



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos verslo kolegijos
**STUDIJŲ PROGRAMOS *BUHALTERINĖ APSKAITA* (valstybinis
kodas - 6531LX030, 653N44011)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF ACCOUNTING (state code - 6531LX030, 653N44011)
STUDY PROGRAMME**
at Lithuania Business University of Applied Sciences

Review' team:

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Išvados parengtos anglų kalba
Report language – English

Vilnius
2017

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Buhalterinė apskaita</i>
Valstybinis kodas	653N44011 (6531LX030)*
Studijų sritis (studijų krypčių grupė)*	Socialiniai mokslai (<i>Verslo ir viešoji vadyba</i>)*
Studijų kryptis	Apskaita
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Apskaitos profesinis bakalauras (<i>Verslo vadybos profesinis bakalauras</i>)*
Studijų programos įregistravimo data	2003-03-04

* skliaustuose nurodomi nauji duomenys, kurie pasikeitė nuo 2017 m. sausio 1 d. įsigaliojus Studijų krypčių ir krypčių grupių, pagal kurias vyksta studijos aukštosiose mokyklose sąrašui bei Kvalifikacinių laipsnių sąrangai.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Accounting</i>
State code	653N44011 (6531LX030)*
Study area (Group of study field)*	Social Sciences (<i>Business and Public Management</i>)*
Study field	Accounting
Type of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Accounting (<i>Professional Bachelor of Business Management</i>)*
Date of registration of the study programme	4 th March, 2003

* in brackets new data provided, valid from 1 January, 2017 after List of study fields and groups of study fields Framework of qualification degrees came into force.

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

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

No.	Name of the document
1.	Average Marks in academic year 2016/2017 in first and last semester
2.	Statistics on the usage of e-books

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

Lithuania Business University of Applied Sciences (LBC) is a school of higher education founded in 2001. The College implements 10 higher education college-level study programmes awarding a professional bachelor degree corresponding to level VI according to Lithuanian National Framework of qualifications and European Qualifications Framework. In 2012 an institutional assessment was performed by a group of international experts. The performance of LBC was evaluated positively and on 14 January 2013 the College was granted accreditation for 6 years. All study programmes being implemented in the College were granted accreditation.

Afterwards the Accounting study programme was regularly updated on the basis of legislative acts and regulatory documents approved by the College. The last revision of the Accounting study programme was made in 2016 and was approved at the Academic Board which comprises of 11 members – founders of the College, representative of other research and educational institutions, business representatives and a student representative.

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 *3rd October, 2017*.

- 1. Prof. Karsten Lorenz (team leader)**, *Professor for Business Administration, Accounting, University of Applied Science, Mainz, Germany;*
- 2. Ms. Inna Sidorova**, *Business Manager at Financial Services Company BGC Partners LP (United Kingdom), Estonia;*
- 3. Prof. Iveta Mietule**, *Professor at Rezekne Higher Education Institution, Faculty of Economics and Management, Finance Management Department, Latvia;*
- 4. Ms. Aldona Savičienė**, *Manager/ Owner of Insurance mediation company UADBB "AM sprendimai", Lithuania;*
- 5. Ms. Indrė Šareikaitė**, *student of Vilnius College study programme Business Economy, Lithuania.*

Evaluation coordinator – Ms. Dovilė Žeimienė.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aim of the study programme indicated in the SER (No.18., page 7) is not well defined, as it is too broad and partially includes learning outcomes as well. Formulation of the aim should be more precise, no study results should be included in it.

The aim of the study programme is published on the web site of Lithuania Business College <http://www.ltvk.lt/en/programos/accounting/138> and it is slightly different from the formulation included in the Self-assessment report. Information about the aim of the study programme indicated in the SER should be similar with the one on the website where it is publicly available.

Learning outcomes are published on the web site of Lithuania Business College (<http://www.ltvk.lt/en/programos/accounting/138>), but they are different from the information included in the Self-assessment report (regarding both the content and number of learning outcomes). The main difference is the fact that the learning outcomes of specialisations (Internal Audit and Business Economics) are indicated in the SER but are not available on the website. In general, the learning outcomes provided in the SER are well-defined, clear and publicly announced.

The intended learning outcomes meet the needs of the labour market. State and regional planning documents emphasize economic growth and creation of work places in the near future. The programme focuses on meeting the needs of the local society. In order to ensure sustainability of the programme, expansion of the scope of potential students would be advisable by attraction of both Lithuanian and foreign students.

