STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VYTAUTO DIDŽIOJO UNIVERSITETO STUDIJŲ PROGRAMOS *STRATEGINIS ORGANIZACIJŲ VALDYMAS (valstybinis kodas – 621N90005)* VERTINIMO IŠVADOS

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EVALUATION REPORT OF *CORPORATE STRATEGIC MANAGEMENT (state code – 621N90005)* STUDY PROGRAMME at VYTAUTAS MAGNUS UNIVERSITY

Experts' team:

1. **Prof. dr. Jozsef Temesi (team leader)** *academic,*

2. **Prof. dr. Inga Lapiņa** *academic,*

3. **Prof. dr. Viire Täks** *academic,*

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5. **Ms. Julija Stanaityte** *students' representative.*

Evaluation coordinator -

Ms Rasa Paurytė

Išvados parengtos anglų kalba
Report language – English

Vilnius
2017

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Strateginis organizacijų valdymas*
Valstybinis kodas	621N90005
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės studijos (2)
Studijų programos apimtis kreditais	120 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo ir vadybos magistras
Studijų programos įregistravimo data	1997-06-04

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Corporate Strategic Management*
State code	621N90005
Study area	Social Sciences
Study field	Management
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (2)
Volume of the study programme in credits	120 ECTS
Degree and (or) professional qualifications awarded	Master of Business and Management
Date of registration of the study programme	04-06-1997

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The Centre for Quality Assessment in Higher Education

CONTENTS

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	Updated students admission statistics for 2016

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

Master's Degree Study Programme *Corporate Strategic Management* (CSM) is implemented and developed by Vytautas Magnus University (VMU), the Faculty of Economics and Management, Department of Management. Corporate Strategic Management is one of the six Master level study programmes offered by the Faculty. Since 1997 the study programme was

named as Management of Organizations, which changed to Corporate Strategic Management from the academic year 2014/2015. The programme had passed external evaluation twice, in 2005 and in 2013. Both times the programme was evaluated positively and it got three-year accreditation in 2013.

The Self-Assessment group for the Master's Degree Study Programme in Corporate Strategic Management for preparing Self-Assessment (SAR) report was formed by the Dean of the faculty and approved by the Rector of VMU. It consisted of six members three members from Department of Management, student of CSM Programme, a doctoral student and a social partner. The first self-assessment team meeting took place in December 2015 and the final self-assessment report was ready by May 2016.

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 *08/02/2017*.

1. **Prof. dr. József Temesi**, *Corvinus University of Budapest, Department of Operations Research and Actuarial Sciences, professor emeritus, Hungary.*
2. **Prof. dr. Inga Lapiņa**, *Riga Technical University, Faculty of Engineering Economics and Management, Vice Dean for Academic Affairs, Latvia***.**
3. **Ms. Viire Täks,** *University of Tartu, Faculty of Economics, School of Economics and Business Administration, specialist, Estonia.*
4. **Mr. Gintautas Kučas,** *Lithuanian Marketing Association, Managing Director, Lithuania.*
5. **Ms. Julija Stanaityte,** *Kaunas University of Technology, Student of Master Study Programme "Human Resource Management".*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The study programme "Corporate Strategic Management" has **well-defined aim** *"to educate the business and management professionals of high qualification and wide profile, who would possess a systemic approach to managing organizations in complex dynamic business environments, and be capable of addressing their strategic challenges through knowledge and skilful adaptation of innovative theoretical concepts and good organizational practices".* (SAR, p.7). The aim and learning outcomes are based on European and Lithuanian normative

documents, such as laws, research papers, declarations and guidelines. Comprehensive list of the used documents is given in SAR (p. 9).

The SAR divides the study programme competences into five categories: knowledge and its application; research skills; subject-specific skills; social skills; personal skills. These categories match the descriptors of the secondary study cycle. Each category has one leaning outcome, except Research skills that has seven learning outcomes – **10 learning outcomes** all together. However, SAR stresses out that the number of learning outcomes does not mean that one category would be more important than others. **All the learning outcomes are clear and understandable, supporting the aim well, and meeting the legal requirements.** SAR (p.12) indicate that the study programme and its learning outcomes are not strictly fixed and might change depending on the changes of environment, development priorities, employers' needs or students' interests. **The evaluation team agrees that this kind of flexibility is needed for the programme and periodic overviews do help to keep the programme in accordance with changing needs and conditions.**

The changes and development of the study programme have been based on public and labour market needs. A comprehensive analysis confirms the need for innovative and creative entrepreneurial leaders with good analytical skills and it is well related to the Study Programme aims and learning outcomes. SAR (p.8) describes the change of the study programme focus to strategy. That shift was a carefully planned strategic decision, having been supported by students and alumni feedback. The declared aims, learning outcomes and curriculum design of the programme are based on long-term development priorities of European and Lithuanian strategy documents, EU structural cohesion policy and surveys among VMU social partners.

