SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ALEKSANDRO STULGINSKIO UNIVERSITETO
STUDIJŲ PROGRAMOS *VERSLO LOGISTIKA*
(valstybinis kodas - 621N10009)
VERTINIMO IŠVADOS
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EVALUATION REPORT
OF *BUSINESS LOGISTICS* (state code - 621N10009)
STUDY PROGRAMME
at ALEKSANDRAS STULGINSKIS UNIVERSITY

Experts' team:

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2. **Prof. dr. Michael A. Bourlakis,** *academic,*

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Verslo logistika*
Valstybinis kodas	621N10009
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (1,5), ištęstinės (2)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo magistras
Studijų programos įregistravimo data	2014-08-01

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Business logistics*
State code	621N10009
Study area	Social sciences
Study field	Business
Type of the study programme	University studies
Study cycle	Second cycle
Study mode (length in years)	Full time (1,5); part-time (2)
Volume of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master in Business
Date of registration of the study programme	1st August, 2014

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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.	Protocols of Study programme Committee

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

Aleksandras Stulginskis University (ASU) is a public higher education institution having as predecessors Kaunas Higher Courses (established in 1920) and Lithuanian University (established in 1922). Various rearrangements and change of names took place and ASU was

finally formed in 2011 following the Resolution of Parliament where the Lithuanian University of Agriculture was given the name of Aleksandras Stulginskis.

The major management bodies of the university are collegial ones, the University Council and Senate and the University management follows the principles of democracy, autonomy, competence, personal responsibility and effectiveness while the Rector governs it.

In 2012, the strategy 2020 of ASU and its implementation plan were developed in relation to infrastructure and basic equipment whilst a subsequent merger between various departments led to the creation of 14 institutes. Another outcome of the above was the creation of Faculties and Centres and, currently, there are 5 Faculties and 2 Centres. The Faculty of Economics and Management is one of these five Faculties covering the social domain and runs various programmes including seven social studies domain programmes of the first cycle (Bachelors) and six programmes of the second cycle (Masters). The Business Logistics (hereinafter - BL) programme is one of the Masters programmes and it was accredited by the Centre for Quality Assessment in Higher Education (Director's order No. SV6-40, 1st August 2014). No external evaluation of the BL programme has taken place before.

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 8 December 2016.

1. **Prof. dr. Zoltán Sipos (team leader)** *Chairman of Institute of Economics and Management Sciences, King Sigismund College, Hungary.*
2. **Prof. dr. Michael A. Bourlakis,** *Director of Demand Chain Management Community & Head of the Supply Chain Research Centre, Cranfield School of Management, United Kingdom*
3. **Asoc. prof. dr. Genadijs Gromovs,** *Head of Transport and Logistics Department, Transport and Telecommunication Institute, Latvia.*
4. **Mrs. Tadas Medineckas,** *Transport Business Consultant of Law Company "Verum", Lithuania.*
5. **Ms. Greta Vegytė,** *student of Mykolas Romeris University, study programme Logistics management.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

Aleksandras Stulginskis University has initiated the programme Business Logistics in 2012. This is a new master programme. No external evaluation has happened yet.

ASU has developed a programme that has a very strong theoretical grounding and, at the same time, it has a strong emphasis on agricultural and food-related issues. The latter is particularly important to meet the demand for relevant skillsneeded in the region and in the country. This is a positive development, and, at some points, unique.

The Programme has 13 learning outcomes listed in a well structured system in a table (in SER). This is not too much for a master programme, but it has to include most of the important skills and competences plus knowledge given by the programme. A possible field of further improvement which can be mentioned related to the learning outcomes is, that they are more theoretical than practical and do not go very much into details, related to the professional fields they are targeted to. A little more attention should be paid to this question. Trade and services industry and agricultural logistics are mentionedand and this is good but t*he whole system of LOs is a little too general and too much theory oriented,* from which it is not easy to identify the target market and the professional skills the programme intends to offer. Especially those learning outcomes are narrow which try to describe subject specific competences, such as decision making, innovation management and especially management of external (!) and internal environment. On the other hand, it is true that this is a university master programme, which must be theoretical first of all.

