



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Šiaulių valstybinės kolegijos
ĮMONIŲ IR ĮSTAIGŲ ADMINISTRAVIMO PROGRAMOS
(653N23002)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF OFFICE ADMINISTRATION (653N23002)
STUDY PROGRAMME
at Siauliai State College

Grupės vadovas:
Team Leader: Dr. Michael Emery

Grupės nariai:
Team members: Dr. Jorgen Ljung
Eneken Titov
Rasa Bartkutė
Dr. Neringa Ivanauskienė
Justas Nugaras

Išvados parengtos anglų kalba
Report language - English

Vilnius
2012

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Įmonių ir įstaigų administravimas</i>
Valstybinis kodas	653N23002
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3) Išėstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Įstaigų administravimo profesinis bakalauras
Studijų programos įregistravimo data	2002 m. rugpjūčio 30 d. (Lietuvos Respublikos švietimo ir mokslo ministro įsakymas Nr. 1514)

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	<i>Office Administration</i>
State code	653N23002
Study area	Social Sciences
Study field	Management Studies
Kind of the study programme	College Studies
Level of studies	First
Study mode (length in years)	Full-time (3), Part-time (4)
Scope of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Office administration
Date of registration of the study programme	Order of the Minister of Education and Science of the Republic of Lithuania, No. 1514, August 30 th , 2002.

© Studijų kokybės vertinimo centras
The Centre for Quality Assessment in Higher Education

CONTENTS

I. INTRODUCTION	4
II. PROGRAMME ANALYSIS	4
1. Programme aims and learning outcomes.....	4
2. Curriculum design	6
3. Staff	7
4. Facilities and learning resources	9
5. Study process and student assessment.....	11
6. Programme management	13
III. RECOMMENDATIONS	15
IV. SUMMARY	17
V. GENERAL ASSESSMENT	19

I. INTRODUCTION

This is the evaluation report on the professional bachelor *Office Administration* study programme offered by Siauliai State College (SSC), a higher education institution. There are both full-time (3 years) and part-time (4 years) modes of study. The programme is implemented by the Department of Administration which lies within the Faculty of Business and Technology. The Self evaluation report (SER) was produced by a working group set up by the Dean of the Faculty and submitted to the Centre for Quality Assessment in Higher Education (SKVC) in October 2012.

The external evaluation of the programme took place on Tuesday 1 October 2013 and included a site visit to the campus at Siauliai. The international team of experts was led by Dr. Michael Emery (UK, Director of International Higher Education Evaluations for Quality and Standards, formerly Her Majesty's Inspector for HE) and the other team members were Dr. Jorgen Ljung (Sweden, Professor of Management, International Coordinator at Linchoping University), Eneken Titov (Estonia, expert for Estonian Higher Education Quality Agency), Dr. Neringa Ivanauskiene (Lithuania, Associate Professor, Vice Dean of Academic Affairs at ISM University of Management and Economics), Rasa Bartkute (Lithuania, Head of Cultural Activities, Management Department at Vilnius College), and Justas Nugaras (student representative, Lithuania, PhD student, former student member of SKVC Studies Evaluation Committee, former student representative for higher education reform at National Students Representation, former President of the Student Union at GDTU).

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The aims and learning outcomes (LOs) are publicly available. There is a publicity system for external communication including the College's website. All subject descriptors contain specific details on the subject LOs and the link with the overall programme LOs, together with study methods used, assessment methods and assessment criteria. The programme aim is extensive and ambitious, for example, it includes 'using cutting edge organizational and communication technologies and information systems'; additionally, it includes using 'correct foreign languages' and makes specific reference to the current needs of the 'international labour market' (SER). It

was not clear to the teaching staff, the current students, the graduates or the employers met by the expert team during the site visit what the LOs actually are and mean; they are clearly not fully embedded in this programme, nor is the internationalisation aspect. The wording of the LOs is relevant in the use of such strong words as 'analyse' and 'solve' rather than 'will do'; however, it should be made more specifically clear in the tabulated LOs that these are to be attained upon completion of the programme. This is similarly true of the LOs in Table 4 of the SER (SER, Table 4). It would also be wise to benchmark the programme LOs against the best similar programmes in Europe.

The aim and LOs are apparently updated after discussions with and comments from teaching and administrative staff, students, alumni, and employers and other formal bodies; this was as recently as 2012. Specifically, the aim has been checked against professional requirements of the labour market, the European Qualifications Framework, and Level VI Qualification Descriptors. However, the SER fails to provide actual details and examples of any adjustments made and this should be rectified in future documents. As part of the Integrated Development Strategy for the College, 2011-2020, an anonymous telephone survey was undertaken of Siauliai residents, a difficult task. As part of the responses, though not clear how many, some 80% of returns indicated that SSCS trains specialists for the labour market and some 61% thought that SSC's programmes should focus on the needs of the Lithuanian labour market. Looking later at the curriculum and student experiences these seem to be the overriding policies of the programme's administrators at the expense and involvement of internationalisation.