The programme aims and learning outcomes are publicly available and periodically updated in „AIKOS", University and the faculty webpages and in Facebook. The content of these websites matches the descriptions in the SAR. In addition, Study Programme aims and learning outcomes are presented to students, teachers and parents during different events. **The name of the study programme and its learning outcomes are fully compatible.**

Three other Lithuanian universities are providing strategic management or leadership programmes. SAR (p.11) provides a comparative analysis of these programmes and one of the most important finding is that there is a **gap** in the market: lack of a programme with strategy-related competences with a focus on business organizations (SAR, p.11). Driven by the public need for innovative leaders the study programme would be more valuable by setting up some innovation related learning outcomes, too.

The expert team investigated the course descriptions to verify their objectives. The **aims and learning outcomes** of the courses are properly stated. The expert team found that the teaching staff is familiar with the general and specific concept of the learning outcomes and they **have been able to form proper learning outcomes according to the course descriptions.** The unified course description template gives a solid framework for that. Students have an access to the course learning outcomes from the university homepage and Moodle, and they are explained in the first class of each course too.

2.2. Curriculum design

The Corporate Strategic Management study programme is a **120 ECTS Master programme with four semester's duration**. Based on SAR, the curriculum design meets all of the legal requirements. The study programme has 72 credits of **compulsory study field courses** (at least 60 required), and 18 credits of elective courses. Two out of three elective courses are required for the students from the Faculty level elective graduate course list. **Independent workload** is 50%, or more, depending on the particular course. In one subject, (Interpersonal and Cross Cultural Communication) individual workload is even 72%, but the management clarified that it is an earlier version of the description and it has now the standard workload. Taking into account that contact hours are held in the evenings, 50% or more of the total workload of the students is individual work, and the majority of students are working, **the evaluation team is concerned that it might be too difficult for students to achieve all the learning outcomes.**

The first three semesters include **four compulsory courses and one optional subject**. The last semester consists of writing of **Master Thesis**. However, **the distribution of credit points over semesters** looks **unbalanced.** According to Annex 4 the first semester includes 32 ECTS, the second one 28 ECTS, the third at least 25 ECTS (including one free elective course with unknown amount of ECTS), and the volume of Master Thesis is 30 ECTS. The difference between semesters is up to four credit points. As one ECTS is equal to 26 working hours, it would make 104 hours difference between semesters. Answering the question of the expert team the management clarified that the third and fourth semester credits have to be calculated with taking the optional courses into account, and with that technical correction the number of credits in both cases are 30.

It is possible to divide the subjects into **three conceptual blocs**. Courses in **the first** block focus on **knowledge and skills in business strategy and strategic analysis**. In addition to a wide variety of strategy courses, Scientific Research Methodology and Term Papers belong here. Most of the courses have a foundational type and they are provided in the first academic year. **The second** block covers courses about **organizational management and leadership in**

dynamic business environment. These subjects are mainly offered in the second and third semester. **The third** group of courses are about **strategic aspects of functional areas of business.** The study programme offers some general management courses, but also includes specialised Master courses about strategy related areas and research methodology.

The content of the programme is well related with today's important strategic management topics and provides good overview of contemporary theoretical aspects (e.g. Contemporary Organization Theories). At the same time, some important elements of strategic management, for instance, **internationalization seems not to be covered** by the course descriptions. In a globalized world this is a very important aspect of strategic management and therefore it is worth to get more attention. The study programme would also benefit from providing some courses about business law to generate necessary knowledge about legal aspects, which are important for any manager. In addition, students stressed out the need for economics and financial analysis courses to be made available for those Master students who did not have previous knowledge in these areas. They also mentioned that the existing elective courses are too difficult and assume previous knowledge. Similarly, alumni brought out the need for more analytical courses. Therefore, **the evaluation team recommends providing some basic analytical economics and financial courses specially tailored for Master students without background in these topics.** The study programme indicates the ambition to educate managers to be able to create new value to the knowledge and innovation driven companies in order to become successful in "smart specialization" (SAR, p.8). As these abilities are closely related with IT and digital competencies, the study programme would benefit from providing general knowledge from these areas. This was supported by the alumni who suggested more IT-related subjects, but also risk management in the programme.

