teachers (see SER pt.15). Thus, there are adequate teaching resources to ensure satisfactory delivery of the programme. All staff members teaching the programme have at least a Master’s degree. In addition, VU KHF invests in the training of teachers in pedagogy. The teaching staff are engaged with the programme and well qualified. There is a good balance between experienced professors and young and ambitious teaching staff holding doctoral degrees and doctoral students demonstrate potential for further academic staff development.

The internationalization of some teaching staff (see SER pt.18) is apparent, as they are involved in national and international project work. The internationally oriented research strengths of the faculty are commendable and concentrated in fields which are important (for example, business ethics, environmental protection), but they are not the core subjects of the MSc programme. Therefore, it is recommended to increase the internationalization of teaching staff by more collaborative international research activities and more focus on exchange programmes which would directly benefit the master students thereafter. From the feedback gathered during the site visit, teachers are overall quite satisfied with the programme but recognise the need for more collaboration amongst faculty and field trips to visit international businesses.

Where faculty have been teaching for many years, the university should ensure that they have up-to-date information on current industry practices. This could be done by organising short periods in industry when they are not teaching or a series of visits to business organisations. This would help to promote a more business oriented approach in the delivery of the curriculum and enhance the experience of the students. During the Review Team's visit various stakeholders, including students and alumni indicated that they would like more business practice within their studies.

The SER describes a strong commitment in VU towards improving staff competencies in teaching and granting support for research (see SER pt. 41). The SER indicates that many teachers are involved in projects, mainly applied research projects, however, it would be beneficial to put more emphasis on publication in international peer-reviewed journals. The training in pedagogy and assessment will ensure that the programme meets the objectives of the European Standards and Guidelines which require staff to be both qualified and competent to teach. In addition, teachers are encouraged to visit conferences and conduct research in their fields of the study.

In conclusion, the teaching staff are engaged, qualified, and dedicated. A recommendation would be to put more emphasis on internationalisation, such as international research activities in collaboration with other institutions in the areas of new business trends, for example use of electronic and mobile-commerce, and to encourage more teachers to participate in exchange programmes.

2.4. Facilities and learning resources

The university premises are situated in six connected buildings. The Business Administration Masters studies are organized in modern, recently renovated premises with up-to-date infrastructure and access to relevant learning resources. Classrooms are spacious and properly equipped with multi-media visual teaching aids to provide effective learning experience. There are sufficient computerized workplaces at the Faculty premises for students' use, equipped with relevant software and access to electronic learning resources: e-books, journals and scientific databases (Lithuanian and International ones). Wireless Internet connections are available and spare study rooms for small groups which enhances the quality of the learning environment. Staff and students communicate effectively between the teaching sessions by face to face meetings, telephone, email or Facebook. Students commented on the excellent support they received from all their tutors between the teaching blocks.

According to the SER, the university provides not only physical access to printed publications but also allows for use of electronic resources. Students have also access to an e-learning platform, in this case Moodle.

The university has invested in a new state-of-the art library building which offers a good range of national and international textbooks and access to electronic databases such as Ebsco and Emerald. Furthermore, VU KHF has made efforts to increase the provision of electronic learning tools, some crucial teaching support systems are available even from home, not only via the internal network.

In conclusion, it can be stated that the facilities and specially the new library grant student a good environment for learning and are in line with the facilities of similar masters studies programmes. Thus, there are good preconditions for the implementation and development of the programme in order to ensure its sustainability.

2.5. Study process and students' performance assessment

Admission requirements for the programme are clearly defined, stated and publicly communicated on the Faculty website. Admission requirements include relevant background experience and preparatory courses from the candidates; the process is based on competitive ranking according to the Association of Lithuanian Higher Education Schools to Organize General Admission (LAMA BPO) standards. The admission requirements are based on Ministry of Education and Science requirements. The programme is presented at study fairs. The organisation of the study process is within the norms for such study. However, the SER does not indicate in detail the process for student removal and academic failure, thus, it is recommended to develop this procedure.

Students are encouraged to participate in extra-curricular research activities, scientific conferences and specialization workshops and seminars. Additionally, students can choose to participate in international mobility programmes and spend a semester abroad. However, as most students on the programme combine their studies with work, very few take advantage of this opportunity. Short-term exchanges or more international events could be offered by the university to encourage students to engage in such activities. Additionally, faculty internationalization could be increased by incrementing the number of incoming international students. The Review Team learned that all subjects are taught in the Lithuanian language, although some subjects are offered in English if there are Erasmus students on campus. Clearly, the recommendation here is to deliver more subjects in English and thus further increase the international aspects of the programme.