The programme aim and LOs reflect the first cycle studies and, upon completion, the level of qualification offered. The LOs contain the knowledge and skills required of the programme's graduates for a first cycle professional bachelor programme. Additionally, the aim of this programme is reflected in part in the LOs including communication in Lithuanian and foreign languages. However, this internationalisation is not fully built upon in the teaching and learning and accordingly the true effectiveness of the programme's aim and LOs needs to be reviewed and checked against the entire programme.

The title of the study programme changed in 2010 from *Company and Institution Administration* study programme to *Office Administration*. This was agreed by the College Academic Council and confirmed by Siauliai State College Director's Order No. V-194 (SER, p.7). Under the order of the Minister of Education and Science a new state code was authorized for the programme in

2012. The title of the programme and the first cycle qualification offered are compatible. Broadly, the LOs and the content as informed by the subject descriptors are also compatible. But as indicated above, with regard to internationalisation there is a lack of substance and also only a vague understanding of the importance and relevance of LOs.

2. Curriculum design

The study programme complies with the state legal requirements from the Minister of Education in February 2012 for degree-awarding first cycle study programmes. For example, the practice element at 36 credits is above the required 30 credits and in total it is at 38.3% above the required one-third of the programme. It also complies with the European Credit Transfer System (ECTS) recommendations in the Bologna Accord and the SSC Director's order of 2005 on the organization of freely optional subjects (SER). Overall, the curriculum meets legal requirements.

Subjects are presented in a logical sequence. The scope of the subjects and their position in the study plan reflect the possible attainment of the aim of the programme and its intended LOs. The Tables 6 and 7 in the SER indicate a consistency for both the six semester full-time programme and the eight semester part-time mode. Practical subjects are listed, for example, Professional Foreign Languages I and II for business are included as are several practice subjects (eg. Office Equipment Management, Public Relations). In one area, optional subjects, more general aspects are included such as Sociology and Philosophy. In time, possibly the state regulations could be reviewed and more relevant subjects included such as Entrepreneurship. The freely optional subjects available comprise Physical Training (full-time mode only) and Civil Safety, possibly these might be reviewed also.

Overall, the content of the subjects matches the type and cycle of studies. Importantly, *Information Technology* and *Statistics* are included as management field subjects. Professional activities are covered by final practice, and also included here are *Professional Ethics*, so vital in today's economies, and *Staff Management*. Appropriately, the deepening subjects include *Small Business Management* (SMEs are vital to the economy) and *e-Marketing*. The most valued subject according to the students and the employers is *Document Management*. The employers also recommended to the expert team that more relevant subjects be added including *Sales Management*. It is lacking of the Department not to include more internationalisation in the overall content as Lithuania is an EU member state and international trading is a main feature. This should be seriously considered, particularly so as it is in the aim and LOs of this programme.

The programme LOs feed through to the subject LOs together with an overriding awareness of the programme aim. This is also true for the teaching and learning methods and student assessment criteria. The study methods are broad and include formal lectures, seminar group work, and directed self-study. Appropriately, practice is a major feature. The intention is to stimulate student interest and engagement, so vital for student success and later business careers. However, this was not obviously apparent in the current students from this programme met by the expert team. Some innovative teaching methods are adopted but, overall, there needs to be much more innovative and dynamic methods used by all teaching staff to help continually modernize the programme, internationalise it more, to further recruit and engage more students, and to foster creativity for both full-time and part-time classes. This includes the need for a wider use of Moodle across the curriculum. Benchmarking against the best similar programmes nationally and internationally should be used, as already indicated above.

It is clear from the programme outline and the logical sequence of subjects with theory feeding into practical aspects that the intended LOs can be attained. This is also exemplified by the students who finish the programme after either three or four years. The scope of both study modes at 180 credits provides the platform for the studies. The final practice and the final graduation paper attempts to draw everything together for the student. However, it is clear that more integration of scientific knowledge with professional skills is required for the final practice and more internationalisation of the programme generally to comply with the aim and LOs .

3. Staff

The Department aims to recruit teaching staff with appropriate qualifications, both academically and pedagogically, and relevant practical work experience. As to their legality, 12.6% of the programme is taught by scientists (10% is required) and 84% have at least three years related practical work experience (50% is required) Thus, the teaching establishment is a legal one. Appointment is for five years with the opportunity if all aspects are fulfilled for a further period at the same level or higher. More needs to be done to ensure that more staff have up-to-date business experience as many have only teaching experience and thus periods of internships in modern businesses are recommended for many staff.

All teachers in the general college subjects and in the study field subjects have master degree or equivalent (SER, annex 3). These are largely acquired from nearby Siauliai University making

the staffing establishment somewhat incestuous. Some staff undertake research activities, for example, into Lithuanian emigration, bank bankruptcies, and impressively into reflective learning. Some attend conferences and present papers, take on short visits to companies and universities (eg. Middlesex University, student placements course, 2010), and undertake practical projects in advanced management areas. But very much more is needed. Teaching methodology is also studied resulting in some innovatory teaching (example: *e-Marketing*) and new student assessment methods, though these need to be embedded more. The staff academic background enables the intended LOs to be attained by the students. However, there is a lack of internationalisation in these activities and also more innovative teaching is needed across the programme overall including a wider use of Moodle. As noted above, there is also limited business experience relevant to teaching this programme; many staff have been only involved in teaching and not in modern-day key business needed for this programme.

