STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KAUNO KOLEGIJOS

ĮSTAIGŲ IR ĮMONIŲ ADMINISTRAVIMO **PROGRAMOS (653N23003)**

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *OFFICE AND ENTERPRISE ADMINISTRATION* (653N23003)

STUDY PROGRAMME

at KAUNAS COLLEGE

Grupės vadovas: Team Leader:	Volker Gehmlich
Grupės nariai: Team members:	Richard Mischak
	Mindaugas Butkus
	Erika Vaiginienė
	Andrius Zalitis

Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Įstaigų ir įmonių administravimas*
Valstybinis kodas	653N23003
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji (profesinis bakalauras)
Studijų forma (trukmė metais)	Nuolatinė (3), ištęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos profesinis bakalauras
Studijų programos įregistravimo data	2000-09-21

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INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	*Office and Enterprise Administration*
State code	653N23003
Study area	Social sciences
Study field	Management
Kind of the study programme	Collegial Studies
Level of studies	First (professional bachelor)
Study mode (length in years)	Full-time – 3 years, Part-time – 4 years
Scope of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Management
Date of registration of the study programme	2000-09-21

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I. INTRODUCTION

General Introduction

Kauno kolegija/Kaunas College (hereafter - KK) was established on 1 September 2000 after the binary higher education system consisting of two types of higher education provided by colleges and universities was introduced in Lithuania and even in the Baltic area. Today Kauno kolegija/Kaunas College is one of the largest colleges in Lithuania, with a community of over 7 600 students and about 1000 employees, 558 lecturers among them (data of September, 2012). Over 1,800 students graduate from the university every year. The university has 7 faculties and 2 regional departments which are established in 14 buildings.

Currently, there are the following faculties in Kaunas College– Faculty of Economics and Law, J. Vienozinskis Faculty of Arts, Faculty of Landscape, Faculty of Technologies, Faculty of Health Care, Faculty of Business Management, Kedainiai J. Radvila Faculty – and departments in Taurage and Druskininkai. They are the main divisions of the applied research and study process organization.

The mission of KK is to implement high-quality studies of higher education, focused on practical activity and students' and public needs, to develop applied research and professional art, and to take an active part in international area of higher education.

The group of experts appointed by the Centre for Quality Assessment in Higher Education (SKVC) visited Kauno Kolegija with the aim to facilitate the improvement of the *Office and Enterprise Administration* (OEA) study programme and to evaluate how the quality of the study programme provision meets the relevant legal requirements (not applicable to branches) and the provisions of the European Higher Education Area.

Tauragė Department

During the visit experts had meetings with the managing team of the KK and the managing team of Tauragé department. Self-analysis report (SAR) and the quality of the Tauragé study programme was also discussed with the self-evaluation report team, lecturers of the program, students, Alumni of other studies and social partners. Experts were introduced with the premises

of the Tauragé department and had possibility to evaluate the quality of students' final thesis and some examples of students' works.

Taurage Department was established in 2003 with the aim to implement the main aim of regional policy – to reduce the social and economic differences among regions and inside the regions by promoting an even and balanced development in the whole territory of country as well as to take into account the plan of development of Tauragé region, the needs of state and market.
elf-analysis report is prepared according to the requirements of the Centre for Quality Assessment in Higher Education. It provides all the needed information for the evaluation.

II. PROGRAMME ANALYSIS

1. *Programme aims and learning outcomes*

If not stated differently the following analysis refers to both modes of the professional bachelor programme *Office and Enterprise Administration*, the 3-year full-time and the 4-year part-time mode.

In the SAR aims and learning outcomes are described and also made available for the public by a bundle of means, some of which are directly geared to the region, such as Taurage radio and regional newspapers, schools of various types, and "open days". Web-sites, advertisements and leaflets are directed to the wider region, to the whole of Lithuania but also to nearby Russia.

Table 1.1.2.1 (see SAR) gives an overview over the aim of the study programme by detailing aims, learning outcomes and study subjects (modules). In contrast to the Faculty of Economics and Law the department uses modules (though in brackets only as a synonym for study subjects). However, the Lithuanian law stipulates a definition of a module and also identifies the number of credits per module. As these requirements are not fulfilled yet – in any of the programmes the experts visited – the experts understand that the Ministry has given the institutions some time to adjust their programmes respectively.

As regards a future graduate of the programme three major aims are outlined. To each of them various learning outcomes are related. In total 10 learning outcomes are defined which are quantitatively the state-of-the art. The profile of the programme, however, could be sharpened.

The table indicates in which subject areas the respective learning outcomes are acquired. As several subjects are listed several times it needs careful reading within the curriculum details to find out to which extent priorities of learning outcomes are fostered in a selection of modules. Otherwise one might argue that any subject of the programme may lead in one way or another to the learning outcomes of the programme.

In the individual description of the modules these learning outcomes are listed one by one according to their suitability in the module. On this basis a further detailing has taken place. Each of the learning outcomes of the study-programme is subdivided into several "Intended learning outcomes". In this way the experts appreciate very much the enormous job the department has finalised, in particular, as it appears, with the involvement of the whole staff, of students and stakeholders from outside. It seems, however, that the learning outcomes have become too numerous and the overview gets lost. The recommendation – also in literature – is to define 6-8 learning outcomes per module. The experts are sure that the work done is extremely useful and help staff to communicate on a sound basis and will be able to cluster the learning outcomes adequately. They may also discuss whether the term "intended learning outcomes" – as mainly used in the UK environment – suits their intentions. It seems to be clearer that it is stated what the student will have achieved. Normally speaking an employer – for example – is much more interested what an applicant knows and can do rather than what the college intends to achieve. The achievement of the learning outcomes by the learner is documented by the credits which are awarded only in case of a successful passing of the required examination. To this extent the table may be improved as is not always specific enough as regards the type and form of examination being suitable to test whether the student has acquired the respective learning outcomes.

Although the site visit scheduled was within a re-accreditation process, it has to be realised that there are no graduates of this study-programme yet. The first cohort will leave in June this year as this study programme took on the first students three years ago. To this extent there are no employment figures available yet. The department stresses that they continuously follow the reports of the Lithuanian Labour Exchange to become aware of future trends which might entail an adaptation of the programme. This was confirmed by representatives of the region which the experts met according to the schedule of the visit. This group highlighted clearly the importance of the department for the region and pointed out that they hoped the department to be developed into an independent university of applied sciences.

According to the figures of the Lithuanian Labour Exchange, "administrators" are among the most looked for graduates. It is not clear, however, whether this refers to the region or the whole of Lithuania. The department representatives explain a decreasing figure of students by the fact of a general decrease in other regions as well and an increased offer of such programmes, also at universities.

The SAR clarifies that the programme wants to prepare "office administrators". As this was not explicitly stated in the same programme at the faculty of Economics and Law it might have been useful to have had an internal agreement what the profile of this degree is. Taurage Department lists quite a few elements. This is very helpful but a real distinction to a general manager is not outlined. The experts would have welcomed a clear distinction between the programmes. A typical MBA-programme, for example, is geared towards general managers but on the other hand the name is: Master of Business Administration. As it was pointed out at other sites, the College might consider a redesign to the extent that there is one common core (platform) which is then streamed according to needs of the country, the region, professions, etc. This can also be subdivided according to specific sectors such as profit, non-profit and not-for-profit organisations or management of public authorities, hospitals, schools, etc.

Another possibility of understanding the term is outlined in the SAR under 1.1.2. The aim of the study programme accordingly is "…to prepare office administrators of high qualification, able to manage information and documents, communicate and collaborate, implement the functions of office management and analyse economic financial indicators, organise and administer the activity fields of institutions (companies) of different types." An administrator to this extent might be at a lower level as an office normally has a rather limited number of staff and normally works under a departmental head, more likely a graduate of a short cycle at level 5 or at a sublevel of level 6. The experts had the feeling that the department, as well as the faculty of Economics and Law, aim at level 6 and therefore at a much wider managerial employment. (Obviously the administrator is not meant as a job in the context of computer systems).

Unfortunately, there is either not the awareness in the faculty or one assumes that the reader knows it or it is believed that it is outlined "between the lines". It may be argued whether the programme serves these particular markets or whether it is rather seen as a competitive programme to *Business Management*. From the College point of view it appears to make sense to profile their programmes much better, thus increasing most likely the demand for the

programmes as well. It would also help outsiders to understand better the strategy of the institution. The presented Strategy Plan 2010 is not helpful to this extent.