SAR Annex 4 provides an overview of the interrelation between the **learning outcomes** of the courses and the whole study. According to this, all learning outcomes are achievable based on the eight courses of the Programme. After careful examination of the course descriptions and Annex 4 the expert team can confirm that statement. The descriptions meet the requirements and they are in harmony with the programme objectives.

The overall view of the evaluation team is that the **content of the subjects is consistent with the Master's level.** The course descriptions contain **appropriate teaching and assessment methods** corresponding to the practice of the Faculty. Various teaching methods are in use, including group work, case study analysis, individual work, home assignments, presentations, video tasks and so forth. The **programme includes internship** as an integral part of the programme. According to the course description (Annex 1) during the internship, students are doing management system analysis, formulate the strategy of an organization, design

organizational structure and management processes, develop organizational regulations and job design, and prepare the project of a management information system. Companies for internship can be chosen individually or from the list of organizations in partnership. Internship is completed with the defence of an internship report.

The **teaching materials meet the requirements**. **The lists of recommended reference materials** include new textbooks mostly, and journal articles in English. The use of updated professional literature reflects well to the contemporary context of the programme. Unfortunately, it is not clear from the descriptions, which is the **basic textbook** for the courses and how many pages of recommended professional literature are required to read. The list of compulsory and supplementary readings is quite extensive and it is doubtful whether students are able to read the material within the hours allocated for the course. **The list of readings is textbook-centred** and only some scientific articles are offered either in compulsory or recommended sections. The expert team suggests adding more **research articles into the reading list**.

Master's thesis preparation includes the **following steps:** problem identification and literature analysis, preparation of the methodology for the research, implementation of empirical research, analysis and discussion of empirical findings, processing and editing of the Master thesis, preparation for the defence, consultations with the adviser. These steps are in accordance with the analytical and independent nature of final Thesis. After successful defence of the Thesis work students get 30 ECTS credits. **Master's theses defence committee** consists of not less than five persons, including faculty members, social partners from other higher education institutions and professionals. It **meets the requirements for Defence Committee**.

2.3. Teaching staff

The staff of the study programme **meets the legal requirements.** The teaching stuff consists of 17 persons. According to SAR and presented CVs **94% of the staff are having doctoral degree** and **29% of the study field courses are taught by professors.** Majority of teachers (53%) are 32-40 years old. All the teachers have at least 7 years teaching experience, the majority of them (14) have more than 10 years. Since 2013 five persons joined the teaching staff and two staff members left. **The increase of the staff** is based on opening four new subjects. **The number and quality of the teaching staff is adequate** for the study programme. Based on careful examination of CVs, the expert team confirms that the requirements are **fulfilled**: no less than 60% of all the study subject teachers must have a scientific degree and out of them no less than 40% have to be active researchers in the fields of the study subjects**.** Many professionals

with PhD who are working in companies have been involved in the teaching process as **part time teachers and guest lecturers**. This good practice gives opportunity to share professionals' knowledge with the students.

Student/staff ratio depends on students selections from courses of other Master study programmes. Therefore, the number of students may vary from eight to thirty students in the classroom (SAR, p.20).

76% of the teachers have improved their **teaching and research qualification** during 2011-2015. Teaching staff members are mainly using **Erasmus**+ exchange program for visiting international conferences, international project meetings and the global Faculty network events. Approximately 65% of the teachers take part in teaching at foreign universities each year (SAR, p.21). The Faculty pays attention to invite teachers from universities from other countries. In addition, teachers do provide trainings for the companies and do work as consultants and experts.