The aim and intended learning outcomes of the study programme correspond with the mission of Lithuania Business College, but the review team could not find any information about strategic

planning documents of Lithuania Business College on the website of the college. During the visit the administration confirmed that the establishment had a development strategy. All the parties involved (administration, social partners, graduated) affirmed the importance of the programme in the overall development of the College.

Managerial staff and lecturers of the study programme have a good understanding of the importance of the learning outcomes. Learning outcomes and content of the study programme are being reviewed in cooperation with employers, which was confirmed by the employers at the meeting with the review team. At this meeting, employers and graduates confirmed that the preparedness level of graduates complies with the requirements of the labour market.

The learning outcomes of the study programme (No. 4.1., page 9) provide for graduates' ability to communicate in a foreign language. In order to achieve this learning outcome more efficiently, the Review Team recommends offering more study courses in English.

One of the basic methods applied in the assessment of achieving learning outcomes is the use of tests, which may allow the assessment of knowledge obtained during the study process, but not the skills. For instance, according to the Description of the Study Module Labour law (Annex 2, p.62), Learning outcomes are defined as follows: student is able to analyse and ethically evaluate case law. The student is able to communicate in professional and public space, applying acquired knowledge of labour law, will be able to convey thoughts and ideas in a rational and logical, written and oral way. These learning outcomes are abilities and not knowledge therefore test and exam which consists of test questions (SER, Annex2, p.62) are not fully suitable as methods of assessment of the abilities. The review team recommends evaluating the conformity of the methods used for the assessment of learning outcomes.

Intended learning outcomes of the study programme include all structural elements of the First Study Cycle Description (knowledge and its application, research skills, special, social and personal abilities) and are in line with the Description of the Study Field of Accounting. The aim and intended learning outcomes of the Programme correspond to the requirements of the First Cycle Higher Education college studies in the study field of Accounting (Description of the Study Field of Accounting, paragraph 14).

2.2. Curriculum design

The curriculum is in line with all legal requirements. The study programme is a Professional Bachelor in Accounting with a total volume of 180 ECTS (not less than 180 ECTS are required). There are two different curriculum structures: the **full-time study programme** has duration of 6 semesters and a volume of 30 ECTS per semester. The **part-time study programme** has duration of 8 semesters. The ECTS per semester are as follows: I. semester: 23 ECTS; II. semester: 22 ECTS; III. semester: 23 ECTS; IV. semester: 22 ECTS; V. semester: 21 ECTS; VI. semester: 24 VII. semester: 21; VIII. semester: 24. The volume of the subjects equals for full-time and part-time studies.

The legal requirements regarding the number of courses (not more than 7 per semester) are fulfilled (I. semester: 7 modules; II. semester: 7 modules; III. semester: 5 modules; IV. semester: 5 modules plus training practice; V. semester: 4 modules; VI. semester: 3 modules). As required the part-time study programme is not 1,5 times longer than the full-time study programme. The structure of the programme includes 15 ECTS (legal requirement: not less than 15 ECTS) for general university subjects. The "Free Elective Subjects" (3 courses with 3 ECTS; in total 9 ECTS) can be seen as subjects of the study field (see page 13 of the SER, no. 44).

According to the legal acts the study field subjects should cover not less than 120 ECTS, the study programme represents 141 ECTS. It might be questioned if all courses listed in the Annex (Table 1) are study field subjects. In full (part) time studies the 6th (8th) semester includes the Bachelor Thesis (9 ECTS). The corresponding legal requirements are fulfilled (preparation of the thesis not less than 9 ECTS).

Based on the SER the scope of practice modules includes 33 ECTS, which is spread over 4 modules. Two practice modules are performed in the HEI (3rd semester: 4 ECTS; 4th semester: 5 ECTS). The two last modules are performed in a company (5th semester: 9 ECTS; 6th semester: 15 ECTS). The corresponding requirements are fulfilled (total volume of the practical placement not less than 30 ECTS).

The study subjects and modules are logically structured and spread evenly between semesters and years. They are taught in a consistent matter: Beginning with general subjects taught in semester I and II (Mathematics, Theory of Economics, etc.) the more specific accounting (Fundamentals of Accounting) issues are being taught in semester III. Specific topics (as Accounting of Financial Institutions and Audit) are included in semester IV and V. In semester VI students have to write their bachelor thesis. In the meeting with students they proposed to include the course “Methodology of Research Work” from the second into the first semester.