Additionally this should also be looked at in the light of an obviously lower image of the degree "Professional Bachelor". Kaunas College as a whole should start an image campaign to improve the standing of the degree so that there are no doubts about the level.

Taurage department outlines as one of their weaknesses the "narrow offer of specialisations". Whereas at the faculty of Economics and Law four "branches" are offered within the same programme, Taurage department has decided to select two. The experts are of the opinion that this was a good choice as it seems to relate to the needs in the region and it also takes into account that the number of students is low so that not too many options can be scheduled, a critical mass of students in a course are needed. To this extent the experts are of the opinion that at present no further extension of the programmes appears adequate. The department, however, will continue to scrutinise the regional and national developments and will act if the need arises and student numbers have increased.

On the other hand the department does not feel assured yet whether their graduates will fully meet the expectations of the labour market. They themselves state this as a weakness in their SAR. They also foresee corrective actions but seem to wait for this till the first graduates will have finished. The experts are sure that they could have implemented formative evaluation and also evaluated careers of graduates of other colleges and even from their own College.

The orientation for the level of the study programme is the Lithuanian Qualifications Framework which is compatible with the European Qualifications Framework for Higher Education (first cycle). The Lithuanian framework allows for the degree of professional bachelor at the end of the first cycle, being at the same level as a bachelor degree of a university in Lithuania. The experts noted that in the public opinion – confirmed by students – the professional bachelor appears to be at a lower level than the university degree. Kaunas College and the Lithuanian ministry should communicate strongly that this is not the case in terms of the qualifications framework.

A professional bachelor is very much geared towards employability which has to be reflected in the learning outcomes and the curriculum. Therefore a broad knowledge has to be acquired and also a diversity of methods to be applied in various professional environments. On the basis of

the SAR and the intensive discussions the experts believe that the department is on the right track. They closely work together, are trained and develop themselves further. Within the College this department appears to be further advanced in understanding and implementing the requirements of the European Higher Education Area as demanded in the accreditation process by the SKVC. They also have understood the relationship between the various elements, including the workload.

As outlined above the experts question whether the term "administration" is adequate as the distinction to a manager is somewhat opaque. The learning outcomes are related to the name but do not necessarily clarify the profile. Overall, there is a consistency within Kaunas College and it might be more an impression of the experts from abroad as the name may have a long tradition within the Lithuanian environment. Nevertheless, also in the context of potential students from abroad the department and the College might reconsider the issue and sharpen the profile of the programme OEA.

There is no information given as regards the first accreditation process so that the experts are unable to comment to which extent recommendations of the past expert group have been taken up.

2. Curriculum design

The compliance of the curriculum with the respective legal acts (orders of Minister of Education and Science of the Republic of Lithuania: Order No. 1551 22-05-2005, No. XI-242 30-04-2009, and No.V-501 09-10-2010 (list of approved study branches). The full list of legal references is identified in the SAR under the heading "1.2.1. Compliance of structure of programme with requirements of legal acts". Reference is also given to the Lithuanian Qualifications Framework. The experts assume – as outlined above – that some of the elements identified in the law, e.g. the definition of a module, the number of credits, will have to be applied strictly by the institutions of higher education in the near future.

The study programme of OEA has the following clusters with their number of credits in the full- and part-time mode: General study subjects (15) / Study subjects of study field (135), including practical trainings (33) and Final Thesis (12), Optional Study Subjects (21) and Selective Study

Subjects (9). The total number of workload - and respective credits - is identical in both modes. So are the learning outcomes – which are a requirement.

Table 1.2.5.1. outlines the distribution of the various clusters of the programme. Quite surprisingly for the experts, the distribution is identical for both, full-time and part-time studies. The experts would have expected a difference. Lectures and/or Practical activities might be quantitatively less for part-time students whereas Consultations and Self-study work might be higher due to their particular circumstances. There is no explanation given how the various figures are calculated and why no difference is made. The only explanation given – and this was only by the Taurage work group although the same question was raised at the other visits as well – referred to the workload: he College had agreed to link one credit to a workload of 26,6 hours, obviously a mathematical figure. As the ECTS User´s Guide allows for 25-30, the figure is acceptable though very artificial and therefore it might not be a surprise that hardly any staff was aware of this. On the other hand, as the workload will have to be evaluated, staff and students should exactly know what the expected workload linked to credits is and means.

Not in line with the ECTS User´s Guide is the distribution of credits both in the full-time and the part-time mode. In the full-time mode the 5th semester requires 24 credits only, the 6th – 36. The student workload in a full-time mode should not exceed 30 credits per semester. In the part-time mode the distribution is even less even. Alternatively the semester have 21 or 24 credits, the 7th and 8th semester are corresponding to the 5th and 6th semester in the full-time mode and ask for 9 and 36 for the part-time and 24 /36 credits respectively in the full-time mode. A part-time student should not have a workload exceeding 15-20 credits per semester.

As part-time students obviously cannot focus their full efforts on their studies – for many different reasons – it does not seem adequate that the programme comprises one more year only. This means that on top of a full-time job (some may work less) students have to achieve 45 credits per year on average. As credit systems, ECTS in particular, were created inter alia to protect students, the college should allow more time to finalise the studies. This does not exclude that individual students can finish earlier on the basis of their personal situation (different background, more free-time…). A full-time job normally entails about 1,600 hours a year across Europe. Adding 40 credits, even if one credit were considered as requiring a workload of 25 hours, would mean another 1,000 hrs, a total of 2,600 hrs. From the perspective of social responsibility the College should consider to redesign their part-time programmes, even if some other colleges might stick to four years.

Another interpretation could be that the programme was at a lower level so that it can be successfully finished without much effort. Overall the impression prevails that the credits are allocated "mechanically".

The experts also wonder why in the part-time mode a *Professional Practical Training* is scheduled. During the visit it was not made clear how the job of the student is related to the studies. The module description – though named slightly different (Professional Activity Practice) seems to allow for this, but it was not convincingly clarified in the meeting.

The department stresses that there are no overlaps. In the tables 1.2.2.1. and 1.2.2.2. the department details the sequence of modules full-time and part-time mode respectively. As an example to demonstrate the distribution, the first semester focuses on general areas, *"Philosophy", "Mathematics"* and *"Information Technology"* (spread across two semesters), followed by a first *"Foreign Language", "Communicative Behaviour", "Management and Environment", "Theory of Economics"*, all subjects of the study field. This is complemented by *"Physical Training"* and *"Introduction to Studies"*. The latter, however, are not credited and therefore not included in the 180 credits to be achieved. This is not really in line with the ECTS User´s Guide. Anything which is part of the curriculum has to carry credits and thus be calculated into the overall workload. Otherwise a separate programme could be designed which is purely voluntary for the students. The *"Physical Training",* for example, is scheduled in every semester with 40 hours, 240 hours in total. No learning outcomes are identified, though. *"Physical Training"* could very well contribute in particular as regards team building, communicating to name but a few.

In the curriculum for part-time students the days of attendance are indicated: every week (presumably throughout a semester) from Wednesday to Saturday. The spread of the subjects differ from that of full-time students mainly because of the limit in time. The distribution is obviously taken from the full-time part and then spread across 8 instead of 6 semesters. In the full-time mode the 4th and 5th semester include studies in the basic elements of the programme as well as in specialisations. In the full-time mode these two are separated completely with the exception of "Application programmes". This headline must comprise several subjects and could not be found in the description of subjects. The experts found it very difficult to check whether all the subject areas are described in detail as annex 1 – the description of study subjects – does not contain any table of contents with page numbers.

The subject areas described in annex 1 are all categorised according to the following structure: Credit volume, ECTS / Lectures, hours / Practical studies, hours / Tutorials / Self-study, hours / Total hours / Assessment. For transparency reasons it might be wise that Kaunas College introduced one common format for the structuring of their modules. This might not only help experts but may be very helpful for internal communication and flexibility between programmes and faculties. It was quite surprising that in all meetings those present were not really informed about the other programmes. In Taurage, for example, it was said that those having designed the programme did not know about the OEA programme at the Faculty of Economics and Law in detail.

The experts did not find any repetition in the names, contents and learning outcomes of the course units. Nevertheless, the experts recommend to modularise the programmes so that transparency can be improved.

The subject areas are more or less identical with those at the Faculty of Economics and Law at Kaunas.