Research activity forms an important part of the teaching staff workload in a Master's programme. Members of the teaching staff are active in **publishing** and participating in conferences. According to SAR, (p. 23) 112 scientific articles have been published and the teachers of the study programme have delivered 96 conference presentations during the period of 2011-2015. Teachers participate in different **projects and organizing conferences, too.** Each teaching staff member have to pass attestation after every five years in order to ensure the good teaching quality and active research**. VMU had created conditions** for the professional development for the teaching staff by giving access to different trainings and knowledge exchange opportunities and providing bonuses for publishing.

2.4. Facilities and learning resources

The Faculty provides the students with **excellent study facilities**. Smaller and bigger classrooms, computerized classrooms, library space for joint work are available. Most of the equipment and facilities have been used together with students of other programmes. The expert team was informed that the working area will be significantly extended because the Faculty of Political Science and Diplomacy will move out from the building.

The expert team visited the new library building which has absolutely **modern infrastructure to support all kinds of library services.** The necessary textbooks, databases, other study materials are easily available not only in the library, but in the electronic platforms, as well. The previous assessment of the Programme mentioned Moodle as a multimedia tool to be further improved. The expert team asked the SER group to demonstrate the operation of the Moodle system on the spot. The experts found that the system works appropriately and supports

the studies of the students. The students confirmed that they use the system and it is useful in the study process.

The **programme includes internship** as an integral part of the programme. According to the course description (Annex 1) during the internship, students are doing management system analysis, formulate the strategy of an organization, design organizational structure and management processes, develop organizational regulations and job design, and prepare the project of a management information system. Companies for internship can be chosen individually or from the list of organizations in partnership. Internship is completed with the defence of an internship report.

2.5. Study process and students' performance assessment

The **admission requirements** are clear and well-founded. Most important prerequisite for this study programme is having a Bachelor degree in social science or informatics. Students from other programmes or those who do not have university degree could still apply for contest, but they have to have a) at least one year relevant practical experience, b) had studied programmes provided by Faculty of Economics and Management or c) after end of program passed through an individual supplementary study program. Furthermore, students from other higher education institutions have to take English test and get at least B2 level of this language.

The Programme has been running in part-time and full-time simultaneously until 2015, when the Faculty decided to stop applications to the part-time programme, because a new part-time programme was launched. **At the time of the assessment there were students in the Programme from both study forms**; a gradual phasing out of part-time students is now happening. In the academic year of 2015/2016 only 4 second-year part-time students remained in the system (but some more students have to defend their Thesis work and complete their studies).

The recent accreditation assessment concentrates on the full-time programme. The Programme has admission numbers between 12 and 16 in the last three academic years, approximately one-third of them are self-funded. **Most of the full-time students have jobs and the time allocation of the Programme reflects to that fact**. The students have individual study plans according to the regulation of the Faculty. Each course have lectures and seminars, the number of contact hours for seminars is half of the lectures. The proportion of individual work meets the accreditation requirement.

The organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes. Students could consult teachers face to face or by e-mail or other communication tools. They are learning by cases, actively participating in

discussions or preparing group work. These methods help students to solve real life problems, understand relevant processes.

Drop-out is very low: nobody left the Programme in the last two academic years.

Students have opportunities **to participate in research activities**. Faculty encourages them to participate in various conferences, public lectures, seminars and assist on teachers research. Furthermore, students are motivated to participate in student conferences, because they could get additional points for their Master final grade.

The Faculty offers mobility programs to study or have an internship abroad. Only a few students used these opportunities, because they cannot leave their job for a longer period. Four students have gone abroad from 2011 to 2015 for an internship which is not bad compared to the numbers of similar programmes in Lithuania. The number of incoming students was 20 in the same period, which is very positive taking into account that the language of instruction is English in the presence of foreign students (it should be mentioned that the language ability of the admitted Lithuanian students have been tested).

The **assessment system of students' performance is clear and publicly available** on VMU Regulation of Studies. The main assessment method being used is exam, which worth is no less than 50% of the final grade (SAR, 30). In majority of courses the assessment consists of problem-based exercise, tests, group work and an exam. The improvement of assessment process should be taken for consideration, because the weight of an exam in the study programme is too high, not justifying that the study programme uses problem-based methodology as it is stated in the SER.

In addition, students indicated that most of the teachers do not request participation in lectures and seminars and preparation for these, that practice is convenient for the students but the Experts' Team is concerned about the achievement of all learning outcomes to the full extent.