Teaching workload is updated annually and approved by the Director and reflects the Ministry's guideline. At SSC, the maximum workload is 1584 hours covering teaching hours, non-contact work, research, publicity and promotion. As examples, professors teach some 36.5% of their total hours, docents 42.5%, lecturers 48.5%, and for assistants it is 55%. These details equate reasonably with situations in some other countries including the UK. The staff plan their work so that their students may attain the LOs. However, there seems to be insufficient full-time staff to teach this programme because the student:staff ratio is 26:1 in the SER for 2012-2013 yet the maximum allowed by state regulations is 20. However, this was explained during the site visit as a typing error in the SER.

In 2012, the teaching establishment for this programme is 31 comprising 1 professor, 2 docents (associate professors), nineteen lecturers, and 9 assistants. Teacher assessment and competition influences staff turnover, as do family and personal reasons including maternity leave and financial considerations. Retirement is not currently a featured consideration as only 6% of teachers on this programme are over 60 years. The majority of the establishment are 31-45 years (55%), thus the staff is relatively young and apparently there is on-going potential for research increase (SER). This potential now needs to be seriously followed up.

There is continuing professional development (CPD) for the teaching staff. This updating is used for the staff to develop some methodological materials and teaching tools for this programme, for example, study books, teaching aids, a dictionary, and practical projects for their

students. All of these activities contribute to the development of the programme but are quite limited overall (SER). Other links are with the Siauliai University research group, with the Chamber of Commerce, with Siauliai Industrial Association, Vilnius Cooperative College, and with Marijampole College. However, few staff have good recent business experience but those few that have include sales management, an IT specialist, insurance management, project management and a teamwork specialist; one teacher was head of Phillips Salesroom for five years. However, overall, modern business experience in key companies is very limited amongst the programme's teaching staff; as previously advised, internships in such are now recommended.

There is some awareness for international mobility involving Erasmus, Grundtvig, and Nordplus cooperation; after all, mobility is the current focus of the European Higher Education Area (EHEA). In the period 2007-2012 some 32 short mobility visits took place outwards but only five teachers came from abroad to teach the programme – far too few. Some short visits took place in Finland, Sweden, Portugal and in Germany – but just two to English-speaking institutions (Middlesex and Surrey Universities). Impressively, the Department's Professor has attended many international conferences abroad on teaching methods in mathematics including one in Japan. However, in respect to the period of five or six years under evaluation, the total amount of mobility amongst the programme's staff is very minimal indeed, both for outgoing and particularly for incoming teachers, and should be redressed. No-one seems to have exchanged for a semester or year. This lack of effective mobility needs urgent review if this programme is to be a beacon programme for Siauliai, the region, and for Lithuania.

In 2012 SSC through its Academic Council applied regulation to staff research activities; the intention is to ensure research activities are directly related to the programme and that staff, and also students, no longer act independently in research topics as this can be a waste of resources. This is noted above in 3.2. Currently, there is some feedback on research activity from the students and the employers whilst staff research activity is discussed at appraisals. Student researches, particularly for part-time students who are in regular work, are sometimes related to and could be used to improve the economic activity of their workplaces but there should be more rigorous enforcement of such researches.

4. Facilities and learning resources

The programme is taught in SSC's central rooms and in the I premises of the Faculty. Most rooms are located on Floor 3 in the central building. In total, some 24 classrooms are used for

theory, practical and consultation classes. The specialist rooms are used for foreign language teaching and also practical training and have IT access. Other rooms have multimedia and also computers. The number of seats ranges from 18 to 60 across the provision. Appropriately, the number of students matches the number of seats for all teaching occasions. Thus, there is sufficient rooming in size and quality. Since 2010, the Project TECHNOSTUD, financed by the EU and the state, is set to modernize all rooms and this certainly needs undertaking. Additionally, there is an Entrepreneurship Training Center for non-formal education and for organizing volunteer activities. There is also the valued Document Management room

Some IT systems and workplaces are updated; some are purchased, other are rented. Video conferencing and the intranet are used. The number of computers is 18 per 100 students and this meets all needs; virtually all students have their own laptops. There is a plethora of applied software available including MS Office and the English dictionary 'Alkon'. Wifi is also available to supplement the on-line access. Dormitories are also well served.