Analysing the subject content of the various course units (annex 1) the experts are aware that not all subjects are described here. In *"Foreign Language"*, e.g., the content seems like a collection from many issues. They are different from the course in the Faculty of Economics and Law but also give the impression as if within this module "*Company structure and activities, Principles of successful business, Marketing, Advertising and Finance",* etc. are being taught. This, of course, is not the intention as the experts learned after having read the respective learning outcomes. The experts believe that the areas of the subject could be identified clearer so that the reader is not misguided.

Unfortunately no level is indicated in the foreign language course unit. The experts think that the department should consider identifying a level for all language courses in terms of the European Language Competence Framework. To this extent an outsider might understand the level much better. On top of this it might be useful to classify the students also at the beginning according to respective levels so that they could also realise their progress throughout the studies.

Surprisingly is as well that the material used in this unit is mostly very old. This last statement is unfortunately true for many course units although they are very topical e.g. *Management and Environment*, being also an introductory subject. Overall, the number of references is too long

for students to be covered within a semester. As regards the basic literature a shorter list seems to be advisable. It might also be adequate in some courses to identify a set book.

The experts expected a much more detailed reasoning as regards the various "branches". The orientation towards the region is not very explicitly explained. As far as the experts were able to identify, no course unit on *"Research Methods"* exists. It is not clear where/when the preparation for writing a final thesis is done. On the other hand a course *"Cultural Management"* could be useful, identifying the role of culture within business and administration. *"Ethics"* is a good approach but seems to have a useful but different focus. *"Organisation Behaviour"* seems to cover parts of it (organisational culture), so could *"Professional etiquette"*.

From the outside it appears that the content of the subjects matches the type and level of studies. A rough overview is given in the SAR (paragraph 28). In this context several issues have been raised above.

The experts miss a "mobility window", in particular in the full-time mode. It also seems that a further strengthening of the international orientation is essential. In particular when mobility is not possible - very difficult for part-time students - the faculty should think about a particular offer which in the EU is understood under the heading "Erasmus at home". The department should seriously consider how to increase the international orientation, not only for the full-time but also for the part-time mode. This is also very useful due to the proximity of Taurage to Russia.

It might not be the best approach to sign many cooperation agreements with other and foreign institutions. Internationalisation has to be lived. Resources have to be set aside so that the agreements do not stay on paper only; regular meetings are necessary and this has to be supported by all members of the department and also its stakeholders. The experts got the feeling that this could work as, for example, also the mayor of Taurage participated in a stakeholders´ meeting emphasising the support of the region to achieve this goal. The Mayor´s support was welcomed by the regional representative of the EU who also took part – together with several employers. From their viewpoint internationalisation should be accomplished as soon as possible.

The teaching methods are also outlined in annex 1. The experts once again were positively surprised by the huge effort which was made by the staff in weekly meetings. The descriptions

are a very good starting point. In several units a variety of teaching methods is used. The methods of assessing could be varied more but this depends on other factors as well, e.g. on the size of the cohorts. "Observation" might be a very difficult form of assessment as bias might unconsciously impact the result. It might be useful to consider regular quizzes and oral reflections. In case of exams, open-book examinations might be considered as an adequate new form of assessing. The most important element, however, is that the form of assessment is suitable to identify whether the student has acquired the stated learning outcomes.

As regards the marks and grading it might be useful to have a look at the new ECTS User´s Guide which is bound to be published by the end of the year. As a good way to get into this is the usage of the User´s Guide from 2009 (Annex). The grading is not only essential when students go abroad but also when applying for a Master´s programme on the basis of a grade having been achieved at Bachelor´s level. In addition, an internationally understandable grade might be useful when students apply for grants, available outside the country.

Some details are outlined in Annex 1 but several parts are missing. There is also no identification of learning outcomes for the final thesis. As the thesis is a "highlight" in any academic degree programme a significant element of getting a full picture of the scope of the programme is missing. The examples of theses the experts had a look were sometimes rather sketchy as regards the contents (many tables and diagrams but not much analysis) and could be improved as regards the academic format. It is necessary that the faculty explains their approach much clearer, respects the European Standards and Guidelines, integrates itself into the College – with their own profile, of course – to the benefit of the student and the region. No explanation was given why the final thesis carries 12 credits within this programme and only 9 at the Faculty of Economics. The experts could imagine a reason but the difference should be clearly stated and explained.

The experts question, whether it is wise to adjust the faculty´s programmes to university offers in order to prepare the students to continue their studies at a university. Bologna does not favour a consecutive model. Each cycle stands on its own; may be linked but not necessarily immediately after the achievement of the first degree and not in the same discipline. Faculty should encourage students to be aware that they are "ready" for the labour market and are also prepared to join higher education again at a later stage within the life-long learning concept.

As the profile of an OEA graduate is not so clear for outsiders it may be very well argued whether the programme reflects the latest achievements in science, art and technologies. This has been outlined in detail above. According to the European Qualifications Framework for Higher Education graduates of the first cycle have inter alia "…demonstrated knowledge and understanding in a field of study that …is typically at a level that, ….includes some aspects that will be informed by knowledge of the forefront of their field of study"…The experts believe that this will be achieved within the various "branches". Further evaluation appears to be necessary to substantiate this belief.

Not directly linked to the curriculum as such the experts wonder to which extent the Lithuanian colleges have integrated the Lisbon Convention into their regulations. The experts did not find any indication.

3.Staff

Information and data provided in the self-analysis report shows that academic staff meets legal requirements of Lithuanian higher education provisions.

90% of all College teachers have Master's degree or equivalent qualification degree; 100% of all College teachers, working in aforementioned study programme, have practical work experience of more than 3 years in the area of taught study subjects.

In relation to the number of students the number of staff is adequate to ensure intended learning outcomes. During the meeting students agreed that they get a good, even personal, academic support.

The programme is new in the department and so far there was no teaching staff turnover. All the lecturers experts met during the meeting expressed a high level of involvement to the development of the programme.

To ensure professional development of the teaching staff every lecturer at the beginning of an academic year makes an individual professional development plan which is discussed with the department. Lecturers are invited to participate in the skill development workshops which are organized by the Kaunas College.

7 olleges teachers of the *Office and Enterprise Administration* study programme have developed their professional qualification abroad (Finland, Hungary, Slovenia, Denmark, Turkey, Romania, Belgium). However, low number of College teachers has taken part in the mobility activity of office during the period of 2009-2012 (3 teachers of the Department). This fact has been influenced by insufficient foreign language skills.

During the analysed period big attention was given by teaches to the development of foreign language and computer literacy skills. They organize English language courses (now they have A2 level) in order to foster their inCternationalization. This is very much in compliance with the higher internationalization and computerization level? (started to use Moodle and other similar systems) of the institutional activities. However, there still is a big need for learning foreign languages. College? has 6 full time lecturers, so they promote their participation in the international conferences or seminars. For the main/field subjects they try to attract lecturers with doctoral degree.

There was a huge attention to development of academic staff skills related with development of student-oriented and learning-outcomes-based studies. Training was organizes in the context of bigger project funded by European Union Structural funds. The risk appears for the future development of the same skills of new academic staff. So, it is recommended to organize similar seminars every year and especially for the new teachers.

The main fields of applied research are educational science, management, e.g., the topics of research are: e-mobile learning, importance of student's competencies in project management, social adaptation of first course students, rational learning methods and methods by applying IT, view of students and employers towards expression of competencies in practical activity etc..

Taking in to account the new Strategy of Kaunas College with the aim to start to provide professional master degree programs, – whenever this is legally possible – , the applied research activities as well as the quantity of teachers with doctoral degree should be increased.

4. *Facilities and learning resources*

The study programme is located in a part of the 'Ausra' primary school on a 1999 year lease.

Lectures are given in 7 auditoriums with 30 places and 2 auditoriums with 60 places. The academic library which is in a former auditorium is very small. The number of books that are avaiable is very limited and only a few are in English language. Of course students can borrow the books they need from the central Library?? – but this takes time and administrative efforts. In 4 auditoriums 64 computerized workplaces are installed.

For the Business Practical Training (BPTF) two classrooms are used. These trainings are very much appreaciated by the students and the Taurage Deapartment
The Faculty has Business Practical Training simulation firms connected to an international firm network. This is used effectively to allow students to develop practical skills before placement in real businesses. The Faculty has many cooperation agreements with private companies, municipal and public organisations. These institutions provide a sufficient number of practical placements for students but there is scope for better communication with social partners to inform them of the requirements and expectations when they accept students on placements. When on placements students are visited by College staff to ensure the appropriateness of their experiences. A few students had the opportunity to undertake their placement abroad as part of the Erasmus framework.