There are two different lists of learning outcomes in the table 2 (SER, pages 7-8), and in table 3 (SER, pages 9-10). The logic and the sequencing of competences are a little bit different in the two tables. The second table lists learning outcomes in the generally ordered way: in the groups of knowledge and application skills, scientific research skills, special (professional) skills, social skills and personal skills. Titles of courses are also listed in this table, showing the relevance of study course programmes to the learning outcomes. The list is convincing.

The basic objective of the programme is declared in the SER, page 8, in the paragraph 17. It says: "The goal of the BL (business logistics) programme is to prepare highly qualified business logistics specialists". The programme creates a useful and unique combination of orientations towards logistics and agribusiness, where the ratios of combinations are close to the optimal.

Title of the programme (Business Logistics) is relevant and well defined. It is compatible with the international practice of universities, in terms of topics covered, methodology educated and practical skills given by the programme courses. The name of awarded degree is, as it says "Master in Business". There is a part of the programme curriculum which is covering business related concepts. Logistics issues have a strong emphasis. This is again a field of possible improvement, as *logistics would be mentioned* in the title of the degree given but Expert team was told repeatedly that programme degree „Master in Business" originates from the legal regulation, the classification of sciences and programmes. They also told that the programme is

in a good place and the title is good. Probably, only for a long run strategy development, legal framework may need a reconsideration, after receiving some experience on labour market acceptance of graduates, and the term"Logistics" may be added to the degree title.

Aims and expected learning results are communicated ("disseminated") during Career days, open events, meetings with social partners, university staff and further social contact events with secondary school and college students (SER page 11.). Different exhibitions are also used to advertise learning outcomes and competences to the public. *Programme aims and learning outcomes are defined, and publicly accessible.*

Programme goals and expected learning outcomes comply with the academic requirements and probably also with labour market needs, as the graduates are very popular and searched for by employers. This fact has been convincingly demonstrated by social partners during the site visit. Besides, application and enrollment statistics are also demonstrating the relevance of the programme. Social partners may be considered to have a stronger and more regular impact on formulating the set of learning outcomes as well.

The aims and goals of the programme are in conjunction with study type (university master studies, 7th level of EQF). Strong demand gives a sign that graduates are successful and can find their places in labour market.

Programme goals and expected learning outcomes also comply with study type, cycle and level of qualification.

2.2. Curriculum design

This Masters programme is offered in two modes: full-time and part-time although the volume of the programme is similar for both modes. It is currently offered under 90 ECTS credits and the studies are in 1.5 years / 3 semesters (full-time) and up to 2 years / 4 semesters (part-time). It is a new programme and no external evaluation has taken place before. Its aim is to prepare highly qualified graduates who have the ability to apply the programme's fundamental and applied elements via adopting and implementing relevant and appropriate innovative business logistics solutions.

Up to 5 subjects per semester are taught and the study volume per year in full time is 60 credits and it is also 45 credits per semester. For part-time studies it is not more than 45 credits per year and 21-24 credits per semester. The programme also complies with the national legislative requirements in terms of the following parameters: general programme volume, study field subjects, subjects per semester, volume of part-time studies per year, duration ratio of part-time and full-time studies, final work. The programme develops and builds on students' skills successfully as initially general courses are provided which are critical and important to be

completed in order to allow students to the more scientific-demanding and challenging courses which take place later on in the programme including simulation and modelling ones. The programme is offering relevant, contemporary theoretical and methodical topics in the beginning whilst the practical and applied elements follow. This is sensible considering the applied and practical nature of business logistics issues; in addition, students have a strong grounding of the theoretical issues in the start and this prepares them well to comprehend the appropriate sector and industry-specific issues later on.