The programme includes six practices in total. The part-time students tend to undertake their main practice in their workplaces and undertake their introductory practice in various other companies and organizations. The full-time students, who also have jobs, tend to also undertake their main practice in their workplaces if appropriate. Practice is organized according to the 2011 Student Practice Organisation Description and all practice agreements are signed by SSC and the workplace and includes rights, obligations, and responsibilities; from 2007-2012 some 176 agreements were signed. An SSC tutor is assigned to the student on practice who logs the intended LOs for the practice work and its outcomes. The final professional practice is expected to correlate with the topic of the student's final graduation work. In Year 2, a simulation exercise is undertaken titled 'Documentation Practice' in preparation for actual practice work and it uses work integrated learning (WIL) adopted from western training methods. Much more needs to be undertaken using WIL fully.

The library is computerized and uses ALEPH 500 electronic cataloguing. There are some 50,000 books, 70 journals, and 400 other documents including CDs. Much of the stock is specifically teacher-recommended plus there are additional journals and newspapers for general education. The useful subject descriptors contain specific reading and researching references for the student, for example, in *Professional Foreign Language (English I)*. The reading recommendations for this programme include journals on finance and accounting, on office administration, and global

economic news. Subject publications produced by the lecturers are available and sold in the library (SER, Table 10). Well known databases are freely available including EBSCO Publishing, Emerald Management, and Oxford Journals Online. But, overall, a greater use of electronic (virtual) space is needed including the wider use of the business incubator for producing accelerated and typical new businesses for students' education. There are international journals but more essential current international books are necessary to support the student learning more fully if this is to be a beacon programme for Siauliai.

5. Study process and student assessment

Admission is based on the Ministry regulations and those of SSC. The essential criteria is the competitive score at high school; this involves mathematics, foreign languages or history, the Lithuanian language, and the exam evaluation and annual mark of a different subject. The maximum competitive score can be 20.8. In 2012, the number of students admitted was 23 full-time with an average score of 16.2 and 27 part-time with an average score of 15.13 (SER, Table 11). In 2012, there were 10 more first requests and also in 2011, and 33 more first requests than 2010. Thus, there is a growing tendency to admit first requests. Interestingly, there is little difference recently in the average scores of full-time and part-time students thus it seems there is the same potential between the students for both modes of study. In 2013, the number admitted were 20 for full-time and about 20 for part-time modes, a fall in full and part-time numbers.

Over the three years of the full-time programme, there was a student drop-out of 15.6% in the 2008-2011 cohort, some 26.6% in the 2009-2012 cohort, a significant drop-out, and then 16.7% in the 2010-2013 cohort. For the part-time programme, it was just 5.5% for the four years 2007-2011 but most recently a significant drop-out to 37.0% occurred for 2008-2012 (SER, Tables 12 and 13). Therefore, the programme leaders need to review the reasons for such drop-outs and their admissions policy including the accreditation of prior learning and experience (APEL). The reasons given are mainly the usual ones – poor results, financial problems, emigration, unable to combine studies with work, but surprisingly some stated that the programme did not meet their needs or expectations. This last reason requires much careful examination by the programme team.

The organization of the study programme is logical. The years are divided into semesters and semesters contain class contact work, practices, and examinations. Classes and practices are held during the day for the full-time mode between 8.00am and 7.00pm at the latest. Exams are held during the examination sessions; students have the opportunity to repeat courses, retake

examinations, and repeat their year if failing. The programme is some 51% for contact work and 49% self-study time. For part-time students, studies take place during introductory sessions (theory and practice classes) and at weekends. Examinations and assessments are held also at weekends during the allotted examination times. Programme organization is logical for both full-time and part-time studies yet there are significant drop-outs, as indicated in 5.1 above, therefore organization also needs some review to counteract this issue. Additionally, internationalisation is indicated but it is not sufficiently apparent in the study process; again, a review of this is required. Student mobility is extremely weak and needs stimulating for the future.

The programme students have the opportunity to participate in scientific research, and also artistic, cultural, and sports activities. Research follows SSC's Student Scientific Association regulations. As indicated previously, theory feeds into the practices and final graduation papers. Additionally, students can support staff on some joint research ventures. Importantly, all students are granted a one-time cash payment for achievements across all activities in the college. It is clear from the final papers that the students are challenged by some topics. There is a range of marks from 5 (just one case in 2011-2012) to 10 (again, just one case). The modal mark is 8 (15 of 44). However, of the 44 final papers in 2011-2012 and also the 44 in 2012-2013 none at all are directly international. Most relate to the Siauliai region. This narrowness needs careful consideration and rectifying by the administrating staff.

Student mobility is provided through the SSC's Academic Mobility and Project Management Department. In recent years, some 12 programme students studied abroad in Demark and in Latvia. There were fewer incoming students, all from Latvia. By 2012, seven international bilateral agreements were signed. The Department knows the advantages of student mobility - greater experiences, innovational teaching, internationalisation, and overall kudos for the programme and SSC. However, as clearly noted above, mobility is very minimal and this needs further investigation and encouragement.