The university **ensures appropriate academic and social support.** Students have access to all the information they need as it is provided by e-mails, Moodle system or student „First Class" intranet. Furthermore, there are possibilities to get grants, scholarships, dormitories and financial support. Graduates career paths meet the programme supervisors expectations. A survey was conducted in 2016 that revealed that most graduates of the programme have been working as office managers and just one graduate was unemployed.

2.6. Programme management

Master's Degree Study Programme *Corporate Strategic Management* (CSM) is supervised by the Faculty of Economics and Management, Department of Management. Since

1997, the study programme was named as Management of Organizations, which changed to Corporate Strategic Management in the academic year 2014/2015. The programme had passed external evaluation twice, in 2005 and in 2013. Both times the programme was evaluated positively.

The **quality assurance strategy** is part of the university strategic documents. The Study Programme Committee (SPC) is responsible for decisions and monitoring of the Programme. The committee consists of four teachers, a social partner and two students, seven members together. One of the recommendations of the previous assessment was to make the QA system more formalized and explained to the internal stakeholders. During the recent visit, the expert team confirmed that the **QA principles and documents have been improved and available for students, teachers and other stakeholders**. The students reported that roundtables with the Study Programme Committee, consultations with the teachers have been a common practice in the last three years. In addition to the formal procedures, informal talks, discussions and recommendations have been encouraged. That open organizational culture leads to prompt and sincere feedback, and gives the opportunity for the management to react immediately.

The Faculty has a **standard procedure** for collecting student feedback after each semester – the online questionnaires for the programme. As a standard procedure, informal feedback sessions with two-way communication of students and professors are held regularly. These sessions usually give deeper feedback and ensure higher student engagement. Though **several KPIs** are being monitored regularly (students' satisfaction, students' workload progression, success and drop-out rates, career paths of graduates), there are other important indicators to monitor including attributes and qualities of the programmes (such as share of practical knowledge, content quality, updated teaching methods or effectiveness of assessment procedures).

According to the regulation, there is a regular supervision of the teaching and research performance of the staff. As mentioned before, the Faculty encourages participation in scientific conferences and seminars, provides possibilities for academic exchange programmes. The SPC monitoring activities are extended to the academic competence of the lecturers. The Dean discusses the results with each staff member. The open management culture can be resulted in higher students' satisfaction, and in more initiatives, proactivity and engagement from the staff.

The study programme had last external evaluation in 2013. It was accredited for three years. Annex 7 presents the improvements of the programme based on the last evaluation. It is comprehensive and well explained. **The content of the Programme** changed a lot taking into account the suggestions and recommendations of the previous assessment. The departments took enormous efforts in strengthening the Programme. Many improvements and market-focused

changes were implemented during the last couple of years, including more integrated programme design and improving teaching quality. However, learning outcomes have to be developed further based on the market needs for subject-specific competencies. Although involving social partners in Thesis defence is common practise, a more comprehensive interaction with the representatives of the industry and local organizations – with the assistance of the Alumni club – could be needed in further programme design activities. A systematic survey among the graduates, which started two years ago, is an important step toward that direction.

III. RECOMMENDATIONS

1. It is recommended to add some innovation-related learning outcomes to the study programme, mostly reflecting to the ongoing knowledge based and information driven needs of the society.

2. The expert team suggests to pay more attention to equal division of credit points over the semesters.

3. Supervision of the balance between individual work and contact hours is recommended.

4. The expert team suggests to offer courses containing learning outcomes about business law, IT and digital society, and additionally analytical economics and financial courses for those student who do not have background in these areas.

5. The expert team recommends adding more contemporary scientific articles to the reading materials.

6. To justify that the study programme is problem based an improvement of assessment process should be taken into consideration, because the weight of the exam in most courses is too high. Higher standards regarding the class participation and self-assessments are also recommended.

7. A more comprehensive interaction with the representatives of the industry and local organizations – with the assistance of the Alumni club – could be needed in further programme design activities.

IV. SUMMARY

The Corporate Strategic Management study programme have clear and well-defined aim and learning outcomes. The study programme has 10 learning outcomes that are supporting the aim properly. The course descriptions meet the requirements. The name of the study programme and its learning outcomes are compatible to each other. Courses have proper learning outcomes and the description templates are comprehensive. The programme aims and learning outcomes are publicly available and periodically updated in „AIKOS", University and the faculty webpages and in Facebook

The changes and development of the study programme are based on public and labour market needs and supported by a comprehensive analysis. The study programme has a market niche: CSM is a full time study programme with strategy-related competences focusing on business organizations.