The structure of the programme and the curriculum design includes numerous modules such as International Logistics, Trade Logistics, Behaviour of Business Organisations in the Global Market, International Business Law, Management of Logistics Innovation, Strategic Finance Management, Applied Logistics Research, Modelling and Projection of Logistics Systems, Management of Agricultural Logistics Technologies etc. These modules / study subjects are distributed evenly across semesters and their topics / themes are different. More importantly, their content is appropriate and it is comparable to programmes offered in other national contexts; it is therefore consistent with the type and level of studies expected from a Master programme in that field of study. It may useful to recommend the incorporation of more Information Technology modules / subject courses and the possibility to emphasise more practical and applied applications in the curriculum. Nevertheless, the current curriculum equips students with a very strong theoretical grounding and supports successfully their career aspirations especially when these students are very much sought after by logistics and transportation companies in the region. In addition, this programme is well-aligned to industry needs as it is evidenced by meeting employers' and students' expectations regularly and the involvement of social partners too. A recommendation is to involve these social partners more extensively in the curriculum by, for example, providing more lectures to students where relevant, applied knowledge can be disseminated by these managers. There are strong links with various transportation and logistics companies and the programme has strong emphasis on agricultural / food logistics-related issues reflecting on the large demand for these skills in the region.

The programme equips students with the ability to provide solutions to contemporary challenges the business logistics industry is facing. To achieve this, a variety of learning and innovative teaching approaches are followed including lectures, topical discussions, analysis of cases and practical performance, public delivery of students' independent work presentations, class discussions. In that way, the content of the subjects of the programme meets and complies with expected learning outcomes whilst the current scope of the programme is successful in ensuring the achievement of intended learning outcomes by the students. The programme has a detailed

assessment structure too incorporating exams for all study subjects whilst the programme requires the public defence of the MSc final thesis (30 credits allocated) in the Qualification Commission. This thesis aims to extend and deepen students' theoretical knowledge for the issue under examination and support his/her ability to identify the research problem and identify an appropriate solution.

Overall, the programme has a good structure, volume and sequence of courses and topics. It focuses on preparing the students to understand current problems the industry is facing, improving their understanding to collect and analyse primary and secondary data and supporting the formulation of practical solutions to industry challenges. This was supported following relevant discussions with faculty, students, alumni and social partners during our visit. Overall, its content is also comprehensive and portrays the latest, contemporary issues faced by business logisticians in the day-to-day challenges.

2.3. Teaching staff

During the whole period of self-evaluation (2014-2015 and 2015-2016 study years) scope of BL Programme according to the structure of the staff met requirements of the Lithuanian Law of Science and Education and by-laws – not less than 80% of subjects were taught by scientists with doctoral degree. Subjects included in BL Programme are taught by lectors of high scientific and pedagogic levels meeting qualification requirements.

Two professors (40% of credit points) and three associate professors (60% of credit points) were participating in BL Programme in 2014-2015 study years. In 2015-2016 study year one professor (66,7% of credit points) taught two subjects, associated professors (20% of credit points) at the same study years subject International Business Law was taught by lector (13,3% of credit points) without doctoral degree, but with a professional experience. Such distribution of staff works seems to satisfy the law requirements (SER (p 19, 54, table 7)).

Working hours structure of lectors' pedagogical, scientific, methodical and organisational work is planned for scientific year and is given in lectors' individual tasks. The work scope is differentiated according to position, which is described in ASU lectors and scientific workers workload and time frame regulation (confirmed in ASU senate 2013 06 26, Nr.530).

The lectors' work time structure in the study programme: professors contact work with students' makes 42%, scientific – 35%, methodical – 10%, organisational – 13% of general work time; associate professors contact work with students' makes – 47%, scientific – 30%, methodical – 10%, organisational – 13%; lecturers and assistants contact work with students' makes – 50%, scientific – 10%, methodical – 30%, organisational – 10%. Forming tasks for concrete lectors and scientific workers, the work time, according to the work groups, can deviate from the

regulated work time structure up to 15% (SER (p. 20, 59)). The number of programme BL lectors seems to be adequate for the achievement of learning outcomes.

Presented data (SER (p.20, 3.4, Table 8)) shows that 2/3 of Programme lectors are under 55 year and just one of retirement age. Following this ASU makes the assumption that in forthcoming years the turnover of lectors is not seen and study subjects of the Programme will be taught by qualified and experienced lectors.