The programme students are given academic, social, and material support. Students are counselled by the Head of Department, programme teachers, and curators about their study programme, financial support and scholarships, and individually about any personal issues. They are regularly informed about any organizational changes to the programme through the SSC intranet website section 'Administration Department'. There is a social adaption programme for new students to help with student adjustment to the programme and to SSC life. Dormitories are available for full-time students and for part-time students during exam times. The SSC's Student

Admission and Career Center informs students about future careers, labour market trends, and organizes careers seminars on careers topics. The Center conducts student surveys, sets up a database of possible placements, makes contact with employers, and has contact with alumni. But it was quite unclear from the site visit how effective this work is for this programme's students.; consequently, there is a lack of vigour and rigour in these aspects.

As is normal in Lithuanian colleges, student study results are assessed on a 10-point scale (Minister of Education and Science, Order No. ISAK- 2194, 2008). The assessment of each subject is based upon completion of the intended LOs in the exams, the self-study paper, project, and the reports on practical activities. A cumulative assessment covers all work undertaken in each subject during the semester. The final total assessments including the practice and the final graduation paper are evaluated by the Department and the Committee. Students are informed about the total assessment methodology in the course descriptors, via the intranet, and at meetings. There is an appeals system for students challenging their assessments. Studies end with the defense of the final graduation paper (listed in SER, annex 4); supervision is spread across several staff (5 in 2012-2013); the regulations are published on SSC'S website. The final assessment data is produced by the Dean's office. It seems clear, therefore, that the students are fully informed of the formative and sumative assessment procedures; this was confirmed during the expert team's site visit. The SSC conducts annual research on the graduate destinations. The highest employment rate was in 2009 when some 59% of the programme's graduates were employed. Normally, the graduates find it difficult to obtain employment immediately after graduation and also for a few months they are unemployed and even into the first year. In the second year after graduation, employment normally improves but during the 2010-2011 recession employment level dropped. Overall, employment in Siauliai is difficult for the full-time student graduates of this programme though improving; the part-time student graduates are normally able to continue in their employment during studies.

6. Programme management

Prime and initial responsibility for the implementation and maintenance of this programme rests with the Administration Department, the Head, and the teachers. Departmental meetings rule on quality matters, self-evaluations, future plans, and monitoring graduates' work abilities. The Committee of Social Sciences Study Programme Maintenance and Study Quality (the committee) set up in 2005 analyses the progress of the programme and makes recommendations on improvements to the Faculty Council since 2011. The Faculty Council in turn submits its findings to the Academic Council who controls how the quality system is applied. Some students

and stakeholders comment on curricular matters. Any changes to the programme are reported on the intranet. Additionally, since 2012 there is a Quality Manual but this still requires embedding. Student results form the basis for the next annual review of quality matters. Overall, this detailed strategy handles the programme but as recorded there are significant student drop-outs thus the quality system is not working perfectly.

The Department leads in collecting and analyzing data such as results of student surveys about the programme each semester. It conducts a self-evaluation of the subjects and produces a SWOT analysis of the programme overall. Students take part in associated working groups as does the Faculty Council. A key issue to be considered is the drop-out rates. As noted, corrective action needs to be taken and this not working currently.

Externally, the Departments uses the SKVC guidelines to monitor the programme, again producing a SWOT analysis, as with the SER. To date, however, this is the first external evaluation of this programme. As noted, the programme is annually reviewed and revised internally and some LOs updated. Subjects normally run for three years before adjustments are made; this brings consistency but occasionally a dated curriculum results. As recommended, it would be wise to benchmark this programme against the best similar programmes in Lithuania and Europe to ensure the correct and up-to-date improvements are made and the programme maintains its currency for the 21st century.

Social stakeholders are involved in quality improvements, as well as teaching and administrative staff and current students and their representatives to some extent. Discussions take place and details about the current labour market are provided and ideally the needs of the students correlated. A few employers take part in the review of final graduate papers. The Faculty Council undertook a potential employer survey in 2010 and indications were that employers would provide placements but much more formal cooperation is needed with a formal Employer Committee established that has regular minuted meetings and action plans; this is also very true for a programme Alumni Committee. The alumni met by the expert team are keen to become student mentors and programme envoys and this should be accepted.

III. RECOMMENDATIONS

1. The aim and LOs were not fully understood by the programme teaching staff, the current students, the graduates, or the employers met during the site visit. There was distinct vagueness about any understanding. Consequently, this needs reviewing and the LOs then fully embedded within the programme. Internationalisation features in the aim and LOs but this aspect also needs fully embedding across the programme (Area 1).
2. More active and modern learning methods need inclusion within the curriculum to inform staff of the required teaching and learning processes and standards. This includes a wider use of Moodle and also the WIL student placement procedure with full integration of theory and practice. Greater internationalisation of the curriculum is again required as per the aim and LOs. (Area 2).
3. There is a distinct lack of awareness in the curriculum of the need to focus much more on student autonomy, creativity and engagement in the learning process and thus there is the need to devise the necessary and associated LOs. Some staff reflection is recommended here. (Area 2).
4. Much more staff mobility is recommended both for teachers going out and foreign teachers coming in to teach the programme. A greater ability and use of English would help this process and also help make the programme more current and up-to-date for the demands of the national and international labour markets. (Area 3).
5. Many teaching staff needs to have more key and recent business experience for teaching this programme. Periods of internships in modern businesses are therefore recommended. (Area 3). Overall, the facilities and learning resources need modernization. The library book and journal stock need updating and a greater acknowledgement of and focus on the VLE (Virtual Learning Environment) is required across the teaching and learning processes including more access to a business incubator for business developments if this is to be a beacon programme at the 'cutting edge' of higher education. (Area 4). 7. The students lack mobility overall; more exchanges are required together with the considerable enhancement of English and, where appropriate, Russian. (Area 5). Student admission numbers are low; consequently, marketing and admission procedures need to