Based on the course descriptions the review team had concerns in relation to eight courses on accounting issues and mostly different lecturers (Fundamentals of Accounting, Financial Accounting according NAS, Taxes Accounting, Accounting of Financial Institutions, Financial Accounting under IAS, Information systems of Accounting, Management Accounting, Accounting of Budgeting Institutions), as some aspects might be overlapping. During the meetings with teachers and students it was explained that the subjects are not repeated. Teachers explained that in department meetings once or twice a year all accounting topics were reviewed. Furthermore students are asked each semester if there was overlapping.

The content of the subjects is mostly consistent with the type and level of the studies. In the meeting with students they asked for courses to strengthen their presentation and rhetorical skills. Issues related to group accounting (consolidation, at equity measurement) are actually not taught in the study programme and might be included in the future. Furthermore the review team recommends to remove topics such as “Accounting of Financial Institutions” or “Accounting of Budgeting Institutions” currently addressed in the section of fundamental subjects into the elective section as this is more specific knowledge only for certain industries.

Students can choose three elective subjects (in total: 9 ECTS). It remains unclear why there are non-study programme related courses to be chosen. Furthermore these modules do not cover learning outcomes described in tables 3 and 4 of the SER. The review team strongly recommends replacing these courses with courses related to the learning outcomes of the study programme.

Actually there are only two specialisation modules to be chosen by students. In the meeting with SER staff this was named as one weakness of the programme. The review team recommends to increase the number and to consider changing the content of these modules in direction of professional practice fields (i.e. executives in the fields of finance, accountants, analysts, auditors, etc.) when the total number of students in the SP is increasing. Thereby social Partners opinions should be considered.

Although the content and methods of the subjects are mostly appropriate for the achievement of the intended learning outcomes, the modules are not fully focused on the learning outcomes

described in table 3 on page 8 in the SER. International Accounting according to the International Financial Reporting Standards (IFRS) is only included in one module (3 ECTS). Given the complexity of these international requirements the learning outcome described in table 3, part 3.1 “implementing accounting policies in compliance with IFRS” can’t be fully achieved. Regarding the content of the study programme the teacher mentioned that a new course “Internal audit” was introduced.

The scope of the programme is sufficient to achieve the learning outcomes. According to table 3, part 3.2 of the SER graduates should be able to “prepare tax returns and to give advice on tax accounting”, but there is only one single module (Taxes Accounting, 5 ECTS) in the study programme. Considering the complexity of tax regulations some more modules might be necessary to fully achieve the learning outcome. During the meetings with staff who prepared the SER it was confirmed that further courses in tax accounting could be integrated in the study programme whereas graduates did not see a need for further tax knowledge.

As stated in the SER (p. 14) the achievement of LO is ensured by a variety of study methods as interactive lectures, practical tasks and trainings, discussions, demonstration, literature analysis, portfolio method, video exercises, case studies, project work etc. From courses’ descriptions it can be seen that various approaches in tuition have been relied upon. In the meeting with graduates they pointed out that some case studies could be more complicated. According to the graduates study methods could be more focused on strengthening the abilities of students to analyse problems in order to find solutions.

The content of the programme reflects some of the latest achievements in science. According to the course descriptions only a few textbooks in English languages are used as literature in courses, but many course descriptions only refer to Lithuanian literature. The analysis of the Bachelor Thesis conducted by the review team illustrated that this leads to a very limited use of English literature in these final papers (see also chapter 2.6). Even if a bachelor thesis in a professional bachelor study programme must be related to the practice recent developments in theory should be considered. In order to achieve this objective the review team strongly recommends integrating more sources in English language in the lectures (for example in modules as Theory of Economics, Management, Financial Accounting according to IAS, etc.) and some articles from international journals into the course literature to familiarize students with scientific articles. As students are able to use databases (also from home) the use of databases should be encouraged in the lectures.

2.3. Teaching staff

The teaching staff implementing the study programme corresponds to the requirements of the higher education college studies raised by the Law on Higher Education and Research as well as General Requirements. 95 % teachers of the study programme possess Master’s or an equivalent higher education degree. As of 2016 – 2017 a.y. the teachers with doctor’s degree constituted 50 percent of the scope of study field subjects in the study programme. During the academic year 2016-2017:

- 1) the study programme employed 2 doctoral students;
- 2) all of field teachers had no less than 3 years of practical experience in the area of the delivered subject;
- 3) average length of teaching experience of teachers implementing the study programme was 16 years;
- 4) the study programme employed teachers working in business and teachers working in public sector companies with a great practical experience in the field of the subjects taught.