University creates good opportunities for lectors' professional perfection. Lectors improve their pedagogical, methodological and subject qualification during various courses, workshops, trainings in Lithuania and abroad. Lectors have 10 such cases in Lithuania and abroad ((SER (p.21, 3.5, Table 9)).

Teaching staff involved in the Programme participate in international conferences in Lithuania and abroad, participate in international exchange programmes (Erasmus Mundus, Erasmus+) and in some international programmes and projects INTERREG IIIC, INTERREG IIIB, FP7, and TEMPUS. The visits help staff to pick the up-to-date information about relevant questions, prepare new scientific material, publish scientific articles, familiarize with other universities' analogical study programme and initiate the review of study programme.

Foreign teachers are invited to deliver lectures on topical issues of the Programme. Business and Rural development management institute have organised "Foreign professors week" in 2015 autumn where topical lectures were taught by 25 professors from abroad (SER (p.21, 3.5)). Lectors of the BL Programme were active taking part in scientific conferences, internships, seminars (10 conferences in Lithuania and 7 abroad (SER (p.22, 3.5, table 11).

Also teachers carried out the following contracted and applied scientific research: "Analysis for perspectives to develop distribution system and sales of eco products", "Row milk supply logistic model for cooperatives", "Establishing of international logistics system for Lithuania greenhouse production".

Seven (7) publications are made in the journals indexed in International Data Base (hereinafter referred to as IDB) referred publications and 3 in other reviewed publications (SER (p.22, 3.6).

The expert team confirms the teaching staff's composition ensures an adequate level of provision program and is sufficient to ensure learning outcomes of the programme.

Also the expert team shares the opinion of ASU BL Programme staff analysis reveals that the numbers of professors teaching in this programme is still low. This fact makes it essential to encourage the BL Programme teachers to get certified for the position of a professor.

2.4. Facilities and learning resources

Aleksandras Stulginskis University has recently renovated and modern premises, that are adapted for students with special needs. According to SER there was a complete renovation and modernization of 3rd Building in 2014. Experts could verify that premises are in a good technical condition, auditoriums are equipped with computers and visualization equipment, as well as internet connections and computerized workplaces. Auditoriums are spacious enough and sufficient in number, to accommodate all students of all programme-related activity.

Expert team were introduced to rooms for group and personal work, auditoriums that are financed by social partners, rooms adapted for distant learning or video conferences, auditoriums are comfortable, fully equipped with hardware (computers and multimedia).

As presented in SER there are 25 classrooms and 6 computer classes are used for implementation of the Program, in coordination with other study programs. Facilities meet legal requirements in space per student, in 2015 one student had 17.43 square meters of gross floor area, while according to the assessment standards there should be at least 10.4 square meters of the premises per university student.

University is located in outskirts of Kaunas city, Akademija district, holds large premises and has plenty of space for expansion. The average size of one audience – 84 m^2, computer class – 45 m^2, according to the self evaluation report.

Auditoriums, classrooms, study halls, group work cabinets are adequate in size and quality. The quantity of classrooms is sufficient. For independent work students use reading rooms, faculty methodical rooms, computer rooms.

Students use modern software during the study process: Kontora, Statistica, SPSS, ArcGis, EpiINFO, LogixIS.

Auditoriums are equipped computerized workplaces for lecturers. Social partners also visit university and give guest lectures, the expert team visited one of those lectures during the onsite visit. Social partners used multimedia equipment while presenting their topic.

University has organizational and methodological conditions for students to create and develop entrepreneurial innovation skills through the innovation practice at the social partners companies. Teachers encourage them to pick and develop research themes that can be relative for their final thesis.

Wireless internet access is available at the university campus and at the dormitory, and students can use their personal computer for information search and work between the lectures. Internet is used for information search, communication with lectors. Homework and tests communication goes via Moodle system. Virtual access of the ASU library for the search of scientific publications and is available.

This second cycle study program has an innovation practice outside the university. And Agriculture Science and Technology Park, Integrated science, study and business centre (valley) "Nemunas" allows carry out innovation practicum in the fields of their interests.