The SER does not provide a detailed explanation of how the process of student research activities is structured (i.e. responsibilities, support etc.). However, the thesis reviewed by the Team indicated that students were achieving at Masters level.

The university provides a range of support including flexible study paths for students. Class schedules and teacher consultation hours are adjusted to students' after-hours availability. There is also some support for social events and other activities such as a creativity room which help to improve the learning environment.

Students are entitled to receive financial support according to their social and economic status. However, despite this support there is a high drop-out rate of students (12 percent) on the programme (including non-funded and funded studies) and this requires attention by the university (see SER pt. 80).

Since the majority of students start the programme already in employment and continue in the same career after graduation, the career prospects provided by the programme should be re-evaluated not only to attract new students but also to ensure that the curriculum is up-to date in terms of the expectations of employers.

The university's assessment procedures are clearly communicated at the outset of each course, including the intended learning outcomes, the assessment framework and which assessments may have to be repeated. The assessment criteria used by the university are clear and objective, following the methodology approved by the university governing bodies. The grading scheme and pass requirements are explained in detail on the course syllabus and given to students in advance. A cumulative grading system is used in the programme to ensure students' motivation throughout the semester. The assignment structure and distribution of assessments meet the requirements of the second order higher education studies.

The final theses meet academic research requirements, are in relevant topics, and demonstrate the use of scientific methodology, however, some lacked in depth statistical analysis. As already suggested, there is a need to develop more cooperative research activities between faculty and students. This could include, research projects in cooperation with social partners, involvement in international and local research projects. To further strengthen the final theses and to widen the range of research topics, it is recommended that the teaching team considers how international trends can be incorporated into the development of MBA research studies.

VU KHF monitors on an annual basis the progress of graduates. The majority of graduates find employment but the SER does not provide any figures. Therefore, it is recommended that the programme team produces statistics relating to the employment of graduates indicating the number in employment after graduation and the positions held. These

statistics may help the university to support its claims in terms of employability and career opportunities which in turn will attract new students.

The majority of the full-time students combine work with their studies. Therefore, classes take place in afternoons or on weekends. The students have the possibility to schedule their studies on an individual basis. It is recommended, therefore, to consider new teaching methods, such as the use of a virtual learning environment. The students receive course instructions and they can use library and computing resources. Feedback gathered during the site visit indicated that students, although satisfied with the delivery of the programme, would like a wider variety of teaching methods, especially the use of case studies.

In conclusion, the study progress and students performance assessments meet legal requirements and are well outlined. However, it is recommended to increase the international element of the programme, both in terms of course delivery and by bringing in visiting professors. Reviewing the range of teaching methods as well a greater use of international well-accepted textbooks would further support the development of the international aspects of the programme and support the international mobility of students. Furthermore, effectively monitoring the employability of the graduates and the career opportunities offered to them, may help to attract prospective students, thus helping to guarantee the sustainability of the programme.

2.6. Programme management

The system for programme management is generally quite well organised and outlined in detail in the SER. Responsibilities for programme design, implementation and monitoring are set out; however, there is no detailed documentation available. Regular programme meetings are taking place. Unfortunately, minutes of these meetings have not been made available, thus, it cannot be stated which questions and problems related to the development of the programme have been discussed and probably solved in the meetings. There is some evidence that data of the implementation process is collected and analysed although it not clear if this is done on a regular basis. Although the Review Team has addressed this issue, no documentation has been made available. These indicators include student mobility, drop-out rates, student opinions, etc. However, this list should be extended to get richer data such as employment after graduation, enabling improvements for the programme. The SER does not provide any statistics and information regarding the placement of graduates in the labour market. Furthermore, during the site visit several stakeholders indicated that they have not been regularly surveyed, which is in contrast to the outlined procedures.

Regarding the outcomes of internal and external evaluations of the programme, there seems to be some approach to gathering data and deriving recommendations for improvement. It would be recommended to collecting data in a more formalized way to improve the programme, amongst all stakeholders. The SER indicates that there is an internal QA programme in place and it is being implemented effectively. As part of this system, the university has identified procedures for admission, etc. However, not all these procedures are documented; thus, it is recommended to document all procedures. Based on this, it stays unclear if all/any outcomes of internal and external evaluations of the programme are used for the improvement of the programme. For example, some important recommendations from the previous report from 2009 have not yet been implemented.