The structure and volume of the Programme correspond to the requirements. This is a 120-credit Master programme with minimum 50% independent workload in each course. However, it might be too difficult to achieve all the learning outcomes with this amount of independent workload and short study period for students with full-time jobs.

The study programme has not less than 60 credits study field courses and less than 60 credits of optional studies. The division of credit points to semesters is not equal. Based on this it is needed to supervise the workload balance and to reduce the differences between semesters.

The content of the programme is related with some of todays' important strategic management topics and provides overview about contemporary theoretical aspects as Contemporary Organization Theories. However, there are some other topics what might be beneficial for the programme. These are internationalization, business law, IT and digital societies. In addition, students pointed out the need for analytical economic and financial courses designed for Master Students without previous field knowledge.

All the learning outcomes are achievable by the courses and the content of the subjects is consistent with the expected Master's level. Teaching methods are relevant for Master's programme and suitable for achieving most of the learning outcomes. The study programme includes internship. Teaching materials meet the requirements and include new textbooks and journal articles that are well related to the subjects. However, the list is textbook-centred and in compulsory courses, only few articles are recommended. It is not clear which is the basic textbook and how many pages are required to read. The expert team recommends adding more relevant scientific articles to the reading materials. The structure of Master's thesis defence committee and stuff of the study programme meets the requirements.

94% of the teaching stuff have doctoral degree, the age distribution and gender balance is good. Professors teach 29% of major study field courses. Student/staff ratio depends on students choices from the course selection and vary from eight to 30 students.

The staff travels abroad mainly by Erasmus+ exchange programmes and the Faculty invites teachers from foreign universities. Research activities as publishing and conference participation form an important part of the teaching staff workload. VMU has created appropriate conditions for the professional development for the teaching stuff by supporting them with trainings, exchange opportunities and providing bonuses for publishing.

Facilities and learning resources are appropriate. There are sufficient number of different types of classrooms equipped with contemporary electronic devices. The university has modern library, providing students the necessary study materials and access to numerous databases.

The admission requirements are clear and publicly available. The organization of the study programme is adequate but as courses are not divided equally to semesters, more even distribution of the ECTS volumes are recommended. Students are encouraged to participate conferences, public lectures and seminars and do help to organize various events. It is positive that from this year the students have a course on research methodology where they have a task to prepare a research article and present it later in the student conference. Students have opportunities to participate in the Erasmus mobility program, and to study or to have an internship abroad.

Assessment of the Master studies is clearly regulated and the rules are available in VMU Regulation of Studies. The majority of course assessments include problem-based exercises, tests, group work and an exam. The evaluation team found that in most courses participation in the classes and self-preparation for seminars and lectures are not obligatory. This raises some concerns about achieving all learning outcomes; therefore, the evaluation team suggests more regulated class participation and preparation.

The university ensures an adequate level of academic and social support (consultations, grants, scholarships, library, electronic system, dormitories).

QA principles and documents have been improved and available for students, teachers and other stakeholders. It is common practice to organize round-table discussions with students and Study Programme Committee discussions with the teachers. The Faculty has a standard procedure for collecting student feedback after each semester and have regular supervision of the teaching and research performance of the staff. The study programme had last external evaluation in 2013 for three years. Based on the recommendations the content of the Programme changed a lot. The departments took a lot of efforts for strengthening the Programme.

V. GENERAL ASSESSMENT

The study programme Corporate Strategic Management (state code – 621N90005) at Vytautas Magnus University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	4
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	4
	Total:	**21**

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;
2 (satisfactory) - meets the established minimum requirements, needs improvement;
3 (good) - the field develops systematically, has distinctive features;
4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Prof. dr. József Temesi
Grupės nariai: Team members:	Prof. dr. Inga Lapina
	Ms Viire Täks
	Mr Gintautas Kučas
	Ms Julija Stanaitytė

VYTAUTO DIDŽIOJO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS *STRATEGINIS ORGANIZACIJŲ VALDYMAS* (VALSTYBINIS KODAS – 621N90005) 2017-04-11 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-64 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Strateginis organizacijų valdymas* (valstybinis kodas – 621N90005) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	**21**

* 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)

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IV. SANTRAUKA

Strateginio organizacijų valdymo studijų programai numatytas aiškus ir gerai apibrėžtas tikslas ir studijų rezultatai. Studijų programa turi 10 studijų rezultatų, kurie tinkamai pagrindžia jos tikslą. Studijų dalykų aprašai atitinka jiems keliamus reikalavimus. Studijų programos pavadinimas ir studijų rezultatai suderinami.