Innovation practice consists of 6 credits. Students go into a social partners company, learn about innovations inside the company, after that students give their own suggestions for possible improvement. It was explained to expert team that then all data is collected, questionnaires are filled, and need for new innovations investigated.

Library abounds in the scientific literature, textbooks, journals, periodicals. There is access to various electronic databases, ScienceDirect, Springer, Taylor&Francis, Academic Search Complete, Emerald, Business Search Complete. Virtual library of the University enables broad opportunities for students and lectors offering information search services, at the university premises and from their own computers outside university.

Newly renovated library premises are equipped with personal computers, modern search systems. Automatic book return software. Wi-Fi access is available. Students are equipped with workplaces for individual and group labor and were satisfied about the facilities the university can offer. Experts have an impression that all premises are adequate in size and in quality and overall, the university has very good learning and teaching equipment.

2.5. *Study process and students' performance assessment*

Admission to the Business Logistics programme is according to the Common Admission system in Lithuania Higher Education Institutions. This program admits persons holding at least Bachelor's qualification degree in the fields of business, management and business administration. There is possibility to enter to the Business Logistics with first study programme in other fields, but at least 24 credits have to be passed in the fields of management and business administration. Moreover, there is another case where the applicants shall have at least one-year work experience after completion of the college studies and shall have completed the courses of Management and Business administration. The enrolment order and conditions, structure of competition score, enrolment stages and dates, fees etc. is approved in the ASU Senate on an annual basis and in AIKOS database. Additional information is presented in admission publications, University and Faculty websites as well as at colleges and education fairs. The students confirmed that the admission system is clear and the students from other Universities have to have additional year before starting the master.

 The analysis of the number of students showed that the wastage of students is small, one student left in 2014/2015 and 1 in 2015/2016, moreover the Business Logistics programme is quite small. Both times the student left in the first year of studies. To decrease the number of students'

wastage the class hours are arranged at the time convenient for the students in the afternoon. The team was satisfied to learn from discussions with administration staff that this year the student numbers had increased almost double and the programme became even more popular.

The total number of contact work is 26 % for full time students and 18 % for part – time studies. Most of the time students have individual studies. The main reason is to allow students to combine studies and work and to assist student attendance. The part – time studies have 1.5 time less intensive studies than full – time studies and they apply mixed – mode distance teaching. It means that a share of the contact classes executed under distance teaching mode and the remaining share is during the weekends (on Friday or Saturday – once or twice per month). The students confirmed that the program schedule is really good and they can combine work and studies. This program is popular among Bachelors who finished studies in other universities and ASU expects that the Business Logistics programme will be popular among graduates of first cycle study programme " Logistics and commerce".

The study modules and facilities are adequate for the students to achieve the Business Logistics programme. The students can find 90 % of learning materials in virtual learning environment Moodle. This is a very positive development.

The students, together with the teachers and supervisors can carry our research and present the findings in the Faculty annual students' scientific conference "Young scientist". It is a positive attribute that the students have participated in this or other scientific conference before the defense of master thesis. The students can publish their papers in journal published by the University or in journals such as "Vadybos mokslas ir studijos – kaimo verslų ir jų infrastruktūros plėtrai". There is possibility to participate in Faculty event "Verslo ir socialinių projektų turnyras". According to the staff responsible for the preparation of the SER and students it was mentioned that students have opportunity to make researches in the companies and it gives opportunity to help to improve the company and to get some practice knowledges for the students.

Students have very good opportunities to participate in mobility programmes. It is indicated that university has more than 40 inter – university cooperation agreements with foreign universities in Asia, Europe, and North America. Moreover, ASU has more than 80 bilateral agreements with other universities in Europe. There is possibility to participate in short – term BOVA courses. However, just some student wanted to participate in mobility programmes. The students and the teachers confirmed that the main reasons are the short period of studies and working commitments. There are annual 7 – 8 foreign students who come for studies to ASU. That provides conditions to apply experience of foreign universities. However, more effort is needed to increase the number of students on international exchange.