be reviewed including a more effective use of APEL (Accreditation of Prior Experience and Learning) to ensure greater sustainability and prevent decreasing returns. (Area 5).

6. The programme administrators need to establish formal Employer and Alumni Committees. There needs to be regular advisory meetings held, minutes taken, and action plans drawn up each semester. (Area 6).

IV. SUMMARY

This programme has a very far reaching aim comprising ‘cutting edge’ learning and communication technology; this will be a significant test in future years. The programme complies with Lithuanian legal requirements and with the European Qualifications Framework. The aim and LOs are visibly available to all interested parties. However, the aim may be overly ambitious and the LOs are not fully recognized by the teaching staff, students or employers and need embedding. The other main weakness is that the aim and learning outcomes indicate that an international programme is offered but this is not yet the case and consequently this needs full enhancement across all aspects of this programme.

The programme subjects are offered sequentially. There is a strong practical focus recognized by students, alumni and employers and this is appropriate for a college professional bachelor programme in Lithuania. There is European adherence with the ECTS system in place reflecting the Bologna Accord and the follow-up Leuven Meeting. More relevant subjects are suggested by the employers including a wider international focus. The curriculum needs to enforce more the integration of theory and practice building upon such work in *Document Management* and *e-Marketing*. The main weaknesses are that the curriculum lacks full student interest and engagement, lacks an overall active approach to the teaching and learning including the wider use of Moodle, and also lacks the wider use of the VLE (virtual learning environment) and Cloud Computing generally.

The staffing establishment is legal. Some teaching staff are well qualified though many have somewhat incestuously obtained their qualifications just locally at Siauliai University. Some research is evident; the ‘star’ area is that undertaken into the reflective teaching research. Another ‘star’ is that involving the departmental Professor researching modern mathematical teaching methods. The problems are that some staff has dated teaching experiences comprising very limited current business experience, aging teaching methods, and no medium-term international mobility. Consequently, the main recommendations are to significantly improve English ability, to take on more teaching exchanges abroad, to develop wider international research links across the staff, and for staff to join key companies for periods of medium-term internship.

There is sufficient teaching accommodation. There is access to the internet, intranet, and wifi. Video conferencing is used to supplement meetings. The Document Management room is a

valued feature. The library should come more into the international arena. The placement process now uses WIL but this needs wider enhancement across the programme. The main weaknesses are that the library needs updating to a more appropriate level and ambience, regardless of the number of databases available. Opening hours need expanding and the international book and journal stock need some updating to more effectively support the students' learning on this programme. As noted, the VLE (Virtual Learning Environment) needs development including the use of the business incubator to assist student learning through the development of new business ideas.

The student timetables are appropriate and the part-time students particularly appreciate this so they can combine study with the workplace. The final theses contain some challenging, relevant, and interesting topics. There is good overall academic and social support. Assessment criteria are clear, fair and consistent. However, drop-out rates are higher than expected, admission numbers are low and thus APEL (Accreditation of Prior Experience and Learning) is not fully working, and also student international mobility is markedly weak. The main recommendations to improve sustainability are: improve English ability, encourage international exchanges, review the use of APEL, and market the programme more dynamically. Currently, this is a disappointing area showing decreasing returns year-by-year.

The Department is making attempts to improve quality control and standards and to bring these more in line with other European higher education institutions. There is much to do but a new Quality Manual has been introduced though this needs embedding amongst all teaching staff and students. There are stakeholder surveys and contact with employers and graduates alike, though these need to be more focused on singular programme matters. It is imperative, therefore, that specific formal Employer and Alumni Committees are established with regular minuted meetings held and action plans. These can then advise the programme administrators on curricular, recruitment, placement, thesis, and general quality aspects including learning outcomes.