Textbooks, powerpoint presentations and course notes are the main teaching resources employed in the majority of courses, and used via Moodle. Plenty of e-databases are available, but the access to first-class English journals is very limited. Teaching materials, including periodicals and databases, are adequate and easily accessible to students. However, there is little evidence from their work that students use them. This may be a function of the limited knowledge of English of some staff and students. Students need to be encouraged to draw upon these valuable sources to broaden and deepen their understanding.

5. *Study process and student assessment*

Since 2009, students' admission is centralized and run by the Association of Lithuanian Higher Schools (LAMA BPO), which determines enrolment conditions and order. The admission of students is based on the candidates past performance, the students are selected through competition. The applicants are required to at least have a secondary education. Past two years the competitive score was estimated in two ways: the school-leaving examination score in Mathematics and Lithuanian plus the school-leaving examination score in a Foreign language

and the annual score in History or the annual score in a Foreign language and the school-leaving examination score in History (the variant more favorable for the applicant is chosen). Students with the best performance are granted scholarships financed by the government. The number of the scholarships is limited, while there is no set limit for fee-paying students. According to the table No. 1.5.1.2 the number of applicants to the program is consistent and the average competitive score is 11.27 for full-time studies and 8.78 for part-time studies. The competitive scores of applicants are from 19.04 to 3.8 points, this shows that the programme is strongly regional, and well known in the surrounding areas. This being a result of good relations with the local schools, businesses and institutions.

In order to assist students through their years of study there is academic and social support. Each subject has ample material and methodological support with reading lists supplied etc. Internet and intranet are used. There is access to computers and wireless internet. There is financial support, through fees discounts and social grants, the fees can be segmented and paid by the student month-by-month. Additionally, there are student state loans. Overall, the support appears comprehensive and positive. Thus, the students are well catered for and cared for; the students confirmed to the expert team that there are excellent relations with the teaching staff and advice is always available. Students are able to choose a flexible schedule, extend their exam sessions, repeat individual courses. In additional to social and academic support, emotional and psychological support is also available, carried out by a licensed specialist.

KK has developed „Students' achievement assessment system" which is defined in the Order of Implementing Studies at KK. While assessing learning outcomes, lecturers follow the principles of clarity, objectivity, impartiality, openness of assessment procedures, mutual respect, and goodwill. The subject assessment criteria, publicly available in subject descriptors, correspond to the LOs of each subject and these correlate to those for the programme. As the norm for Lithuania, assessment is based on a 10-point scale with the final grade for the subject consisting of accumulative grade (IKI) and final examination. Also, as a general rule, the grading system is presented by the lecturers to the students at the first lecture of the subject. It is important, as every subject's accumulative grade percentage and the tasks needed to be carried out to accumulate the points, differ. Dissatisfied with the evaluation the students can appeal their final marks, it is also important to note that the appeal committee includes a student. The study process is clearly outlined on KK intranet and the documents that define the academic process of the college. Student progress is monitored over the four years.

By taking part in the annual scientific-practical conference, organized by Taurage Department, "Promotion of Youth Entrepreneurship Skills and Initiatives", the students of the *Office and Enterprise Administration* study programme prepared 4 presentations during the analyzed period. Preparation of reports for conferences helps to deepen the creative, exploratory and communication competencies as well as the competencies of report preparation.

The students are encouraged to participate in research by means of available material prizes from the employers and social partners, written acknowledgments. As the relationship between the teachers and students is close, the teachers should encourage students personally and the faculty should consider looking for activities available to students abroad and in other Lithuanian cities such as conferences, projects etc.

All full-time and part time students of KK who have finished the 1st year of studies have a right to apply for the grant of Erasmus programme for studies or an internship abroad. They can also apply for the status of a student of Erasmus programme. Currently, on the basis of bilateral agreements, students of the *Office and Enterprise Administration* study programme have possibility to go to 12 EU countries to learn and have practical training. 2 students of the *Office and Enterprise Administration* study programme were gone abroad, according to Erasmus programme, during the period of 2009-2012. Other students stated that they lack the English language skills needed to go abroad, or had jobs that they could not abandon.

It is notable that the relation of the faculty with the local businesses and institutions provides the program with constant care and improvement as personal and group meeting are organized to discuss the perspectives of graduates and the skills needed in today's labor market. The forms of cooperation of the Tauragé Department with social partners improve, as employers more often express willingness to participate in public presentations of Final Theses themselves, and offer graduates job positions in their workplaces. Yet, only a few examples of successful cooperation in changing the study programme between the faculty and social partners were given. The students feel the support of college in finding places for their practice.

Attention in the Faculty is paid to the students' honesty. During "Introduction to Studies" of study subjects the students are familiarized with requirements of academic ethics and sanctions for failure to comply with them, while college of higher education teachers of individual study subjects teach the students to write papers, following citation or paraphrasing culture, college of higher education teachers form tasks and select the evaluation forms, which prevent the students

from promotion of academic dishonesty. The plan given in the Self-analysis report table Nr. 1.5.8.1 is regarded as effective.

6. Programme management

The *Office and Enterprise Administration* programme is managed by Tauragė Department (Department). Department is responsible for programme management and quality assurance. The department is run by the Head, who is responsible for the activity results of the department. She is responsible for the methods of studies implemented, study subjects quality (innovativeness, compliance with demand of labour market) and quality improvement, development of qualification of teachers (associate professors, lecturers, assistants), international exchange of students, research development. The department collaborates with Quality and Management Committee of Academic Board, social partners, employers, university scientists and students.

As stated in the SAR, the OEA programme, which was introduced in 2009, is managed in a slightly different manner from other programmes in the College. The programme is managed by the study programme improvement group. The work of group includes not only teachers?, but also social partners, representatives of potential employers and students. After the first graduation class in 2013, the graduates of this study programme are to be invited too. By combining needs of stakeholders and current labour market, the programme is being constantly improved. The study programme improvement group consists of: Head of Department, 6 teachers, 1 business representative and 1 student. The members of the study programme improvement group assess the needs of programme improvement and put forward the proposals for its improvement after analyzing the comments and recommendations of students, employers and other social partners. Modifications and improvements of the programme are approved in Studies Division of the College. The meetings of the Study-programme improvement group take place every two weeks. During the meetings the issues of student assessment, survey results and student requests are analyzed, teachers share the knowledge gained in conferences, seminars and courses.

Since 2003 (as regarding the programme, since 2009) the Department regularly collects and analyzes the data from Department meetings, self-assessment surveys, reports of the chairperson of the Qualifying Board, the results of the investigations conducted by the Department, students' surveys about study quality, surveys of social partners, statistics of students' and lecturers' mobility, student drop-out statistics.

As stated in SAR, at the end of the course, students fill in questionnaires designed to assess quality of the subjects taught. Based on the comments, reflections and data obtained from the surveys, teachers develop study subject programmes and submit proposals for further improvement to the Head of the Department. During the meetings of study programme improvement group, students' achievement and dropout rates, study quality assurance, and other issues of the study process are analysed.

Internal study quality assurance system (SQAS) was developed in the College and has been constantly improved, according to Total Quality Management system, which is implemented and used in the College. It is implemented through cycles and self assessment and comparability.

As stated in the SAR, in order to implement the internal quality assessment of the programme, the following activity areas are analyzed: Management, Study Programmes, Academic staff Qualification, International Relations, Applied Research/Art Activity, Material Resources, Internal Study Quality Assurance, Image and Culture. The following quantitative indicators are analyzed for internal quality assessment of programe: Preparation, Implementation and Improvement of Study Programme (Specialization); Methodological Activity of College of Higher Education Teachers; Applied Research and Consultation; Qualification of College of Higher Education; Relations with Social Partners and Employers. While collecting, analyzing and assessing information and data about quality of realization of the programme, the following methods are used: questionnaire surveys, document analysis, oral surveys, public lectures and discussions. The quality of study programme is annually assessed by students, lecturers, social partners.

It is not clear, if SQAS is effective and extensively used, to what extent it is developed. The autonomy and objectiveness of implementation of the system and data collected is unclear. It is also undefined how collected data is processed and used in further improvements of the programme quality. SQAS is constantly being developed based on recommendations of external quality control and government institutions. It has been reported that the quality of studies is also being constantly improved, however the current situation and progress achieved is not clear.

Students' satisfaction with study quality is high. The level of student "drop-out" is low in the programme. The analysis of students surveys led to introduction of more innovative studies, modified methods of evaluation, more flexible working hours of College facilities, increased

focus on practical training. Also the teachers' opinion is taken into account - improvement to study environment have been implemented, the number of computerized working places was increased.