The SER states that the social partners and other stakeholders are quite well linked with the school, especially regarding evaluation and improvement processes. However, during the visit and collecting data, several parties, from management and teachers up to alumni requested more involvement of various stakeholders, especially of the social partners. Indeed, social partners reluctantly participate in developing the programme. The list of social partners is long, and the Review Team has met social partners from at least six different businesses. The weakest points in programme management are two areas which deserve improvements. Firstly, there is no strategic plan in place and during the site visit the management team could not outline any strategic planning for the programme. It seems that there is a lack of vision despite the very small numbers of students in the programme which raises the question of the sustainability of the programme. Furthermore, relying on the information gathered during the site visit various stakeholders have expressed their view that the management of VU KHF does not see the need for change. In this context the Review Team would like to point out that there are also serious weaknesses in the curriculum design (lack of internationality, lack of identifying new trends, lack of foundation subjects etc.) which request strong managerial activities to quickly update the curriculum. However, it has to be noted that management and the SER preparation team has indicated the need for changes, respective improvements, such as the delivery of the study programme in English language from 2017 on, although the management and SER team did not present any clear vision about this programme. The Review Team has received some rather critical feedback from tutors, teaching in English, arguing it would make the studies more superficial while the students were much more positive about being taking part in the courses taught by foreign teachers and/or to participate in internationally diverse study groups' activities.

Secondly, in 2009 the programme has been evaluated the last time and the final report outlined several recommendations which have not yet been implemented. The recommendations focussed on the internationality of the master's programme indicating that more subjects should

be taught in English because internationally diverse study groups will allow for receiving synergies from this during the study progress. Moreover, another recommendation was to invite more visiting professors. It seems that both of the recommendations have not been recognized despite the fact that teachers, students, graduates and social partners argued in favour of these changes during the recent site visit. The Review Team would like to emphasize the fact that very few recommendations of the 2009 report have been implemented – this reflects negatively on the management of the programme as well as the currency and relevance of the curriculum. Apart from this, it is recommended to establish an alumni club for the masters programme in order to strengthen the relationship between university and alumni and to get both involved on programme developments. Furthermore, all stakeholders should permanently be surveyed, and the results discussed and if necessary implemented. For example, graduates have mentioned that they have not been surveyed regarding their study experience which is of utmost interest for the management of the programme. The role of the faculty council should also be clarified strengthened and aligned with the programme management structure. Feedback from the graduates should be one of the main drivers for curriculum change, for example they will identify whether it is fit for purpose and whether it supported them to progress their careers.

In conclusion, there is a quite well formulated and outlined system of programme management, however, based on the observations and feedback during the site visit the Review Team acknowledges the need for serious improvement. Feedback from a variety of stakeholders indicates the need for improvement in the areas of involvement of social partners and graduates. Furthermore, the low number of students in the programme raises the question of a sustainable future for this masters programme, although surprisingly management does not see the need for change. A lack of vision and the non-existence of a strategic plan raise additional concern.

Therefore, the recommendations from the actual report as well as the recommendations from the previous evaluation report (2009) should be implemented without further delay to guarantee the sustainability of the masters programme in business administration. Furthermore, it is strongly recommended to regularly collect and analyse information and data on the implementation of the programme, and to document that the outcomes of internal and external evaluations of the programme are used for the improvement of the programme.

On conclusion, programme management is on satisfactory level, but serious improvement are necessary in order to guarantee sustainability of the programme in a quickly changing world, demographic situation, and increasing competition in education internationally.

2.7. Examples of excellence *

* if there are any to be shared as a good practice

The new library provides students with a very good learning environment.

A small number of students allows for personalized contact with teachers and individual coaching approach (which is very much appreciated by the students).

Several students decided to continue their studies from BSc to MSc and to PhD studies with the faculty.