Dalykų studijų rezultatai yra tinkami, o aprašų šablonai – išsamūs. Programos tikslus ir studijų rezultatus galima rasti publikuojamus viešai, jie periodiškai atnaujinami „AIKOS" sistemoje, universiteto ir fakulteto tinklalapiuose ir „Facebook" paskyroje.

Studijų programos pokyčiai ir plėtra paremta visuomenės ir darbo rinkos poreikiais bei grindžiami išsamia analize. Studijų programa turi nišą rinkoje: SOV yra nuolatinių studijų programa, kurioje besimokant galima įgyti su strategija susijusios kompetencijos, skirtos verslo organizacijoms.

Programos struktūra ir apimtis atitinka reikalavimus. Tai 120 kreditų magistro programa, kurioje kiekvienam studijų dalykui reikia atlikti bent 50 % savarankiško darbo. Tačiau esant tokiam savarankiško darbo krūviui ir per tokį trumpą studijų laiką visą darbo dieną dirbantiems studentams gali būti per sudėtinga pasiekti visus studijų rezultatus.
Studijų programą sudaro bent 60 kreditų studijų krypties dalykai ir mažiau nei 60 kreditų pasirenkamieji dalykai. Kredito balų pasiskirstymas semestrais nėra lygus. Atsižvelgiant į tai, reikia prižiūrėti darbo krūvio pusiausvyrą ir sumažinti skirtumus tarp semestrų.

Programos turinys susijęs su kai kuriomis svarbiomis strateginio valdymo temomis ir apžvelgia šiuolaikinius teorinius aspektus, tokius kaip šiuolaikinės organizacijos teorijos. Tačiau yra ir kitų temų, kurios gali būti naudingos programai. Tai tarptautiškumas, verslo teisė, informacinės technologijos ir skaitmeninės visuomenės. Be to, studentai minėjo, kad reikalingi analitinės ekonomikos ir finansų studijų dalykai, pritaikyti magistro studijų studentams, neturintiems šių sričių žinių.

Visi studijų rezultatai yra pasiekiami studijų dalykuose, o dalykų turinys atitinka magistro lygį. Dėstymo metodai suderinami su magistro studijų programa ir yra tinkami daugumai studijų rezultatų pasiekti. Į studijų programą įeina stažuotės. Dėstomoji medžiaga atitinka reikalavimus, į ją įtraukti nauji vadovėliai bei straipsniai, puikiai susiję su studijų dalykais. Tačiau literatūros sąraše vyrauja vadovėliai, o privalomuose dalykuose rekomenduojami tik keli straipsniai. Neaišku, kuris vadovėlis yra pagrindinis ir kiek jo puslapių reikalaujama perskaityti. Ekspertų grupė rekomenduoja į literatūros sąrašą įtraukti aktualesnius mokslinius straipsnius. Magistro darbų gynimo komisijos struktūra ir studijų programos personalas atitinka reikalavimus.

94 % dėstančiojo personalo turi daktaro laipsnį, amžiaus ir lyčių pasiskirstymas yra geras. Profesoriai dėsto 29 % pagrindinių studijų krypties dalykų. Studentų santykis su personalu priklauso nuo studentų pasirinkimo, studijų dalykų pasirinkimo ir svyruoja nuo 8 iki 30 studentų.

Personalas vyksta į užsienį daugiausiai pagal „Erasmus+" mainų programą, fakultetas kviečiasi dėstytojų iš užsienio universitetų. Mokslinių tyrimų veikla, tokia kaip leidyba bei dalyvavimas konferencijose, sudaro svarbią dėstančiojo personalo darbo krūvio dalį. VDU sukūrė tinkamas sąlygas dėstančiojo personalo profesiniam tobulėjimui, padeda jam mokytis, suteikia galimybes dalyvauti mainų programose ir skiria premijas už išleistus mokslinius darbus.