Turnover of academic staff and position structure reflect the growing professional and scientific potential, which influences the quality of the study programme implementation and ensures the achievement of the learning outcomes.

The College promotes professional development of teachers in different ways, for instance, pays conference fees, arranges lecture schedules, enables the implementation of internships, participation in exchange programmes, conferences, seminars, trainings and other professional development activities, encourages PhD studies, etc.

During the analysed period all the teachers of the study programme improved their professional and educational qualification in various forms of professional development. During the analysed period (2012-2017):

- 1) teachers participated in academic mobility visits abroad (4 – 7 annually);
- 2) guest-teachers from other countries came (2 - 10 annually);
- 3) teachers participated in different projects.

In 2016 lecturers prepared 10 scientific papers and 17 reports were read in national and international scientific conferences. Self-assessment report does not contain any summarised information of teachers' scientific activities during the whole current evaluation period.

A part of the academic staff gives lectures both at Lithuania Business College and at Klaipėda University, which is positive because it ensures a full-time employment and is important for the general well-being of lecturers. It also raises the lecturers' scientific capacity to an extent that they would not be able to reach by working only at Lithuania Business College.

2.4. Facilities and learning resources

The study programme implemented in premises which total area is 1583 m². There are 14 classrooms in the College: 1 conference hall (127 seats), 4 classrooms for theory lectures (75–80 Seats), and 4 classrooms for seminars (25-30 seats), 3 computer rooms, and 3 laboratories (one of them – Cisco laboratory). The laboratory has typical network simulation software, real 1800 series network equipment on the basis of which the networks of a medium size company and its branches can be organized. According to SAR, approximately 330 students at a time can work in all classrooms.

A self-study centre was established in 2011. The College students can use reading room and library, which is an integral part of College premises, corresponding to the information needs of the College community, also is open to the society and an integral part of Lithuanian Academic Libraries Consortium for Maintenance and Development of Information Infrastructure for Science (LABIIMSPPK). The reading room of the self-study centre is open 50 h per week.

In the library there are 15 work stations with the Internet access facilities, also there is a scanner, printer, and copier for student's convenience. In all premises of the College is wireless access (Wi-Fi). Virtual learning environment Moodle is widely applied in the study process. The library has over thirteen thousand books (more than 724 titles), which are included in ALEPH system. There is established the Centre of Distance studies, thus working students may study under individual plan of studies. Distance learning courses of various teaching subjects are being prepared (VLE Moodle).

All classrooms are equipped with overhead projectors, lecturers can use installed multimedia equipment during their lectures. The College has three computer rooms with 62 computers; 10

classrooms are equipped with PCs and digital overhead projectors, the self-study centre has 15 computers. Lecturers can also use 10 laptops and 2 digital overhead projectors.

Software and operating systems of the computers: *Windows 8.1 or Windows 10 Pro 64, Microsoft Visio Pro 2016, MS Office Std 2013, MS Project 2013, Adobe Creative Cloud for teams – all Apps, Autodesk 3ds Max 2016, MagicDraw, Atom, GlassFish, Cisco Packet tracer, Putty, software for English language learning Business English, adapted PEARSON licence*. In two computer classes Windows and MS Office software package is installed in English language, in other ones - in Lithuanian.

The review team agrees that College premises for studies are adequate both in their size and quality. Quantity, quality, media and IT facilities of the teaching rooms are in line with the needs of the programme. LVK facilities meet sanitary requirements and adapted for disabled.

During their training practice in the simulation firm “Biurometa” students take over balances of accounts of the company, which they have to enter into the software programme „Asistentė”. Studying the course of Accounting Information Systems, students use “Prorūna”, “Rivilė-Gama” and “Stekas” software programmes. Students are also introduced to the accounting software programme B1.lt. Accounting study programme is implemented performing 4 practices: introductory, training, professional and final professional practices. Students of the Accounting study programme have possibility to perform practice in enterprises of Klaipėda region, public sector organizations, etc. College has adequate arrangements for students’ practice.

According to SAR, the library diversifies its activities and turns into a centre of virtual digital resources and services. Students and lecturers can use freely accessed databases that are listed and published on LBC website. E-library agreements have been concluded regarding the right to use collections of e-library with KTU, VDU, MRU libraries; students can log in and use collections of these libraries from their home computers as well. Also students have access to Klaipėda University library.