III. RECOMMENDATIONS

1. To revise the curriculum design which should profoundly reflect the focus of the masters programme in business administration, thus, clear niche and identity of the programme in Lithuania and internationally. Moreover, to review the curriculum design, especially in terms of internationality, new trends and entrepreneurship.
2. To change the course delivery to English which would be the medium of such masters programmes and may help to attract more national and foreign students. Furthermore, improvements of teaching methods such as more virtual learning, orientation on well-known international text books etc.
3. To develop a strategic plan for the masters programme which may also review the existing structure of the three parallel running masters studies programmes, all small in numbers.
4. To implement with immediate effect the recommendations of the previous evaluation report dated 2009, especially to ensure the sustainability of the programme and to focus more on internationality.
5. To ensure that the programme committee fulfils its responsibilities in relation to making changes of o the curriculum and collecting and analysing data.
6. To strengthen the programme management by involving various stakeholders, especially social partners, and permanently surveying all stakeholders. And to elaborate a clear plan ensuring sustainability of the programme.

IV. SUMMARY

The VU KHF Study programme Master in Business Administration is well established in Kaunas and enjoys a good reputation among industry, alumni and others, although the niche and identity of the programme is not fully clear. All stakeholders such as students, social partners and graduates are in favour of this programme, however, they were also rather critical indication that there is still an unused potential for the programme development. The programme aims and learning outcomes are fairly well formulated while the area of curriculum design needs serious improvements. The teaching staff is well qualified, dedicated and engaged in research activities although they do not sufficiently well develop cooperative research work with students which can be identifies as unused potential. The premises are suited for such a study programme and allow also distance-learning. The new library provides a good learning environment. The study process and students performance assessment is relatively well documented. The programme management needs improvements, especially in the area of strategic planning and implementation issues. The SER was comprehensive, well documented and detailed. The expert's site visit was professionally organised and all materials requested were made available.

Although the curriculum design meets legal requirements and seems to be in line with other masters programmes of that study direction, it is of concern that the focus in on sustainability, innovation and leadership, neglecting to a certain extent subjects such as marketing. New trends in MBA programmes have to be integrated as well as to focus on entrepreneurialism. Moreover, a masters programme of such calibre should be taught mainly in the English language. Not only did the previous evaluation report recommend this but also feedback collected during the site visit indicates that almost all stakeholders support this. This would also make the programme more international, and separate courses could be made available to an international audience. Furthermore, it may attract students and teachers outside of Lithuania, and better synergies from the teaching and learning in an internationally diverse study group could be achieved. It is rather strange that students study by using textbooks and electronic databases in English but are not taught in this language. Thus, the question arises whether the courses rely on the well selected basic and international well-know textbooks. It would be noteworthy to discuss the direction of the study programme: does it aim to prepare generalists or specialists? More emphasis has to be devoted to the necessity to quickly update curriculum following the given recommendations.

The programme management procedures are relatively well documented, although it stays unclear whether other documentation is available such as minutes of meetings etc. During the site visit it became clear that there is room and need for improvement. The greater

involvement of stakeholders in the programme development has been one of the requests from parties interviewed.

The university has established three masters studies programmes, International business management, Marketing and trade management and Business administration. However, all three programmes suffer from low student numbers. For that reason some subjects are taught together for all three masters programmes which cause concerns regarding differentiation of the programmes and students ability to study at the same level, especially in areas such as in finance. Thus, it is recommended that the programme committee of each masters programme should have to work together (or at least to integrate their work) in order to improve programme management and ensure necessary activities for elaborating strategic plans ensuring sustainability of the programmes. And of course, to consider merging of some masters study programme in future.

Taking into account that the previous evaluation report, dated 2009, has already stated several recommendations, it is quite disappointing to learn that almost none of the recommendations has been implemented. In line with this, it came as a surprise during the site visit to learn that there is no strategic plan in place despite the alarmingly low figures of students in the programme.

Taking into consideration the weaker areas such as curriculum design and programme management and on the other side, the different stakeholders which are willing to support further development of the university, it should be possible to implement the proposed recommendations in a timely manner not only to strengthen the study programme but also to attract more prospective students. A need for improvement in the areas mentioned above has been clearly identified, and is supported by the alarmingly low intake of students in the programme and the feedback collected during the site visit. In sum, the self-critical SER report provides good potential for the development of the programme but weak programme management does not use this potential sufficiently well. The strongest weakness is that management does not have clear visions and strategic plans how to ensure the sustainability of the programme.