V. GENERAL ASSESSMENT

The study programme *Office Administration* (state code – 653N23002) at Siauliai State College, is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	2
3.	Staff	2
4.	Material resources	2
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	14

*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:

Dr. Michael Emery

Grupės nariai:
Team members:

Prof. Dr. Jorgen Ljung

Eneken Titov

Rasa Bartkutė

Associate Professor Dr. Neringa Ivanauskienė

Justas Nugaras

**ŠIAULIŲ VALSTYBINĖS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS ĮMONIŲ IR ĮSTAIGŲ ADMINISTRAVIMAS (VALSTYBINIS KODAS –
653N23002) 2014-01-13 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-23 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus kolegijos studijų programa *Įmonių ir įstaigų administravimas* (valstybinis kodas – 653N23002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	3
	Iš viso:	14

* 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

Studijų programos tikslas, apimantis moderniausią studijavimo ir komunikacijos technologiją, yra labai ambicingas, todėl taps reikšmingu išbandymu ateityje. Studijų programa atitinka Lietuvos teisinius reikalavimus ir Europos kvalifikacijų sąrangą. Studijų programos tikslas ir studijų rezultatai yra viešai prieinami visoms suinteresuotosioms šalims. Vis dėlto studijų programos tikslas galbūt yra pernelyg ambicingas. Dėstytojai, studentai ir darbdaviai ne visiškai

supranta studijų rezultatus, todėl juos reikia įtvirtinti. Kita studijų programos pagrindinė silpnoji pusė yra nuoroda studijų programos tikslė ir studijų rezultatuose, jog siūloma studijų programa yra tarptautinė, tačiau šiuo metu taip nėra ir tą būtina visapusiškai gerinti visais studijų programos aspektais.

Studijų dalykai dėstomi eilės tvarka. Studentai, absolventai ir darbdaviai pripažįsta stiprų praktinį studijų programos akcentą, ir tai tinka kolegijos profesinio bakalauro studijų programai Lietuvoje. Laikomasi europinės ECTS sistemos, atspindinčios Bolonijos deklaraciją ir vėlesnius Liuvono susitikimo susitarimus. Darbdaviai rekomenduoja aktualiausius studijų dalykus, įskaitant didesnę dėmesį tarptautiškumui. Studijų turinyje turi būti daugiau teorijos ir praktikos integravimo pasiremiant *Dokumentų valdymo* ir *E-rinkodaros* sritimis. Pagrindinės silpnosios pusės yra didesnio studentų susidomėjimo studijų sandara ir įsitraukimo stoka, aktyvaus požiūrio į dėstymą ir studijavimą apskritai stoka, ne toks platus *Moodle* bei *VSA* (virtualiosios studijavimo aplinkos) naudojimas ir debesų kompiuterijos panaudojimas apskritai.

Personalo sandara atitinka teisinius reikalavimus. Kai kurie dėstytojai yra gerai kvalifikuoti, nors daugelis dėstytojų savo kvalifikaciją yra įgiję tik lokaliai Šiaulių universitete. Vykdoma kažkiek mokslinių tyrimų. Viena ryškiausių mokslinių tyrimų sričių yra refleksyviojo mokymo moksliniai tyrimai, kita – šiuolaikinių matematikos mokymo metodų tyrimai, kuriuos vykdo katedros profesorius. Problemų kelia kai kurių dėstytojų dėstymo patirtis, kuri yra pasenusi ir nedaug siejasi su dabartine verslo praktika, atgyvenę dėstymo metodai ir vidutinės trukmės tarptautinio mobilumo stoka. Taigi pagrindinės rekomendacijos yra gerokai patobulinti anglų kalbos žinias, vykdyti daugiau dėstytojų mainų, personalui užmegzti platesnius tarptautinius mokslinius ryšius ir atlikti vidutinės trukmės praktiką didelėse bendrovėse.

Dėstymui skirtų patalpų pakanka. Yra prieiga prie interneto, intraneto ir belaidžio interneto. Video konferencijos naudojamos kaip pagalbinių susirinkimų priemonė. Dokumentų valdymo klasė yra vertingas elementas. Biblioteka turėtų turėti didesnę tarptautiškumo elementą. Praktikos atlikimo procesas šiuo metu vykdomas pasitelkiant *WIL*, tačiau tą būtina gerinti visoje studijų programoje. Pagrindinės silpnosios pusės yra būtinybė atnaujinti biblioteką iki reikiamo lygio ir aplinkos nepriklausomai nuo prieinamų duomenų bazių skaičiaus. Būtina prailginti darbo valandas ir papildyti knygų ir žurnalų užsienio kalbomis kolekciją, kad studentai galėtų efektyviau studijuoti šią studijų programą. Kaip buvo minėta, *VSA* (virtualiąją studijavimo aplinką) reikia tobulinti, įskaitant verslo inkubatoriaus naudojimą, kuris padėtų studentams studijuoti kuriant naujas verslo idėjas.

Paskaitų tvarkaraščiai yra tinkami ir iššęstinių studijų studentai tą itin vertina, nes gali suderinti studijas su darbu. Baigiamųjų darbų temos yra ambicingos, aktualios ir įdomios. Akademinė ir socialinė parama apskritai yra gera. Vertinimo kriterijai yra aiškūs, sąžiningi ir nuoseklūs. Vis dėlto studentų „nubyrėjimo“ rodiklis yra aukštesnis nei tikėtasi, priėmimo rodiklis mažas, todėl *APEL* (ankstesnės patirties ir mokymosi pripažinimo sistema) veikia ne iki galo, be to, tarptautinis studentų mobilumas yra itin menkas. Pagrindinės rekomendacijos tvarumui pagerinti yra: gerinti anglų kalbos žinias, skatinti tarptautinius mainus, peržiūrėti *APEL* naudojimą ir dinamiškiau viešinti studijų programą. Šiuo metu rezultatai šioje srityje yra nuviliantys, nes rodikliai kasmet mažėja.