Methodical materials for practical work prepared by the lecturers of the College are placed in Moodle or LBC Cloud. There are 390 books in Accounting and related topics in the library, 98% of them – in Lithuanian language, only a few books – in English and in Russian languages. Thematic range of the books covers all the subjects that are taught under the Accounting study programme, i.e. there are 1544 books in Economics and Finance (441 titles). The key books, textbooks and other publications that are essential for studying the programme are accessible to students. Most to the programme related publications in the College library are in Lithuanian language; therefore the number of books in English language should be increased.

In addition, during the site visit, having got acquainted with the final works, it has been observed that very few sources are quoted in English and quoted literature is essentially more than 5 years old. Also, taking into account by the College provided statistics on the usage e-books, the review team recommends that the library funds should be renewed in parallel of the needs of the programme and set of procedures for learning resources management (monitoring, planning, improving) would be helpful for organising quality assurance of study process.

2.5. Study process and students’ performance assessment

The standard procedure for student admission to higher education is used and admission is organized via the LAMA BPO (Association of Lithuanian Higher Schools for Student Admission) system. No entrance examination is held. Pursuant to the recommendations of the ministry of Education and Science, the College applies a threshold competitive grade in

admission; in 2014 and 2015 it was 0.8, in 2016 – 1.2, in 2017 – 1.6. The admission (competitive) grade, however, is deemed to be low ranging from between 0.94- 2.34 and 3.58- 5.68 depending on the particular year. The entrance requirements are well-founded, consistent and transparent.

The HEI ensures proper academic and social support for the students: Since 2012 entrants are not financed by state budget but may submit applications through LAMA BPO in order to receive state-financed scholarship. During the general admission students may also express a wish to study at paid study-places of the College. The number of registered students is comparatively low: in 2015 only 2 students enrolled to the Accounting study programme, so the College offered for them to study in the part-time studies (in 2014 - 6 students and in 2016 - 5 students). However, the accounting study programme management should create an action plan of how to attract students, especially students from more specific target group.

The Accounting study programme is designed in such a way that 30,3 % of academic load of students comprises of contact hours in class (lectures and practical hours). In that point of view almost 70 % of the total hours are attributed to self-work.

The organisation of the study process ensures proper implementation of the programme and achievement of the intended learning outcomes. The organization of the study programme is logical and follows the College's guidelines. The years are divided into semesters and semesters contain class contact work, practices, consultations and examinations.

Fair learning environment is ensured: Exams are held during the examination sessions, students have the opportunity to repeat courses and retake examinations. Studies of each Programme subject end with an examination and/or presentation.

Students achievements are assessed according to the requirements specified in College's procedures. The final assessment is based on the cumulative score, which is the sum of the intermediate elements and final exam. Students admitted that they are informed in advance about the assessment methods and criteria. The system of assessing student achievements is clear, public and appropriate to assess the learning outcomes.

Students are provided opportunities to make complaints and lodge appeals in accordance with clear, public and transparent procedures. After each module students fill out questionnaires about subjects, consultation hours of lecturers and evaluate teachers.

The College has good conditions for part time students, distance learning courses and distance teaching classes and possibilities for communication with teachers in the internet platforms. Study programme is based on practical knowledge, students use different software and they use the same accounting software in the companies or during the internships. Considering the low number of students in Accounting study programme, students might have not enough hours of group work and group assignments, less possibilities to develop analytical skills and less communication and rhetorical skills for presentations and public speech. Moreover, the specific focus is needed to ensure that designated learning outcomes related to a discipline such as Accounting are achieved.

Students can participate in scientific and applied research, as well as exchange mobility schemes. The number of the Accounting study programme students who went for studies abroad under the Erasmus programme is very low, only one student in 2013/2014 and one student in 2015/2016. Students preferred possibility to visit higher schools in foreign countries for several days.

College should increase and motivate students and especially part time students to participate more in exchange programmes and present the possibilities about developing skills abroad.

The HEI offers academic support for the students – system of consultancies given by lecturers is launched, psychological support through adaption programme and with the help of psychology in Klaipeda city primary health care centers. Students may be granted incentive scholarships, state supported loans and financial support for the disabled students.

Student's research skills are formed through writing course papers and the final thesis, also by involvement of students into joint projects and/or consultancy activities. Also, the College organizes annual student scientific-research conferences, where issues relevant to their future professional work are analyzed.

The programme corresponds to the state economic, social and cultural and future development needs. According to the information given by the SER team and alumni, the students employment rate as well as the demand for qualified accounting specialists, especially in Western Lithuania region, is high.