V. GENERAL ASSESSMENT

The study programme *Business Administration* (state code – 621N10001) at Vilnius University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	2
	Total:	17

*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:

Prof. dr. Tiiu Paas

Grupės nariai:

Team members:

Ms. Brenda Eade

Dr. Detlev Remy

Ms. Jurgita Šarkovaitė

**VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
VERSLO ADMINISTRAVIMAS (VALSTYBINIS KODAS – 621N11002) 2016-02-05
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-58 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Verslo administravimas* (valstybinis kodas – 621N10001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	17

* 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

VU KHF studijų programos „Verslo administravimas“ antroji pakopa (magistrantūra), dėstoma Kaune, – tinkamai sustyguota ir turi gerą vardą pramonės, alumnų ir kitų visuomenės narių akyse, nors pačios studijų programos užimama niša ir tapatybė ne iki galo aiški. Ši programa patinka visiems socialiniams dalininkams, pavyzdžiui, studentams, socialiniams partneriams ir absolventams, tačiau tai taip pat gana akivaizdžiai byloja, kad tebėra neišnaudotų šios studijų programos tobulinimo galimybių. Studijų programos tikslai ir rezultatai suformuluoti gana gerai, nors programos sandaros sritį būtina rimtai patobulinti. Dėstytojai – geros kvalifikacijos, atsidavę ir aktyviai dalyvauja mokslinėje tiriamojoje veikloje, nors ir nepakankamai aktyviai imasi bendrų mokslinių darbų su studentais, ką galima įvardyti kaip neišnaudojamą potencialą. Patalpos pritaikytos tokiai studijų programai dėstyti, jos tinka ir

nuotolinėms studijoms. Naujoje bibliotekoje sukurta gera aplinka studijoms. Palyginti gerai dokumentuojamas tiek pats studijų procesas, tiek studentų pažangumo vertinimai. Studijų programos vadybą reikia patobulinti, ypač jos strateginio planavimo ir įgyvendinimo sritis. Savianalizės suvestinė (SS) – išsami ir gerai dokumentuota. Ekspertų grupės apsilankymas fakultete buvo profesionaliai organizuotas, pateikta visa prašyta medžiaga.

Nors studijų programos sandara atitinka teisinius reikalavimus ir neatsilieka nuo kitų šios krypties magistrantūros programų, susirūpinimą kelia tai, kad pagrindinis dėmesys skiriamas tvarumui, inovacijoms ir lyderystei, o tokie dalykai kaip rinkodara savotiškai apleidžiami. Į MBA programas būtina integruoti naujas tendencijas ir pabrėžti verslumo idėjas. Be to, didžioji dalis tokio lygio magistrantūros programos turėtų būti dėstoma anglų kalba – tai rekomenduojama ne tik ankstesnėse vertinimo išvadose, bet ir grįžtamojo ryšio atsiliepimuose, surinktuose lankantis aukštojoje mokykloje, iš kurių matyti, kad tam pritaria beveik visi socialiniai dalininkai. Dėl anglų kalbos studijų programa įgautų daugiau tarptautiškumo, o atskirus studijų dalykus galėtų mokytis klausytojai užsieniečiai. Dar daugiau – tai gali padėti pritraukti studentų ir dėstytojų iš svetur, o iš dėstymo ir studijavimo tarptautiniu požiūriu įvairiose studijų grupėse išeitų geresnė sinergija. Gana keista, kad studentai mokosi naudodamiesi angliškais vadovėliais ir elektroninėmis duomenų bazėmis, bet šia kalba jiems nedėstoma. Todėl kyla klausimas, ar studijų dalykai dėstomi naudojantis tinkamai parinktais pagrindiniais ir tarptautiniu mastu gerai žinomais vadovėliais. Būtų ne mažiau prasminga aptarti ir pačią studijų programos kryptį: ką – eruditus ar specialistus – ja siekiama rengti? Taigi, tam reikia skirti daugiau dėmesio ir, vadovaujantis duotomis rekomendacijomis, kuo greičiau atnaujinti studijų programą.

Studijų programos vadybos procedūros yra santykinai gerai dokumentuotos, nors ir neaišku, ar kiti dokumentai, tokie kaip posėdžių protokolai ir pan., kur nors egzistuoja. Lankantis aukštojoje mokykloje paaiškėjo, kad tobulėti reikia ir dar yra kur. Vienas iš pageidavimų, kuriuos išsakė kalbintos šalys, – į studijų programos kūrimą labiau įtraukti socialinius dalininkus.