Activity of Department is analyzed and assessed in annual self-assessment report which is presented to staff, teachers, students, Director of the College. Report includes assessment of lecturers' pedagogical activity and qualification development. Department is assessed by the level of study program quality, level of qualification of academic staff, results achieved in research development.

As a result of changes made based on evaluations and analysis mentioned above, the quality of studies improved, however it is difficult to measure this improvement.

Study programme assessment and improvement activity is attended by stakeholders. Employers surveys are organized, which results are taken into account when learning outcomes modified, content of study subject adjusted, new subjects introduced. Stakeholders participate in career days, round table discussions, Qualification Commission of final theses of students, deliver public lectures and seminars.

As stated in the SAR, social partners are invited to take part in discussions about problems regarding to internships, help organize practical lectures. The Department seeks to explore the needs of stakeholders by analyzing business partners' view towards study quality in the Department. There is a continuous process of evaluation of instructors, which helps to explore their needs, to identify the lack of their skills, knowledge, provide advise in qualification development. The circle of social partners is expanding, short-term and long-term collaboration agreements are signed with business institutions (10 long-term collaboration agreements have been signed), employers are welcome to address Taurage Department, while looking for qualified employees.

Internationalization and mobility of the college and this particular program needs to be increased. International cooperation have been strengthened, network of foreign partners has expanded, mobility of teachers has increased. Students have possibility to apply for Bachelor degree studies in Lithuanian universities.

College teachers, department and faculty members prepare self-assessment reports, however there are no external quality evaluation by a separate institution in the College. Internal quality assurance system is functioning, but not sufficient and not effective enough. The feedback system (such as evaluation of teachers) has been developed. Furthermore, in currently existing quality assurance system the participation rate is not clear, also unclear feedback provision and receiving process. It is not clear how the program's quality has been evaluated in the past, what is the level of improvement from year to year. Plans for further quality development are in place, areas of responsibility are defined well. The benchmarking of study quality could be used. In conclusion, there is no well working, fully implemented quality assurance system, as College lack external (independent) quality assurance system. As stated in the SAR, Programme quality management processes highlighted the necessity to improve the knowledge and skills of instructors in quality management. Suggested solution is to organize training for instructors to improve the knowledge and skills in quality management.

The management structure of faculty is clear and effective, tasks and responsibilities allocated adequately. However, it is not clear, why College has the same *Office and Enterprise Administration Programme* in Faculty of Economics and Law, and also in Taurage Division. It could be more effective to control and increase the quality of one program instead of supporting and developing two identical programmes under different management (faculties).

III. RECOMMENDATIONS

1. As regarding to **the programme aims and learning outcomes** evaluation, the comments and recommendations are outlined below:

The recommendation is to define 6-8 learning outcomes per module. The experts are sure that the work done is extremely useful and help staff to communicate on a sound basis and will be able to cluster the learning outcomes adequately. They may also discuss whether the term "intended learning outcomes" – as mainly used in the UK environment – suits their intentions: Does the department want to state what they intend to achieve or rather what their student will have achieved. Also in the context of potential students from abroad the department and the college might reconsider the issue and sharpen the profile of the programme OEA.

The SAR clarifies that the programme wants to prepare "office administrators". As this was not explicitly stated in the same programme at the faculty of Economics and Law it might have been useful to have had an internal agreement what the profile of this degree is. Taurage Department lists quite a few elements. This is very helpful but a real distinction to a general manager is not outlined. The experts recommend that there is a clear distinction between the programmes. Are managers and administrators exchangeable terms. As it was pointed out at other sites, the College might consider a redesign to the extent that there is one common core (platform) which is then streamed according to needs of the country, the region, professions, etc. This can also be subdivided according to specific sectors such as profit, non-profit and not-for-profit organisations or management of public authorities, hospitals, schools, etc.

The experts noted that in the public opinion – confirmed by students – the professional bachelor appears to be at a lower level than the university degree. Kaunas College and the Lithuanian ministry should communicate strongly that this is not the case in terms of the qualifications framework.

A professional bachelor is very much geared towards employability which has to be reflected in the learning outcomes and the curriculum. Therefore a broad knowledge has to be acquired and also a diversity of methods to be applied in various professional environments.

2. As regarding to **curriculum design** evaluation, the comments and recommendations are outlined below:

Quite surprisingly for the experts, the distribution of the various clusters of the programme is identical for both, full-time and part-time studies. Lectures and/or Practical activities might be quantitatively less for part-time students whereas Consultations and Self-study work might be higher due to their particular circumstances. There is no explanation given how the various figures are calculated and why no difference is made. The only explanation given – and this was only by the Taurage work group although the same question was raised at the other visits as well – referred to the workload: The college had agreed to link one credit to a workload of 26,6 hours, obviously a mathematical figure. A full-time job normally entails about 1,600 hrs a year across Europe. Adding 40 credits, even if one credit were considered as requiring a workload of 25 hours, would mean another 1,000 hrs, a total of 2,600 hrs. From the perspective of social responsibility the College should consider to redesign their part-time programmes, even if some other colleges might stick to four years. It might be recommended to the SKVC to communicate a formed opinion on this matter as it is a competitive element but more importantly an ethical issue.

For transparency reasons Kaunas College should consider to introduce one common format for the structuring of their modules. This might not only help experts but may be very helpful for internal communication and flexibility between programmes and faculties. The experts did not find any repetition in the names, contents and learning outcomes of the course units.

The experts recommend to modularise the programmes so that transparency can be improved.

Unfortunately no level is indicated in the foreign language course unit. The experts recommend to identify a level for all language courses in terms of the European Language Competence Framework. To this extent an outsider might understand the level much better

 It is also recommended to classify the students at the beginning according to respective levels so that they could also realise their progress throughout the studies.

Surprisingly is as well that the material used in this unit is mostly very old. This last statement is unfortunately true for many course units although they are very topical e.g. Management and Environment, being also an introductory subject. As regards the basic literature the experts recommend a shorter list. It might also be adequate in some courses to identify a set book.

The experts miss a "mobility window", in particular in the full-time mode. It also seems that a further strengthening of the international orientation is essential. In particular when mobility is

not possible - very difficult for part-time students – it is recommended that the faculty should think about a particular offer which in the EU is understood under the heading "ERASMUS at home".

It is recommended not to sign many cooperation agreements with other and foreign institutions. Internationalisation has to be lived. Resources have to be set aside so that the agreements do not stay on paper only; regular meetings are necessary and this has to be supported by all members of the department and also its stakeholders.

It is recommended considering regular quizzes and oral reflections. In case of exams, open-book examinations might be considered as an adequate new form of assessing. The most important element, however, is that the form of assessment is suitable to identify whether the student has acquired the stated learning outcomes.

As regards the marks and grading it might be useful to have a look at the new ECTS User´s Guide which is bound to be published by the end of the year. As a good way to get into this is the usage of the User´s Guide from 2009 (Annex). The grading is not only essential when students go abroad but also when applying for a Master´s programme on the basis of a grade having been achieved at Bachelor´s level. In addition, an internationally understandable grade might be useful when students apply for grants, available outside the country.

There is no identification of learning outcomes for the final thesis. As the thesis is a "highlight" in any academic degree programme a significant element of getting a full picture of the scope of the programme is missing. It is necessary that the faculty explains their approach much clearer, respects the European Standards and Guidelines, integrates itself into the College – with their own profile, of course – to the benefit of the student and the region.

The experts question, whether it is wise to adjust the faculty´s programmes to university offers in order to prepare the students to continue their studies at a university. Faculty should encourage students to be aware that they are "ready" for the labour market and are also prepared to join higher education again at a later stage within the life-long learning concept.

3. As regarding to **staff** evaluation, the comments and recommendations are outlined below:

Seven college of higher education teachers of the Office and Enterprise Administration study programme have developed their professional qualification abroad (Finland, Hungary, Slovenia, Denmark, Turkey, Romania, Belgium. It is recommended that the number of teachers involved in mobility should be increased.

During the analysed period the big attention was given to the development of foreign language and computer literacy skills. They organize English language courses (now they have A2 level) in order to foster their internationalization. This is very much in compliance with the higher internationalization and computerization (started to use Moodle and other similar systems) of the institutional activities. It is recommended strongly that teachers should acquire more foreign language skills. hey have 6 full time lecturers, so they promote their participation in the international conferences, seminars. For the main/field subjects they try to attract lecturers with doctoral degree.