Professional activities of the majority of programme graduates correspond to the expectations of programme operators and employers. The Economics Department regularly receives a lot of employers' inquiries and job vacancies for accounting specialists. They are communicated to all concerned parties – students (or graduates) individually. Systematic research for alumni should be conducted to get feedback from the labour market and for improvements of the study programme.

2.6. Programme management

The College continues to implement a traditional management structure, which includes: Department of Economics and its Head, Deputy for Studies, Study Programme Committee and Academic Board. Duties and responsibilities have been defined across the different functional areas and seem to be clearly allocated. For example, Economics Department and its Head are directly responsible for implementation of the study process, whereas coordination of the process is effected by the Deputy for Studies. Supervision is vested with the Study Programme Committee, which is chaired by an external member and consists of 7 members. New study programmes are discussed at the Committee and presented to the Academic Boards and, thereafter, to CSQA for accreditation.

The stakeholders are now involved in programme management, with a student and outside professionals represented at the Study Programme Committee. The stakeholders - academic staff, students, graduates and employers and professionals - are also involved in evaluation and improvement processes. Social partners are invited to the Round table discussions that happen regularly, and to thesis public defense. Standardized assessment of the study process is made at the end of each semester via student questionnaires in all subjects, and meetings with the head of the Department. Comments and suggestions are taken into account for further improvement of the Programme, when making its modifications and organizing its implementation process. Contact is also maintained with graduates during annual events of Alumni club.

The review team has seen definite improvement in social partners' involvement with the Study Programme.

LBC is compliant with the quality standard ISO 14001:2004, ISO 9001:2008 and according to the SER the quality assurance strategy is in place for the period of 2016-2020.

Management seems to have implemented recommendations provided at the previous assessment. Functions of the Study Committee have been redefined, students seem to have gained easier access to feedback. The College has created and currently maintains the system of gathering and analyzing information, as well as a system for internal quality assurance. Strategy for involving stakeholders more is being developed and progress is evident. The number of students, however, still remains a concern.

Information about the Study Programme is public, relevant and easily accessible through the College website.

III. RECOMMENDATIONS

1. One of the basic methods applied in the assessment of achieving learning outcomes is the use of tests, which may allow the assessment of knowledge obtained during the study process, but not the skills. The review team recommends evaluating the conformity of the methods used for the assessment of learning outcomes. The learning outcomes of the study programme (No. 4.1., page 9) provide for graduates' the ability to communicate in a foreign language. In order to achieve this learning outcome, the Review Team recommends offering more study courses in English and to promote the involvement of students into mobility programmes.

2. Regarding the curriculum issues related to group accounting are actually not taught in the study programme and might be included in the future. The review team recommends removing some topics currently addressed in the section of fundamental subjects into the elective section. Furthermore the elective courses could be replaced by courses related to the learning outcomes of the study programme and to increase the number of elective courses when the total number of students in the SP is increasing.

3. For professional growth of the teaching staff involved in the study programme, the review team suggested to (1) encourage participation of the teaching staff in staff mobility (ERASMUS + etc.); (2) increase the number of visits of guest lecturers (it would improve students' and staff's English skills and experience); (3) continue supporting the teaching staff in participation in scientific and practical conferences and in publishing articles in scientific journals and proceedings and in industry magazines.

4. The low number of students in the study programme could be seen as a critical point as students might have not enough hours of group work and group assignments, less possibilities to develop analytical skills and less communication and rhetorical skills for presentations and public speech. The accounting study programme management should create an action plan how to attract students, especially students from the target group.

5. The review team agrees that College premises for studies are adequate both in their size and quality, but most of the programme related publications in the College library are in Lithuanian language; therefore the number of books in English language should be increased. In addition, during the site visit of the review team it has been observed that very few sources in thesis and course works are quoted in English and quoted literature is essentially more than 5 years old. The review team recommends that the library funds should be renewed in parallel of the needs of the programme.

IV. SUMMARY

The **programme aim and learning outcomes** are clear and publicly announced and meet the needs of the labour market. The aim and intended learning outcomes of study programme correspond with the mission, and operational objectives of the College, conform to the Descriptor of the study field of accounting and the descriptors for bachelor studies.

The **curriculum** is in line with all legal requirements. The study subjects and modules are logically structured and spread evenly between semesters and years. They are taught in a consistent matter. The content of the subjects is mostly consistent with the type and level of the studies. In the meeting with students they asked for courses to strengthen their presentation and rhetorical skills. Issues related to group accounting (consolidation, at equity measurement) are actually not taught in the study programme and might be included in the future. Although the content and methods of the subjects are mostly appropriate for the achievement of the intended learning outcomes, the modules are not fully focused on the learning outcomes. The scope of the programme is sufficient to achieve the learning outcomes. The achievement of LO is ensured by a variety of study methods. The content of the programme reflects some of the latest achievements in science although only a few textbooks in English languages are used as literature in the courses.