Patalpos ir materialieji ištekliai yra tinkami. Yra pakankamai skirtingų auditorijų, kuriose įrengti šiuolaikiniai elektronikos prietaisai. Universitetas turi modernią biblioteką, kuri studentams teikia studijoms būtiną medžiagą ir kurioje galima prisijungti prie įvairių duomenų bazių.

Priėmimo reikalavimai yra aiškūs ir prieinami viešai. Studijų programos organizavimas yra tinkamas, bet, kadangi studijų dalykai nėra tolygiai paskirstyti pagal semestrus, rekomenduojama tolygiau paskirstyti ECTS apimtis. Studentai skatinami dalyvauti konferencijose, viešosiose paskaitose ir seminaruose, jie taip pat padeda organizuoti įvairius renginius. Teigiamas aspektas tas, kad nuo šių metų studentams dėstomas mokslinių tyrimų metodikos dalykas, kur jiems reikia parengti mokslinio tyrimo straipsnį ir vėliau jį pristatyti studentų konferencijoje. Studentai turi galimybių dalyvauti „Erasmus" judumo programoje ir studijuoti arba stažuotis užsienyje.

Magistro studijų vertinimas aiškiai reguliuojamas, o šias taisykles galima rasti VDU Studijų reglamente. Dauguma studijų dalykų vertinimų yra susiję su problemomis grindžiamu mokymu, testais, grupiniu darbu ir egzaminu. Vertintojų grupė nustatė, kad daugumoje studijų dalykų neprivaloma dalyvauti paskaitose ir savarankiškai pasiruošti seminarams bei paskaitoms. Tai kelia rūpestį dėl visų studijų rezultatų pasiekimo, todėl vertintojai siūlo labiau reguliuoti dalyvavimą paskaitose ir studentų pasiruošimą.

Universitetas užtikrina tinkamą akademinės ir socialinės paramos lygį (konsultacijas, subsidijas, stipendijas, biblioteką, elektroninę sistemą, bendrabučius).

Kokybės užtikrinimo principai ir dokumentai buvo patobulinti ir prieinami studentams, dėstytojams bei kitiems socialiniams dalininkams. Vykdoma įprasta praktika organizuoti apvaliojo stalo diskusijas su studentais ir Studijų programos komiteto diskusijas su dėstytojais. Fakultetas yra nustatęs standartinę procedūrą, kaip rinkti studentų atsiliepimus po kiekvieno semestro, ir reguliariai prižiūri personalo dėstymo ir mokslinių tyrimų veiklą. Studijų programa paskutinį kartą trejiems metams buvo vertinta 2013 m. Studijų programos turinys labai pasikeitė atsižvelgus į rekomendacijas. Katedros dėjo daug pastangų, kad sustiprintų programą.

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III. REKOMENDACIJOS

1. Rekomenduojama į studijų programą įtraukti keletą su inovacijomis susijusių studijų rezultatų, daugiausia tų, kurie atspindėtų nuolatinius žiniomis ir informacija grindžiamus visuomenės poreikius.
2. Ekspertai siūlo daugiau dėmesio skirti lygiam kreditų balų paskirstymui semestrams.
3. Rekomenduojama palaikyti pusiausvyrą tarp individualaus darbo ir darbo auditorijose.
4. Ekspertų grupė siūlo teikti studijų dalykus, kurių studijų rezultatai būtų susiję su verslo teise, informacinėmis technologijomis ir skaitmenine visuomene. Taip pat būtų verta dėstyti papildomus analitinius ekonomikos ir finansų dalykus tiems studentams, kurie neturi šių sričių pagrindų.
5. Ekspertų grupė rekomenduoja į literatūros sąrašą įtraukti daugiau šiuolaikinio mokslo straipsnių.
6. Siekiant patvirtinti, kad studijų programa yra grindžiama mokymu spręsti problemas, reikėtų tobulinti vertinimo procesą, nes egzamino svoris daugumoje studijų dalykų yra per didelis. Taip pat rekomenduojama įvesti aukštesnius dalyvavimo paskaitose ir įsivertinimo standartus.
7. Siekiant toliau vystyti programą reikėtų palaikyti platesnio spektro santykius su pramonės ir vietos organizacijų atstovais (padedant absolventų klubui).

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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)