Studijų kokybės vertinimo centras

Katedra bando pagerinti kokybės kontrolę ir standartus ir priartinti juos prie kitų Europos aukštųjų mokyklų standartų. Nuveikti reikia daug ir nors naujas Kokybės vadovas buvo parengtas, jį reikia išplatinti visiems dėstytojams ir studentams. Atliekamos socialinių dalininkų apklausos ir palaikomi ryšiai su darbdaviais ir absolventais, nors ši veikla turėtų būti labiau nukreipta į pavienius studijų programos dalykus. Dėl šios priežasties labai svarbu turėti specifinius oficialius darbdavių ir absolventų komitetus, kurių susitikimai būtų protokoluojami ir kurie veiktų pagal veiksmų planus. Šie komitetai galėtų paskui teikti studijų programos administratoriams rekomendacijas dėl studijų turinio, samdymo, praktikos atlikimo, baigiamųjų darbų ir bendrųjų kokybės aspektų, įskaitant studijų rezultatus.

III. REKOMENDACIJOS

1. Studijų programos dėstytojai, dabartiniai studentai, absolventai ir darbdaviai, su kuriais vizito metu susitiko ekspertų grupė, nevisiškai supranta studijų programos tikslus ir studijų rezultatus. Pastebėtas akivaizdus tik miglotas jų supratimas. Taigi šią padėtį reikia apsvarstyti, o studijų rezultatus visiškai įtvirtinti studijų programoje. Tarptautiškumas paminėtas studijų programos tikslė ir studijų rezultatuose, bet šis aspektas taip pat turi būti visiškai įtvirtintas visoje studijų programoje (1 sritis).
2. Į studijų turinį turėtų būti įtraukti aktyvesni ir šiuolaikiškesni dėstymo metodai, kad personalas žinotų apie būtinus dėstymo ir studijavimo procesus ir standartus. Tai galėtų būtų ir platesnis *Moodle* panaudojimas ir *WIL* studentų praktikos procedūra visiškai integruojant teoriją ir praktiką. Vėlgi būtinas didesnis studijų turinio tarptautiškumas, kaip nustatyta studijų programos tikslė ir studijų rezultatuose (2 sritis).
3. Studijų turinyje akivaizdžiai trūksta suvokimo, jog reikia daugiau dėmesio skirti studentų savarankiškumui, kūrybiškumui ir dalyvavimui studijų procese, todėl būtina suformuoti būtinus ir susijusius studijų rezultatus. Personalui rekomenduojama pamąstyti šiam tema (2 sritis).
4. Rekomenduojamas daug didesnis personalo mobilumas – tiek dėstytojų išvykimas, tiek užsienio dėstytojų atvykimas dėstyti studijų programoje. Šiame procese padėtų geresnės anglų kalbos žinios ir platesnis jos vartojimas, anglų kalba taip pat padėtų padaryti studijų programą šiuolaikiškesne ir artimesne šalies ir tarptautinės darbo rinkų poreikiams (3 sritis).
5. Daugeliui dėstytojų reikia aktualios ir naujausios verslo patirties norint dėstyti šioje studijų programoje. Dėl šios priežasties rekomenduojami praktikos laikotarpiai moderniose įmonėse (3 sritis). Apskritai patalpas ir materialiuosius išteklius reikia modernizuoti. Bibliotekos knygų ir žurnalų kolekciją būtina atnaujinti, taip pat būtinas didesnis *VSA* (virtualiosios studijavimo aplinkos) pripažinimas ir dėmesys jai visuose dėstymo ir studijavimo procesuose, įskaitant geresnę prieigą prie verslo inkubatoriaus verslo naujovėms kurti, jei norima, kad ši studijų programa taptų moderniausia aukštojo mokslo studijų programa (4 sritis). Apskritai studentams trūksta mobilumo. Reikia vykdyti daugiau mainų kartu gerokai patobulinant anglų kalbos žinias ir, jei reikia, rusų kalbos žinias (5 sritis). Studentų priėmimo rodiklis yra žemas, todėl reikia peržiūrėti

rinkodaros ir priėmimo procedūras, įskaitant efektyvesnę APEL (ankstesnės patirties ir mokymosi pripažinimo sistemos) panaudojimą siekiant užtikrinti didesnę tvarumą ir užkirsti kelią mažėjimo tendencijai (5 sritis).

6. Studijų programos administratoriams reikia įsteigti oficialius darbdavių ir alumnų komitetus. Būtina kiekvieną semestrą organizuoti reguliarius patariamuosius susitikimus, rengti protokolus ir veiksmų planus (6 sritis).

<...>

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso¹ 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

¹ Žin., 2002, Nr.37-1341.