The overall professional experience and experience in pedagogical work of the **teaching staff** complies with the legal requirements; the quantity and quality of the teaching staff allows successful process of achieving necessary study outcomes and is favourable for implementation of the study programme.

The review team agrees that College **facilities and learning resources** for studies are mostly adequate both in their size and quality. Methodical materials for practical work prepared by the lecturers of the College are placed online. The key books, textbooks and other publications that are essential for studying the programme are accessible to students, but most of the programme related publications in the College library are in Lithuanian language, therefore the number of books in English language should be increased.

Concerning **study process and student's performance assessment** the review team have some concerns related to students' mobility as the number of the Accounting study programme students who went for studies abroad under the Erasmus programme is very low. The standard procedure for student admission to higher education is used and admission is organized via the LAMA BPO (Association of Lithuanian Higher Schools for Student Admission) system.

Regarding the **study programme management** responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated; data and other information regarding programme implementation are collected and analysed periodically; the outcomes of internal and external evaluations of the programme are used for the improvement of the programme; evaluation and improvement processes involve stakeholders; internal quality assurance measures are effective and efficient; information about the study programme is public, relevant and easily accessible.

V. GENERAL ASSESSMENT

The study programme *Accounting* (state code – 6531LX030, 653N44011) at Lithuania Business University of Applied Sciences 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	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	18

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Prof. Karsten Lorenz
Grupės nariai: Team members:	Ms. Inna Sidorova
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	Ms. Aldona Savičienė
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**LIETUVOS VERSLO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
BUHALTERINĖ APSKAITA (VALSTYBINIS KODAS - 6531LX030, 653N44011) 2017-11-
24 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-210 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos verslo kolegijos studijų programa *Buhalterinė apskaita* (valstybinis kodas - 6531LX030, 653N44011) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	18

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Programos tikslai ir studijų rezultatai yra aiškūs ir viešai skelbiami. Jie atitinka darbo rinkos poreikius. Studijų programos tikslai ir numatyti studijų rezultatai atitinka Kolegijos siekius, jos veiklos tikslus bei apskaitos studijų krypties aprašą ir bakalauro studijų aprašus.

Programos sandara atitinka visus teisinius reikalavimus. Studijų dalykų ir kursų turinys nuoseklus. Dalykai dėstomi nuosekliai ir yra tolygiai paskirstyti pagal semestrus ir studijų metus. Dalykų turinys atitinka studijų kryptį ir pakopą. Per susitikimą su ekspertų grupe studentai pageidavo, kad būtų dėstomi dalykai, kurie padėtų ugdyti studentų prezentacijų rengimo ir retorinius gebėjimus. Dalykai, susiję su suvestine apskaita (konsolidavimas, nuosavybės metodo taikymas) nėra dėstomi ir galėtų būti įtraukti į studijų programą ateityje. Nors studijų programos turinys yra tinkamas, kad būtų pasiekti studijų rezultatai, dalykai nėra visiškai orientuoti studijų rezultatų pasiekimą. Studijų programos apimtis yra tinkama, kad būtų pasiekti studijų rezultatai. Studijų rezultatams pasiekti taikomi įvairūs studijų metodai. Studijų programos turinys apima kai kuriuos naujausius mokslo pasiekimus. Tačiau dėstant dalykus naudojami tik keli vadovėliai anglų kalba.

Dėstytojų profesinė patirtis ir pedagoginio darbo patirtis atitinka teisinius reikalavimus; dėstytojų skaičius ir jų kvalifikacija pakankami, kad būtų pasiekti numatyti studijų rezultatai ir tinkamai vykdoma studijų programa.

Ekspertų grupės nuomone, Kolegijos materialiuųjų ir mokymo išteklių pakanka ir jie yra tinkamos kokybės. Kolegijos dėstytojų parengta praktinio darbo metodinė medžiaga yra skelbiama

internete. Studijų programos pagrindinės knygos, vadovėliai ir kiti leidiniai yra prieinami studentams. Kolegijos bibliotekoje dauguma studijų programai skirtos literatūros yra lietuvių kalba. Pageidautina, kad būtų daugiau knygų anglų kalba.