There was a huge attention to development of academic staff skills related with development of student-oriented and learning-outcomes-based studies. Training was organized in the context of bigger project funded by European Union Structural funds. The risk appears for the future development of the same skills of new academic staff. So, it is recommended to organize similar seminars every year and especially for the new teachers.

Taking in to account the new Strategy of Kaunas College with the aim to start to provide professional master degree programs, the applied research activities as well as the quantity of teachers with doctoral degree should be increased.

4. As regarding to **facilities and learning resources** evaluation, the comments and recommendations are outlined below:
Plenty of e-databases are available, but the access to first-class English journals is very limited. Teaching materials, including periodicals and databases, are adequate and easily accessible to students. However, there is little evidence from their work that students use them. This may be a function of the limited knowledge of English of some staff and students. Students need to be encouraged to draw upon these valuable sources to broaden and deepen their understanding.

5. As regarding to **study process and student assessment** evaluation, the comments and recommendations are outlined below.

The College uses a transparent admission system for selection of candidates. Organization of teaching process and social support is beneficial for achieving intended learning outcomes and the grading system in place enables correct assessment of achieved learning outcomes. The students feel supported and well cared for. It is recommended to further encourage students in research and applied science, to seek new participation possibilities at home as well as abroad.

It is also recommended that the interaction with the employers in the labor market can be further improved and encouraged as only a few examples of successful cooperation were provided. In order to increase internationalization, more attention to improvement and practice of foreign language skills must be paid, Erasmus programme should be promoted more actively.

6. As regarding to **programme management** evaluation, the comments and recommendations are outlined below:

Internal study quality assurance system (SQAS) in the College was developed and has been constantly improved. It is recommended to state clearer to which effect SQAS is effective, used and developed. The autonomy and objectiveness of implementation of the system and data collected is unclear. It is also undefined how collected data is processed and used in further improvements of the programme quality. SQAS is constantly being developed based on recommendations of external quality control and government institutions. It has been reported that the quality of studies is also being constantly improved, however the current situation and progress achieved is not clear.

College of higher education teachers, departments and faculties prepare self-assessment reports, however there are no external quality evaluation by a separate institution in the College. Such evaluation would be recommended by the external evaluators. Internal quality assurance system is functioning, but not sufficient and not effective enough.The feedback system (such as evaluation of teachers) has been developed. Furthermore, in currently existing quality assurance system the participation rate is not clear, also unclear feedback provision and receiving process. It is not clear how the program's quality has been evaluated in the past, what is the level of improvement from year to year. Plans for further quality development are in place, areas of responsibility are defined well. Stakeholders and faculty community participate in the process of quality development. The benchmarking of study quality could be used. In conclusion, there is no well working, fully implemented quality assurance system, as College lack external (independent) quality assurance system. As stated in the SAR, Programme quality management processes highlighted the necessity to improve the knowledge and skills of lecturers in quality management. Suggested solution is to organize training for lecturers to improve the knowledge and skills in quality management.

The management structure of faculty is clear and effective, tasks and responsibilities allocated adequately. However, it is not clear, why College has the same Office and Enterprise Administration Programme in Faculty of Economics and Law, and also in Taurage Division, what is essential difference between the programmes. It could be more effective to control and increase the quality of one program instead of supporting and developing two identical programmes under different management (faculties).

IV. SUMMARY

The programme aims and learning outcomes are defined and implemented very well and evaluated at 4 points. The curriculum design, staff, material resources, study process and assessment (student admission, study process student support, achievement assessment) of the programme are implemented good and still developing, have distinctive elements with regard to the rest of the College. They have been evaluated at 3 points each. The weakest part of the programme is programme management which consists of mainly two parts, programme administration and internal quality assurance, are satisfactory. In general, programme management is evaluated at satisfactory level (2 points) because it misses an independent and efficient internal quality assurances system, which uses collected and evaluated data effectively and demonstrates the progress in quality improvements of the programme.

To improve the study-programme the College should define not more than 6-8 learning outcomes for every module, including the final thesis. The gist of these is taken from the 8-10 programme learning outcomes. These learning outcomes have to be reflected in the form of assessment and in the teaching mode. To this extent the College should introduce a wider choice of assessments. In line with this recommendation the College should finalise their modularization within a defined time-scale.

The College should also design a common platform for all study-programmes and then offer various options/electives allowing for some form of profiling. The College has to be careful when doing so having in mind the improvement of the public image of a professional bachelor degree. They also have to design programmes for full-time and part-time students which differ as regards the length of studies. Practical work and experience should be clearly indicated and the level of a foreign language achievement stated according to the European Language Competence Framework.

The students should be encouraged to study or do a work-placement abroad. For this purpose the College should include a mobility-window into the study-programme, in fact, into all they offer. In case of impossibility they should exploit the option "Erasmus at home". Within this context the College has to make agreements with higher education institutions and companies but should not make too many because there an optimum which can be managed and used effectively and efficiently. This has to be accompanied by staff development in foreign language skills and also in the need to read and work with academic material written in English. Therefore the library was be expanded and have a wider choice of such sources – in addition to the electronic facilities.

The College has still to develop further their Quality Assurance System in particular as regards its effectiveness. An increase in making processes and results more transparent is needed. In this way the acceptance by the stakeholders will increase. To this extent benchmarking with other institutions might be very helpful. The experts also recommend to link much further the study-programmes in Kaunas and Tauragé to make better use of the resources and to exploit more the competences available at both sites.

V. GENERAL ASSESSMENT

The study programme *Office and Enterprise Administration* (state code – 653N23003) at Kaunas College, Taurage Department 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	4
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:	**19**

*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.

KAUNO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *ĮSTAIGŲ IR ĮMONIŲ ADMINISTRAVIMAS* (VALSTYBINIS KODAS – 653N23003) 2013-06-27 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-254 IŠRAŠAS

<...>
V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno kolegijos, Tauragės skyriaus studijų programa *Įstaigų ir įmonių administravimas* (valstybinis kodas – 653N23003) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	**19**

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)
2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)
3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)
4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Programos tikslai ir numatomi studijų rezultatai apibūdinti ir įgyvendinami labai gerai, jie įvertinti 4 balais. Programos sandara, personalas, materialieji ištekliai, studijų eiga ir jos vertinimas (studentų priėmimas, studijų eiga, studentų rėmimas, pasiekimų vertinimas) įgyvendinami gerai ir vis dar tobulinami, jie turi skiriamųjų bruožų lyginant su kitomis kolegijoje vykdomomis programomis. Kiekvienas iš minėtų elementų vertinamas 3 balais. Silpniausia šios programos dalis yra programos vadyba, iš esmės susidedanti iš dviejų elementų – programos administravimo ir vidinio kokybės užtikrinimo. Iš esmės programos vadyba vertinama patenkinamai (2 balais), kadangi nėra savarankiškos ir veiksmingos vidinės kokybės užtikinimo sistemos, kuri veiksmingai panaudotų surinktus ir įvertintus duomenis ir rodytų pažangą gerinant programos kokybę.

Norėdama pagerinti studijų programą kolegija turėtų nustatyti ne daugiau kaip 6–8 numatomus studijų rezultatus kiekvienam moduliui, įskaitant baigiamąjį darbą. Jų turinys paimamas iš 8–10 numatomų studijų rezultatų. Šie numatomi studijų rezultatai turi atsispindėti vertinimo formoje ir dėstymo metode. Tam tikslui kolegija turėtų nustatyti daugiau vertinimo būdų. Laikydamasi šios rekomendacijos kolegija turėtų per nustatytą laiką užbaigti jų moduliavimą.

Be to, kolegija turėtų sukurti bendrą platformą visoms studijų programoms ir tada siūlyti įvairias galimybes/pasirenkamuosius dalykus, ir tai būtų tam tikros formos profiliavimas. Kolegija turėtų tai

įgyvendinti atsargiai, nepamiršdama, kad reikia gerinti profesinio bakalauro laipsnio įvaizdį visuomenėje. Reikėtų kurti programas nuolatinių ir ištęstinių studijų studentams, kurios skiriasi savo trukme. Reikėtų aiškiai įvardinti praktinį darbą ir patirtį, o užsienio kalbos mokėjimas turėtų būti apibrėžtas remiantis Europos užsienio kalbų mokymosi gairėmis.