The university provides financial support. There are wide possibilities to get the scholarship. There are students who are getting promotional scholarship that has to increase motivation for studies. The students with the average of 9 can apply for the scholarship. On the other hand, relying on the self – evaluation report socially disadvantaged, living alone, disabled, the students whose working capacity is less than 45 % or the students whose parents are death can apply for social scholarship.

The university provides good academic and social support as well. Teachers are available for consultations; their schedules are well organized, clear and declared on the Institute website. Students have a chance to consult teaching staff via email. Even more, the part – time students are consulted on Saturdays. During the visit, it was learnt that students and teachers had developed good working relationship, students indicated that one of the best things about the programme is great relationship with the teaching staff. The University Career Center helps students to prepare for their career and they are organizing various events.

All students who need a living place get a room in dormitory. Dormitories are completely or partially renovated.

The assessment system (data from SER p. 31, 32) (at 10 point system) is chosen by the teachers in accordance with the anticipated learning outcomes and assessment methods. The assessment is objective and the interim results are discussed at the session of Dean's Office and during individual discussions with the students who were evaluated unsatisfactory. None of the students or alumni the expert team spoke with could remember a case when he or she had been assessed subjectively. The students also stated that regular feedback is provided for all assessments in either oral or written form. The assessment systems are thorough and conform to the regulations by the Resolution of Faculty Council.

At the end of the Business Logistics programme students complete their final diploma thesis in accordance with to the Council of the Faculty of Economics and Management by Resolution of 11 February 2015 Minutes No. T- 01/2015. Committee for Assessment of Final Works is formed under the Rector's order and comprised of 5 members. Researcher from another institution act as the Chair of the Committee, also social partner is invited. Since academic year 2016-2017 students are required to upload their completed written works to the electronic plagiarism detection system (ESAS). This system let to avoid any possibilities for plagiarism. The student's final theses are uploaded to the Lithuanian Academic E- Library eLABA and it is publicly available. The meeting with students showed that most of them are writing topics related to logistics as ´´Improvement of logistic company´´, ´´Logistics service quality performance´´ and many others which are related with the job they are working now.

Since Business Logistics programme is new, there are not many students at the moment who have completed studies. However, the meeting with graduates showed that all of them are working in the field of logistics. They are happy about the knowledge they have got but they have mentioned that they would like to add more logistic programs and more practice to the programme. The same opinion had social partners which mentioned that students could have more practice knowledge. Moreover, they confirmed that they have not enough employees and they would like that the programme would have even more students.

2.6. Programme management

All programme management decision making is regulated by the University Statute and the relevant processes are prescribed by the national law. All documents are updated frequently and are kept in the university's electronic repository whilst the study process is organised and monitored by the University Dean. The latter indicates a good process of collecting and analysing relevant programme data. In addition, staff have a relevant contribution in terms of responsibilities as noted in their job descriptions. The programme is reviewed and improved and a relevant Committee is in place and approved by the University Council. This Committee has a clear remit to review the programme outcomes and subject issues and it coordinates various activities with other university bodies and senior academics including the Institute, the Faculty Dean and the Faculty Council. The latter indicate a comprehensive and succinct governance structure where students have a key participatory role. Specifically, students participate in the Faculty Council, the Lector Attestation Commission, the Study Programme Committee and are invited to participate in meetings led by the Dean's office and the Study Quality Expert Group. More importantly, students have an active and fundamental contribution as they initiate meetings too and can help the successful programme workings.

Staff take also an active role and propose ways to improve the programme albeit the fact that improving programme quality is an ongoing concern. Another excellent programme management initiative is the fact that sociological surveys of employers and graduates are implemented aiming to support the further refinement of the programme.

Overall, various stakeholders are involved in this programme and its evaluation and contribute accordingly and this is also reflected on Career Days where all stakeholders (academic staff, student, potential employers, university administration etc.) come together. The university has signed more than 70 contacts for cooperation with various stakeholders (e.g. academic institutions, business operators etc.) which show a good business involvement.

Another positive element is that all information about processes and quality issues (e.g. student surveys on quality and study subjects etc.) are published and shared with students and are made public too. The latter show a very transparent and open perspective.