Kalbant apie studijų eigą ir studentų pasiekimų vertinimą, ekspertų grupei nuogąstavimų kelia studentų judumas. Labai mažai buhalterinės apskaitos studentų išvyksta studijuoti į užsienį pagal mainų programą „Erasmus“. Studentų priėmimas į Kolegiją vykdomas pagal standartinę procedūrą – per Lietuvos aukštųjų mokyklų asociacijos bendrajam priėmimui organizuoti (LAMA BPO) informacinę sistemą.

Kalbant apie studijų programą vadybą, aiškiai nustatyta, kam tenka atsakomybė už sprendimų, susijusių su studijų programa, priėmimą ir studijų programos vykdymo priežiūrą; nuolat renkami ir analizuojami duomenys ir kita informacija apie studijų programos vykdymą; gerinant studijų programą atsižvelgiama į studijų programos vidinio ir išorės vertinimo rezultatus; studijų programos vertinimo ir tobulinimo procese dalyvauja studijų programos dalininkai; vidaus kokybės užtikrinimo priemonės yra tinkamos ir veiksmingos; informacija apie studijų programą yra išsami, viešai skelbiama ir lengvai prieinama.

<...>

III. REKOMENDACIJOS

1. Vienas iš pagrindinių studijų rezultatų pasiekimų vertinimo metodų – testai. Jie galbūt padeda įvertinti studijų procese įgytas žinias, bet ne gebėjimus. Ekspertų grupė rekomenduoja įvertinti, ar vertinimo metodai yra tinkami įvertinti, ar studentai pasiekė studijų rezultatus. Studijų programos rezultatuose (Savianalizės suvestinė, Nr. 4.1, 9 psl.) numatyta, kad absolventai įgyja gebėjimą bendrauti užsienio kalba. Kad būtų pasiektas šis studijų rezultatas, ekspertų grupė rekomenduoja dėstyti daugiau dalykų anglų kalba ir skatinti studentų dalyvavimą judumo programose.
2. Dalykai, susiję su suvestine apskaita (konsolidavimas, nuosavybės metodo taikymas) nėra dėstomi ir galėtų būti įtraukti į studijų programą ateityje. Ekspertų grupė rekomenduoja kai kurias šiuo metu pagrindinių dalykų grupei priskirtas temas priskirti pasirenkamiems dalykams. Be to, pasirenkamus dalykus būtų galima pakeisti dalykais, susijusiais su studijų rezultatais, ir padidinti pasirenkamų dalykų skaičių atsižvelgiant į didėjantį bendrą studijų programos studentų skaičių.
3. Kad būtų užtikrintas studijų programos dėstytojų profesinis tobulėjimas, ekspertų grupė siūlo: (1) skatinti dėstytojus dalyvauti dėstytojų judumo programose (pvz., „ERASMUS+“); (2) padidinti kviestinių dėstytojų skaičių (kad būtų gerinami studentų ir dėstytojų anglų kalbos gebėjimai ir žinios); (3) skatinti dėstytojus dalyvauti mokslinėse ir praktinėse konferencijose bei skelbti straipsnius moksliniuose žurnaluose, konferencijų pranešimų rinkiniuose ir pramonės žurnaluose.
4. Tai, kad studijų programą studijuoja mažas studentų skaičius, galima laikyti kritine situacija, nes studentai per mažai valandų skiria grupiniam darbui ir grupinių užduočių vykdymui bei turi mažiau galimybių ugdyti analitinius gebėjimus bei komunikavimo ir retorinius gebėjimus, kurių reikia prezentacijų rengimui ir viešajam kalbėjimui. Buhalterinės apskaitos studijų programos vadovybė turi sukurti veiksmų planą, kaip pritraukti daugiau studentų, ypač studentų iš tikslinės grupės.
5. Ekspertų grupės nuomone, Kolegijos patalpos tinkamos studijoms – jų pakanka ir jos yra gerai įrengtos. Kolegijos bibliotekoje dauguma studijų programai skirtos literatūros yra

lietuvių kalba. Pageidautina, kad būtų daugiau knygų anglų kalba. Per vizitą Kolegijoje ekspertų grupė pastebėjo, kad baigiamuosiuose ir kursiniuose darbuose cituojama labai mažai šaltinių anglų kalba. Be to, cituojama literatūra dažniausiai yra senesnė nei 5 metų. Ekspertų grupė rekomenduoja atnaujinti bibliotekos fondus, kad jie atitiktų studijų programos poreikius.

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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)