Universitetas yra parengęs tris antrosios pakopos studijų programas: „Tarptautinio verslo vadyba“, „Rinkodara ir prekybos vadyba“, „Verslo administravimas“. Tačiau visas šias tris programas studijuoja po mažai studentų. Dėl šios priežasties kai kurie dalykai visų trijų magistrantūros programų studentams dėstomi kartu, o tai kelia susirūpinimą dėl šių studijų programų diferenciacijos ir studentų gebėjimo studijuoti tuo pačiu lygiu, ypač tokių sričių dalykus kaip finansai. Todėl tam, kad pagerėtų studijų programos vadyba ir būtų užtikrinta reikiama strateginių planų rengimo veikla, užtikrinanti jų tvarumą, rekomenduojama, kad visų

trijų magistrantūros programų studijų komitetai dirbtų išvien (arba bent jau susietų darbus). Žinoma, svarstyti ir galimybė kai kurias šių magistrantūros programų ateityje sujungti.

Turint omenyje, kad 2009 m. atlikto vertinimo išvadose kai kurios šių rekomendacijų jau buvo pateiktos, gana liūdna matyti, jog praktiškai nė viena iš jų nebuvo įgyvendinta. Lankantis aukštojoje mokykloje ne mažesnę nuostabą sukėlė ir tai, kad, nepaisant grėsmingai mažėjančio studentų skaičiaus, nėra parengto jokio šios studijų programos strateginio plano.

Atsižvelgiant į silpnąsias vietas, pavyzdžiui, studijų programos sandarą ir studijų programos vadybą, ir įvairius socialinius dalininkus, kurie reiškia norą prisidėti prie tolesnės universiteto raidos, per protingą laiką įgyvendintos siūlomos rekomendacijos ne tik sustiprintų pačią studijų programą, bet ir galimai padėtų pritraukti daugiau studentų. Būtinybė patobulinti pirmiau išvardytas sritis – aiškiai įvardyta, jos poreikį patvirtina tiek grėsmingai mažėjantis į studijų programą priimamų studentų skaičius, tiek lankantis aukštojoje mokykloje gautas grįžtamasis ryšys.

Apibendrintai tariant, savikritiškoje savianalizės suvestinėje esama apščiai potencialo šiai studijų programai patobulinti, bet dėl silpnos programos vadybos sistemos šis potencialas lieka neišnaudotas. Didžiausia silpnybė yra ta, kad vadyba neturi aiškios vizijos ir strateginių planų, kaip užtikrinti šios studijų programos tvarumą.

<...>

III. REKOMENDACIJOS

1. Persvarstyti studijų programos sandarą taip, kad ji iš esmės atspindėtų verslo administravimo magistrantūros programos tikslą, – taip formuotųsi aiški šios studijų programos niša ir tapatybė tiek Lietuvoje, tiek užsienyje. Be to, programos sandarą reikia persvarstyti tarptautiškumo, naujų tendencijų ir verslumo aspektu.
2. Pakeisti dalykų dėstymo kalbą į anglų, kad ji taptų tokių magistrantūros studijų programų darbine kalba ir padėtų pritraukti daugiau studentų iš Lietuvos ir užsienio. Ne mažiau svarbu patobulinti ir dėstymo metodus, pavyzdžiui, daugiau dėstyti virtualiai, orientuotis į gerai žinomus tarptautinius vadovėlius ir pan.
3. Parengti strateginį magistrantūros studijų programos planą, kuriame būtų persvarstyta trijų lygiagrečiai vykdomų magistrantūros programų (visos jos surenka po nedaug studentų) dabartinė sandara.
4. Nedelsiant įgyvendinti ankstesnio, 2009 m. atlikto išorinio vertinimo, rekomendacijas, o ypač – užtikrinti studijų programos tvarumą ir aiškesnę orientaciją į tarptautiškumą.

5. Užtikrinti, kad studijų programos komitetas atliktų jam priskirtas priedermes keisti studijų programą, rinkti ir analizuoti duomenis.
6. Stiprinti studijų programos vadybą, pritraukiant įvairių dalininkų, ypač socialinių partnerių, nuolat atlikti jų apklausą ir parengti aiškų planą, kaip užtikrinti studijų programos tvarumą.

<...>

2.7. Išskirtinės kokybės pavyzdžiai

Naujoje bibliotekoje studentams sukurta labai gera mokymosi aplinka.

Dėl nedidelio studentų skaičiaus kiekvienas jų su dėstytojais gali užmegzti individualų ryšį ir tikėtis individualaus dėstymo (ką studentai labai vertina).

Keli studentai, fakultete baigę bakalauro studijas, nusprendė čia tęsti ir magistrantūros bei doktorantūros studijas.

<...>

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)