Finally, the university implements regular periodic reviews for its programmes to ensure that the internal assurance of study quality is in place. The internal quality assurance is governed by the Statute of the university and is based on the European Foundation for Quality Management. The university follows a "continuous improvement" approach and this is evident by the fact that it is already involved with an EU Social Fund project to develop further and implement an internal assurance system of programme and study quality. The university is also monitoring various processes and activities and it eliminates any causes of unsatisfactory results and takes measures to improve them. The above highlight detailed, thorough and successful internal quality measures.

III. RECOMMENDATIONS

1. The learning outcomes are good but might be considered sometimes general and theory oriented. They could be further developed to reflect more practical aspects of the programme.

2. The curriculum will benefit by the incorporation of relevant information technology modules as well a bigger emphasis on applied, practical applications of theoretical material taught even having in mind the programme is not oriented to practical preparation.

3. Considering the quite low number of professors teaching in the BL programme, it would help to support and motivate the current academic team to become professors in the foreseeable future.

4. Social partners could provide more lectures as these managers could disseminate their applied and practical knowledge.

5. Social partners may be also considered to have a stronger and more regular impact on formulating the set of learning outcomes as well.

IV. SUMMARY

The programme contains good theoretical elements and focuses on agricultural and food aspects which are important for the local area and the country too. The programme aims and learning outcomes are defined and comply with academic requirements. A possible larger emphasis on some practical aspects of the programme can be considered for the future although we understand that this is a Master programme offered by a university and, subsequently, its emphasis should be on theoretical issues.

The curriculum design meets legal requirements and the curriculum contains very appropriate modules which are evenly distributed. It prepares students successfully for understanding business problems and challenges and supports their ability to analyse data and formulate solutions to these challenges. A recommendation is the incorporation of more Information Technology modules considering the increasing role of Information Technology in contemporary business environments.

The programme is taught by staff of high scientific level who meet the qualification requirements. The university provides good opportunities for the professional development of the faculty who can participate in scientific conferences and research projects in Lithuania and overseas. Considering the small, current number of professors teaching in the programme, we suggest the encouragement of faculty members towards receiving appropriate certification in order to obtain the position of a professor in the foreseeable future.

The premises, facilities and learning resources are sufficient in size and quality and the university enjoys a very good learning and teaching equipment. Premises are also modern, renovated, are of high technical standards and meet legal requirements in terms of space per student.

The admissions requirements are well-developed and adhere to the national system. The programme offers most learning material in a Virtual Learning Environment (Moodle) and student can participate in various student scientific conferences and mobility programmes offered with universities overseas. The assessment is thorough and it is in accordance with the learning outcomes and assessment methods.

Data for the programme are collected and analysed in good time. The programme is reviewed by a Committee and it is approved by the Council; overall, a comprehensive and succinct governance structure is evident where staff, students and other stakeholders (businesses, associations etc.) have a key role. Finally, regular periodic reviews are implemented by the university aiming to ensure the implementation of internal quality assurance measures.

V. GENERAL ASSESSMENT

The study programme *BUSINESS LOGISTICS* (state code – 621N10009) at ALEKSANDRAS STULGINSKIS 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	3
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	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.

Grupės vadovas: Team leader:	Prof. dr. Zoltán Sipos
Grupės nariai: Team members:	Prof. dr. Michael A. Bourlakis
	Asoc. prof. dr. Genadijs Gromovs
	Tadas Medineckas
	Greta Vegytė

ALEKSANDRO STULGINSKIO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS *VERSLO LOGISTIKA* (VALSTYBINIS KODAS – 621N10009) 2017-05-29 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-103 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Aleksandro Stulginskio universiteto studijų programa *Verslo logistika* (valstybinis kodas – 621N10009) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	4
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

Į studijų programą įtraukta gerų teorijos dalykų, akcentuojami žemės ūkio ir maisto aspektai, kurie yra svarbūs regionui, o taip pat visai šaliai. Studijų programos tikslai ir studijų rezultatai yra apibrėžti ir atitinka akademinius reikalavimus. Ateityje daugiau dėmesio būtų galima skirti kai kuriems praktiniams studijų programos aspektams, nors suprantame, kad tai yra universiteto siūloma magistro studijų programa, todėl daugiau dėmesio turi būti skiriama teoriniams klausimams.