Studentai turėtų būti skatinami studijuoti arba įsidarbinti užsienyje. Tam tikslui kolegija turėtų į šią studijų programą ir apskritai į viską, ką ji siūlo, įtraukti „mobilumo langą". Jei tai neįmanoma, reikėtų pasirinkti „Erasmus namuose" galimybę. Tam kolegija turėtų sudaryti sutartis su aukštojo mokslo institucijomis ir įmonėmis, tačiau sutarčių neturėtų būti per daug, nes yra optimalus skaičius, kuriuo galima efektyviai naudotis. Toliau būtina tobulinti darbuotojų užsienio kalbų įgūdžius, kad jie galėtų rašyti ir skaityti mokslinę literatūrą anglų kalba. Todėl reikėtų išplėsti bibliotekos išteklius, pasiūlyti didesnį šaltinių pasirinkimą – kaip alternatyvą elektroninėms priemonėms.

Kolegijai vis dar reikia tobulinti kokybės užtikrinimo sistemą, ypač didinti jos veiksmingumą. Procesai ir rezultatai turi būti skaidresni. Tai padidins socialinių dalininkų palankumą. Šiuo atžvilgiu gali labai padėti palyginimas su kitomis institucijomis. Ekspertai rekomenduoja labiau susieti Kauno ir Tauragės studijų programas, kad būtų geriau panaudoti ištekliai ir kompetencijos, kurias turi abi vietovės.

III. REKOMENDACIJOS

1. Dėl **programos tikslų ir numatomų studijų rezultatų** pateikiamos šios pastabos ir rekomendacijos:

Rekomenduojama kiekvienam modulį apibrėžti per 6–8 numatomus studijų rezultatus. Ekspertai neabejoja, kad kolegijos atliktas darbas yra ypač naudingas; jis padeda darbuotojams patikimai bendrauti, be to, padės tinkamai suformuluoti numatomus studijų rezultatus. Kolegija galėtų apsvarstyti, ar terminas „numatomi studijų rezultatai", kaip jis daugiausia vartojamas Didžiojoje Britanijoje, atitinka jų tikslus: ar skyrius nori pabrėžti, ką jie ketina pasiekti, ar greičiau tai, ką studentai bus pasiekę. Kalbant apie galimą užsienio studentų atvykimą, skyrius ir kolegija galėtų persvarstyti šį klausimą ir patobulinti Įstaigų ir įmonių administravimo (ĮĮA) programos sandarą.

Savianalizės suvestinėje paaiškinta, kad šia programa siekiama parengti „įstaigų administratorius". Kadangi toje pačioje Ekonomikos ir teisės fakulteto programoje tai nebuvo aiškiai suformuluota, būtų naudinga viduje susitarti, koks yra šio laipsnio profilis. Tauragės skyrius išvardija keletą elementų. Tai naudinga, tačiau nenurodyta, kuo įstaigų administratorius skiriasi nuo vyriausiojo vadybininko. Ekspertai rekomenduoja aiškiai atskirti šias programas. Ar terminas „vadybininkai" ir terminas „administratoriai" yra lygiaverčiai ir gali vienas kitą pakeisti? Kaip buvo nurodyta kitose vizituose, kolegija galėtų apsvarstyti pertvarkymo galimybę, paliekant vieną bendrą pagrindą, kuris po to skirstomas pagal šalies, regiono poreikius, profesijų paklausą ir t. t. Dar galima suskirstyti į smulkesnes dalis pagal konkrečius sektorius, pavyzdžiui, pelno siekiančias ir pelno nesiekiančias organizacijas arba viešojo sektoriaus institucijų, ligoninių, mokyklų valdymą ir t.t.

Ekspertai pastebėjo, kad visuomenės nuomone, kurią patvirtino ir studentai, profesinio bakalauro laipsnis yra žemesnio lygio nei universitetinis laipsnis. Kauno kolegija ir Lietuvos Respublikos Mokslo ir švietimo ministerija turėtų tvirtai bendradarbiauti siekdamos, kad taip nebūtų, turint omenyje kvalifikacijų sandarą.

Profesinis bakalauras labai orientuotas į užimtumą, kuris turi atsispindėti numatomuose studijų rezultatuose ir studijų programoje. Taigi skirtingose profesinėse aplinkose turi būti įgyjama įvairių žinių ir taikoma daug įvairių metodų.

2. Toliau pateiktos pastabos ir rekomendacijos dėl **programos sandaros** vertinimo:

Ekspertams buvo netikėta, kad įvairūs programos paketai vienodai paskirstyti ir nuolatinių, ir ištęstinių studijų studentams. Ištęstinių studijų studentai dėl jiems ypatingų aplinkybių galėtų turėti mažiau paskaitų ir (arba) praktinės veiklos, bet daugiau konsultacijų ir savarankiško darbo. Nepaaiškinta, kaip atliekami įvairūs skaičiavimai ir kodėl šiuo atžvilgiu nėra išskyrimo.

Vienintelis gautas paaiškinimas – ir tik iš Tauragės darbo grupės, nors tas pats klausimas buvo iškeltas ir kitų vizitų metu – buvo siejamas su darbo krūviu. Kolegija nutarė, kad vienas kreditas būtų skirtas už 26,6 valandų (apskaičiuota aritmetiškai). Darbas pilnu etatu Europoje paprastai apima 1 600 val. per metus. Pridėjus 40 kreditų, net jei vienas kreditas būtų suprantamas kaip 25 val. darbo krūvis, tai susidarytų dar 1 000 val., iš viso – 2 600 val. Socialinės atsakomybės sumetimais kolegija turėtų apsvarstyti savo ištęstinių studijų programų pertvarkymą, net jei kai kurios kolegijos laikosi ketverių metų studijų trukmės. Studijų kokybės vertinimo centrui (SKVC) būtų galima rekomenduoti pareikšti savo nuomonę šiuo klausimu, nes tai ne tik konkurencijos elementas, bet dar svarbiau – etikos klausimas.

Skaidrumo sumetimais Kauno kolegija turėtų apsvarstyti bendro formato modulių struktūros klausimą. Tai galėtų būti naudinga ne tik ekspertams, bet ir vidaus ryšiams, lankstumui tarp programų ir fakultetų. Ekspertai nenustatė, kad studijų dalykų pavadinimai, turinys ar numatomi studijų rezultatai kartotųsi.

Ekspertai rekomenduoja moduliuoti programas taip, kad padidėtų skaidrumas.

Nenurodytas užsienio kalbų mokymo lygis. Ekspertai rekomenduoja nurodyti visų kalbos dalykų lygį pagal Europos užsienio kalbų kompetencijos gaires. Tokiu būdu pašaliniam asmeniui būtų lengviau suprasti kalbos mokėjimo lygį.

Rekomenduojama iš pradžių suskirstyti studentus pagal lygius, kad jie galėtų siekti pažangos studijų metu.

Taip pat stebina tai, kad beveik visa užsienio kalbos dalyko medžiaga pasenusi. Deja, tai pasakytina apie daugelį dėstomų dalykų, nors jie gana teminiai, pvz., Vadyba ir aplinka, kuris kartu yra ir įvadinis dalykas. Ekspertai rekomenduoja sutrumpinti pagrindinės literatūros sąrašą. Dėstant kai kuriuos dalykus galbūt reikėtų nurodyti knygų rinkinį. Ekspertai pasigenda „mobilumo lango“, ypač nuolatinėse studijose. Atrodo, kad svarbiausia stiprinti tarptautinę orientaciją. Ypač tada, kai mobilumas neįmanomas (ypač ištęstinių studijų studentams), rekomenduojama fakultete pagalvoti apie galimybę, kuri ES vadinama „ERASMUS namie“.

Rekomenduojama nepasirašinėti daug bendradarbiavimo susitarimų su kitomis Lietuvos ir užsienio institucijomis. Internacionalizacija turi būti vykdoma realiai. Būtina skirti lėšų, kad

susitarimai neliktų tik popieriuje, nuolat rengti susitikimus, kuriuos turi remti visi skyriaus nariai ir socialiniai dalininkai.

Rekomenduojama apsvarstyti nuolatinių apklausų ir žodinių apmąstymų galimybę. Kalbant apie egzaminus, egzaminavimas „atverstos knygos" principu gali būti laikomas tinkama vertinimo forma. Tačiau svarbiausia, kad vertinimo forma leistų nustatyti, ar studentas pasiekė numatytus studijų rezultatus.

