STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus kolegijos
**STUDIJŲ PROGRAMOS "*TARPTAUTINĖ PREKYBA*" (*valstybinis kodas – 653N14005)*
VERTINIMO IŠVADOS**

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**EVALUATION REPORT
OF "*INTERNATIONAL TRADE*" (state code - *653N14005*)
STUDY PROGRAMME**
at Vilnius College

Review' team:

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2. **Dr. Heinz-Ulrich Schmidt,** *academic,*

3. **Dr. Noëlle O'Connor,** *academic,*

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Išvados parengtos anglų kalba
Report language – English

Vilnius
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Tarptautinė prekyba*
Valstybinis kodas	653N14005
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirma
Studijų forma (trukmė metais)	Nuolatinė (3), ištęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Profesinis verslo bakalauras
Studijų programos įregistravimo data	2011 05 04, No. 7-04-962

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*International Trade*
State code	653N14005
Study area	Social Sciences
Study field	Business
Type of the study programme	College Studies
Study cycle	First
Study mode (length in years)	Full-time (3), Part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Business
Date of registration of the study programme	04/05/2011, No. 7-04-962

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I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

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

No.	Name of the document
1	International Trade Study Programme (653N14005) Progress Report Considering Expert Recommendations
2	Agreement between KV/UAS and social partner
3	Minutes of Defence Committee
4	Example of student's internship agreement
5	Order of Vilnius College director regarding aims, competence and study outcomes

	description and study plan
6	Confirmation of International Trade study programme (2016 04 19)
7	Order of Vilnius College director regarding study plan confirmation (2015 05 04)
8	Order of Vilnius College director regarding name change of study programmes (2015 02 09)
9	Order of Vilnius College director regarding study plan updates (2014 05 20)
10	Report of the final thesis assessment committee of International Trade programme (2016 06 30)
11	Protocol and register of Study Programme Qualification Committee of International Trade (653N14005) (VVS6) (201605 27 - 2016 06 17)
12	Protocol and register of Study Programme Qualification Committee of Trade Management (653N14005) (VVS6) (201505 28 - 2015 06 18)
13	Protocol and register of Study Programme Qualification Committee of Trade Management (653N14005, 653N14001) (VVS6) (2014 05 16 - 2014 06 20)

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

According to the Self-Evaluation Report, Vilnius College is a state accredited higher education institution, which currently offers 46 different study programmes, organized in seven faculties. As of first of October, 2016, 6720 students have been enrolled and 474 lectures have been employed. The International Trade programme started first time in 2016, developed from former Trade Management programme. Being one out four business flied study programmes, it is delivered in two modes: full-time (3 years) and part-time (4 years). In 2016/2017 40 FT students and 19 PT students have been enrolled. Graduates who successfully complete the whole study programme, acquire Professional Bachelor's degree in Business.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 5th of April, 2017.

1. **Dr. Eneken Titov (team leader)** *Vice-rector for Academic Affairs and professor of Management in Estonian Entrepreneurship University of Applied Sciences, Estonia.*
2. **Dr. Heinz-Ulrich Schmidt,** *Special Representative of Foundation for International Business Administration Accreditation (FIBAA), Germany.*
3. **Dr. Noëlle O'Connor,** *Senior Lecturer in Tourism Management and the Course Director for the B.A. (Hons.) in Business Studies with Travel & Tourism Management Programme in Limerick Institute of Technology, Ireland.*
4. **Mr Marius Rimkaitis,** *McCANN Vilnius, digital strategy planner, Lithuania.*
5. **Ms Indrė Surgelytė,** *student of Kaunas University of Technology study programme Project Management, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

As quoted in the SER and based on the Lithuanian Labour Exchange data (2016-07-14), the graduates of the programme „are highly demanded in the country and in Vilnius region and last three years are on the top five of most demanded specialists". Also the social partners during the on-site visit emphasized that the programme is absolutely needed, since Lithuania is not a strong industrial country, has no natural sources. Therefore it is services oriented, sales services going to bigger markets. The international dimension and aspects of the programme were absolutely necessary.

Regarding the local, regional and national educational market there is a similar programme only at SMK University of Applied Social Sciences „International trade and customs logistics(https://www.smk.lt/studyprograms_v2/detail/International-Trade-and-Customs-Logistics/20397) at Bachelor's level. The programme „International Business", offered by the HEI itself, is oriented towards different business sectors, as stated in the SER, and is not the direct competitor. According to the SER, the unique positioning point of the study programme „International trade" is „the preparation of specialists for a particular economy sector".

The experts agree that fitness of purpose has been sufficiently argued. The reasons for positioning in the educational market of this study programme are plausible. The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The programme objectives and intended learning outcomes are well-defined, clear and publicly announced. The future fields of employability for graduates are plausibly set forth.

However, the request of students has been decreasing during last years. This is generally true for full-time and part-time students as well. Nevertheless, employment rate has been above 90% in the years 2014-2016. Only 4.35% of graduates were registered as unemployed. Thus, it is in line with fitness of purpose.

Fitness of purpose has also been argued by benchmarking in 2015/16 with international comparable study offers as recommended by the last review panel. 13 foreign programmes have been checked, but, unfortunately, criteria, results and consequences regarding implementation in the renewed programme have not been revealed, although asked during the on-site visit.

The qualification objectives of the programme and the intended learning outcomes on programme level are described in the SER and have been explained and convincingly related to the target group, targeted professional field and the societal context by the programme management and senior staff during the on-site visit, referring additionally to the recommendation of the former expert panel. Programme aims embrace the professional proficiency, comprehensive employability as well as the development of the individual student's personality. Subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the EQF and the national qualifications framework as well.