Studijų programos sandara atitinka teisės aktų nustatytus reikalavimus, į ją įtraukti tinkami moduliai ir dalykai, jie yra tolygiai paskirstyti. Pagal programą sėkmingai rengiami studentai, kurie supranta verslo problemas ir iššūkius, jiems padedama išsiugdyti gebėjimą analizuoti duomenis ir rasti šių problemų sprendimo būdus. Atsižvelgiant į vis didėjantį informacinių

technologijų vaidmenį šiuolaikinėje verslo aplinkoje, rekomenduojama įtraukti daugiau informacinių technologijų dalykų ir modulių.

Studijų programą vykdo aukštos kvalifikacijos dėstytojai, atitinkantys keliamus kvalifikacijos reikalavimus. Universitetas suteikia geras galimybes akademiniam personalui tobulėti profesinėje srityje, dėstytojai gali dalyvauti mokslinėse konferencijose ir mokslinių tyrimų projektuose Lietuvoje ir užsienyje. Atsižvelgdami į mažą dabartinį profesorių, kurie vykdo programą, skaičių, siūlome skatinti dėstytojus įgyti atitinkamą kvalifikaciją, kad artimiausioje ateityje jie gautų profesorių vietas.

Patalpų, materialiosios bazės ir mokymosi išteklių dydis ir kokybė yra tinkami. Universitetas turi labai gerą mokymosi ir mokymo įrangą. Patalpos yra šiuolaikiškos, renovuotos, atitinka aukštus techninius standartus ir teisės aktų nustatytus reikalavimus vienam studentui.

Priėmimo reikalavimai parengti gerai ir atitinka šalies sistemą. Studijų programa siūlo mokymosi medžiagą virtualioje mokymosi aplinkoje (Moodle), studentai gali dalyvauti įvairiose mokslinėse konferencijose ir judumo programose, kurias siūlo universitetai užsienyje. Pasiekimų vertinimas yra visapusiškas, atitinka studijų rezultatus ir vertinimo metodus.

Duomenys apie studijų programą yra renkami ir analizuojami laiku. Studijų programą svarsto Programos studijų komitetas, o ją patvirtina Taryba. Akivaizdu, kad yra sukurta išsami ir tinkama valdymo struktūra, kurioje dėstytojai, studentai ir kiti dalininkai (įmonės, asociacijos ir t. t.) atlieka pagrindinį vaidmenį. Galiausiai, universitetas reguliariai vykdo periodines apžvalgas, kurių tikslas – garantuoti vidinės kokybės užtikrinimo priemonių įgyvendinimą.

<…>

III. REKOMENDACIJOS

1. Studijų rezultatai yra tinkami, nors kartais gali būti suprantami kaip bendrojo pobūdžio ir orientuoti į teoriją. Juos reikia toliau tobulinti, kad atspindėtų daugiau praktinius studijų programos aspektus.
2. Studijų turinys pagerėtų, jei į jį būtų įtraukti tinkami informacinių technologijų dalykai, taip pat daugiau dėmesio būtų skiriama dėstomos teorinės medžiagos pritaikomumui ir praktiniam taikymui, net ir turint omeny, kad studijų programa nėra orientuota į praktinį studentų parengimą.

3. Atsižvelgiant į gana mažą profesorių, kurie dėsto studijų programą *Verslo logistika*, skaičių, rekomenduojama motyvuoti dabartinį akademinį personalą ir jam padėti įgyti profesoriaus laipsnį artimoje ateityje.

4. Socialiniai partneriai galėtų dėstyti daugiau paskaitų ir, kaip vadovai, galėtų pasidalyti savo pritaikytomis praktinėmis žiniomis.

5. Socialiniai partneriai galėtų daryti didesnę ir sistemingesnę įtaką formuluojant studijų rezultatų rinkinį.

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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)