Dėl pažymių ir įvertinimo būtų naudinga panagrinėti naująjį ECTS naudojimo vadovą, kuris bus paskelbtas šių metų pabaigoje. Tam padėtų ir 2009 m. išleistas „Naudojimo vadovas" (priedai). Pažymiai svarbūs ne tik tada, kai studentai vyksta į užsienį, bet ir kai stojama į magistrantūrą, remiantis pažymiais, gautais įgijus bakalauro laipsnį. Be to, tarptautiniu lygiu priimtas vertinimas galėtų būti naudingas, kai studentai kreipiasi dėl stipendijų, kurios suteikiamos mokantis kitose šalyse.

Baigiamajame darbe nenurodyti numatomi studijų rezultatai. Kadangi baigiamasis darbas yra ryškiausias bet kurios akademinį laipsnį suteikiančios studijų programos akcentas, trūksta svarbaus elemento, kuris padėtų susidaryti visą šios programos apimties vaizdą. Fakultetas turi aiškiau parodyti savo požiūrį, laikytis Europos standartų ir gairių, integruotis į kolegiją, žinoma, turėdamas savą profilį, kad būtų nauda ir studentams, ir regionui.

Ekspertams kyla klausimas, ar išmintinga fakulteto programas derinti su universiteto pasiūlymais parengti studentus taip, kad jie galėtų tęsti studijas universitete. Fakultetas turėtų raginti studentus suprasti, kad jie pasirengę darbo rinkai, taip pat pasirengę siekti aukštojo mokslo pagal mokymosi visą gyvenimą strategiją.

3. Pastabos ir rekomendacijos dėl **personalo** vertinimo:

Septyni kolegijos Įstaigų ir įmonių administravimo studijų programos dėstytojai tobulino profesinę kvalifikaciją užsienyje (Suomijoje, Vengrijoje, Slovėnijoje, Danijoje, Turkijoje, Rumunijoje, Belgijoje). Rekomenduojama padidinti mobilumo programoje dalyvaujančių dėstytojų skaičių.

Nagrinėjamuoju laikotarpiu daug dėmesio buvo skirta užsienio kalbų įgūdžiams ir kompiuteriniam raštingumui gerinti. Siekiant paskatinti internacionalizaciją, kolegijoje

organizuojami anglų kalbos kursai (šiuo metu mokoma A2 lygiu). Tai atitinka tikslą kompiuterizuoti šios institucijos veiklą (pradėta naudotis MOODLE ir kitomis panašiomis sistemomis). Primygtinai rekomenduojama, kad dėstytojai įgytų daugiau užsienio kalbos įgūdžių. Fakultete yra šeši nuolatiniai dėstytojai; jie skatinami dalyvauti tarptautinėse konferencijose, seminaruose. Stengiamasi, kad pagrindinius/srities dalykus dėstytų daktaro laipsnį turintys dėstytojai.

Daug dėmesio skirta akademinio personalo įgūdžių, susijusių su į studentus orientuotų ir numatomais studijų rezultatais pagrįstų studijų gerinimu, tobulinimui. Buvo organizuojami mokymai remiantis didesniu projektu, kurį finansavo Europos Sąjungos struktūriniai fondai. Yra pavojus, kad naujas akademinis personalas neturės tų pačių įgūdžių. Todėl rekomenduojama kiekvienais metais rengti panašius seminarus, ypač naujiems dėstytojams.

Atsižvelgiant į naująją Kauno kolegijos strategiją, kurios tikslas – pradėti įgyvendinti profesinio magistro laipsnį suteikiančias programas, reikėtų sustiprinti taikomųjų mokslinių tyrimų veiklą ir padidinti dėstytojų skaičių.

4. Dėl **materialiųjų išteklių** vertinimo pateikiamos šios pastabos ir rekomendacijos:

Yra daug elektroninių duomenų bazių, bet labai mažai gerų žurnalų anglų kalba. Dėstymui skirta medžiaga, įskaitant periodinius leidinius ir duomenų bazes, yra tinkama ir studentams nesunkiai prieinama. Tačiau, remiantis studentų darbais, mažai įrodymų, kad studentai jais naudotųsi. Taip gali būti dėl to, kad kai kurie darbuotojai ir studentai nepakankamai moka anglų kalbą. Reikia skatinti studentus remtis šiais vertingais šaltiniais ir taip plėsti bei gilinti suvokimą.

5. Dėl **studijų eigos ir jos vertinimo** pateikiamos šios pastabos ir rekomendacijos:
Kolegijos taikoma studentų priėmimo tvarka yra skaidri. Tai, kaip organizuojamas mokymo procesas ir socialinė parama, leidžia pasiekti numatomus studijų rezultatus, o įdiegta vertinimo sistema – teisingai įvertinti pasiektus studijų rezultatus. Studentų nuomone, jiems padedama ir jais rūpinamasi. Rekomenduojama ir toliau skatinti studentus dalyvauti moksliniuose tyrimuose ir taikomojoje mokslinėje veikloje, siekti naujų dalyvavimo galimybių namie ir užsienyje.

Be to, rekomenduojama toliau gerinti ir skatinti bendradarbiavimą su darbdaviais, nes pateikti tik keli sėkmingo bendradarbiavimo pavyzdžiai. Norint sustiprinti internacionalizaciją, būtina

daugiau dėmesio skirti užsienio kalbos įgūdžių tobulinimui ir praktiniam kalbos vartojimui, reikėtų aktyviau skatinti dalyvavimą Erasmus programoje.

6. Dėl **programos vadybos** vertinimo pateikiamos šios pastabos ir rekomendacijos:

Kolegija parengė ir nuolat tobulino **vidinio studijų kokybės užtikrinimo sistemą.** Rekomenduojama aiškiau nurodyti, kiek ji veiksminga, naudojama ir tobulinama. Neaišku, kaip savarankiškai ir objektyviai įgyvendinama ši sistema ir renkami duomenys. Neapibūdinta, kaip surinkti duomenys apdorojami ir naudojami tolesniam programos kokybės gerinimui. Vidinio studijų kokybės užtikrinimo sistema nuolat tobulinama atsižvelgiant į išorinės kokybės kontrolės ir valdymo institucijų rekomendacijas. Buvo pristatyta, kad studijų kokybė taip pat nuolat gerinama, tačiau neaišku, kokia yra dabartinė padėtis ir pasiekta pažanga.

Kolegijos dėstytojai, skyriai ir fakultetai rengia savianalizės suvestines, tačiau kolegijoje nėra atskiros institucijos, kuri atliktų išorinės kokybės užtikrinimą. Rekomenduojama, kad tokį vertinimą atliktų išorės vertintojai. Vidinė kokybės užtikrinimo sistema veikia, bet nepakankamai veiksmingai. Yra sukurta grįžtamojo ryšio sistema (pvz., dėstytojų vertinimas). Be to, neaišku, kaip intensyviai dalyvaujama šiuo metu veikiančioje kokybės užtikrinimo sistemoje, ar užtikrinamas grįžtamojo ryšio siuntimo ir gavimo procesas. Neaišku, kaip programos kokybė buvo vertinta anksčiau, kaip ji gerėja kiekvienais metais. Parengti kokybės gerinimo planai, gerai apibrėžtos atsakomybės sritys. Socialiniai dalininkai ir fakulteto bendruomenė dalyvauja kokybės gerinimo procese. Galėtų būti atliekama studijų kokybės lyginamoji analizė. Baigiant būtų galima pasakyti, kad nėra įdiegta gerai veikianti kokybės užtikrinimo sistema, nes kolegija neturi išorinės (nepriklausomos) kokybės užtikrinimo sistemos. Kaip nurodyta savianalizės suvestinėje, programos kokybės vadybos procesai atskleidė būtinybę gerinti dėstytojų žinias bei kompetenciją kokybės vadybos srityje. Siūloma išeitis – suorganizuoti dėstytojams mokymus, skirtus jų žinioms ir kompetencijai kokybės vadybos srityje pagerinti.

Fakulteto vadovybės struktūra yra aiški ir veiksminga, užduotys ir atsakomybė paskirstytos tinkamai. Tačiau neaišku, kodėl kolegija tą pačią Įstaigų ir įmonių administravimo programą įgyvendina Ekonomikos ir teisės fakultete bei Tauragės skyriuje, koks pagrindinis šių programų skirtumas. Būtų veiksmingiau kontroliuoti ir stiprinti vieną programą užuot rėmus ir tobulinus dvi skirtinguose fakultetuose įgyvendinamas identiškas programas.

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Paslaugos teikėja patvirtina, kad yra susipažinusi su Lietuvos Respublikos Baudžiamojo kodekso[1] 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

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[1] Žin., 2002, Nr. 37-1341.