However, the international orientation of the study programme design does not yet appropriately take into account the required international aspects with respect to its graduates' employability. Although the intended learning outcomes on programme level are well-defined, clear and publicly announced, they still lack adequate international orientation (see below). There is only one explicit internationally oriented module, named like the programme: "International Trade". The programme title is misleading the students. The staff agreed that changing the name was a marketing move and they are still developing the programme content in order to make it more international. Thus, the programme is still under development, developing from "Trade Management" to "International Trade" since 2016. In the SER the HEI still plurally used the former title. Some students mentioned that the studies do not meet their expectations. When asked, if they would recommend this study programme for their friends, there were only few positive answers. Some students mentioned that if they had to pay for their studies, they would quit because it is not worth it.

2.2. Curriculum design

Fitness for purpose means to check, how the HEI has implemented the programme objectives and the intended learning outcomes on programme level in structure, curriculum design and academic environment.

The programme structure, as visible and accessible in the module descriptions, supports the smooth implementation of the curriculum and helps the student to reach the defined learning outcomes, which – according to faculty's explanation during the on-site visit - have not (yet) been changed after changing the title of the programme. The programme consists of modules and assigns Credit-Points (CP) per module on the basis of the student workload. Practical components are designed and integrated in such a way that CP can be acquired.

The programme (180 ECTS) addresses full-time students and part-time students with respective different durations of study-time (6 sem/8 sem). The distribution of workload regarding modules is the same, but internal distribution of contact hours and self-study hours are totally different (144 vs. 44). There was no explanation or any information given during the on-site visit, what is the reason behind and how part-time students are supported to achieve the same intended learning outcomes with much less contact hours. Equalisation of contact hours for FT and PT students needs to be considered. At least it must be underpinned, how the LOs are achieved both in part-time and in full-time studies.

There is one remarkable weakness of the programme structure regarding the sequence of the modules. According to the SER, the sequence seems to be first of all resources driven: „The order of the arrangement of the modules depends on the following factors: 1) the time given to the self-study hours and the number of the assessments of student knowledge planned; 2) availability of teaching staff to be involved in to process in order to guarantee quality of studies (the same academic staff involved in teaching of different study programmes); 3) coherence of the sequence of study modules (Table 3)". Why not the other way round: The order of the modules corresponds first of all to the logic coherence of the intended learning outcomes and takes into account the logic learning progress of students? This would mean for instance: The Communication module in Semester 5 appears earlier in the programme as it is a basic transferable skill normally thought in Semester 1. This module will enable students to communicate effectively through oral, written, visual and non-verbal means. The appearance of other modules in the programme may be reviewed such as Sustainable Development (Semester 2), to mention only two examples.

The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS users' guide. Study and exams regulations are included in the module descriptions. These are to a certain extent, indeed, overloaded with details. But the system of assessing student achievements, indeed, is clear, public and appropriate, the students and teachers confirmed during on-site visit.

The promotion of employability runs as a common thread of the study programme through all its modules. Students confirmed during the on-site visit that subjects of study are

taught in a consistent manner, subjects or topics are not repeated. They missed general international approach, although some teachers have already started its development in their modules and, according to the explanation by the programme management during the on-site visit, six modules out of 16 have been mentioned as to have already been internationally developed. Thus, the content of the programme does not yet correspond to the totally intended internationalisation of the study programme. But it is to be stated that contents taught enable students to achieve the intended learning outcomes for the national labour market.

However, social partners expressed expectancy of better language knowledge and public speaking skills for the students graduating this programme. This may be subject to enhance international practitioners' involvement in the study programme.

Contents of the curriculum are in line with the type and cycle of studies and meet the academic and professional requirements. Proportion of theory and practice fits into a professional Bachelor programme's requirement.

Optional modules, although offered, are lacking of description, in particular the new elective module „European Studies", which has been neither mentioned in the SER nor in the descriptions. Students complained during the on-site visit that the proportion of foreign language courses is too little and the foreign language materials are less and do not meet the claimed international orientation of the study programme.

Some special module-related remarks:

- Although the module „International Trade" is a new one, international law-aspects are not sufficiently visible, e.g. international courts of arbitration. Customs and excise dues, import/export procedures are less emphasised (only 6 hours each) and with regard to Russia maybe a special submodule would be useful. To summarise: International legal framework is not sufficiently seen in a significant volume.

- With regard to Operations and Supply Chain Management there is no special module to be found as it uses to be the case in other programmes, although there are some hints, e.g. in the list of literature in „International Trade" module and in some other module descriptions. But the experts don't call this a weakness; it is just different.

- The module „Material and financial assets' management in trade enterprises" in general is well structured and well deepened, but without any international aspect like IFRS and US-GAAP, not mentioned neither in module description nor in SER. Maybe, it is included, but not yet visible.

- The module „e-commerce" is very practice oriented. Students should develop a website and do SEO. They must be very industrious and busy to do it in due time at the respective level. That's rather ambitious.

- Some module descriptions contain compulsory literature in Lithuanian language (e.g. Social business environment module), although the similar modules in the programme „Hotel and Restaurant Business" contains partly the same literature in English language. As International Trade programme will become an international programme and contains already a compulsory module „Foreign business English", students should be able to read English literature, too.

- Quite a few of the module descriptions (e.g. communication, economics, sustainable development) contain mistakes in adding up the contact hours and the self-study hours, which means, that they are not enough carefully done. And they reveal a template oriented approach and do not reflect real life.

- Due to internationalisation of the programme, the module „Foreign business English" has been prolonged from 12 weeks to 18 weeks without any visible reflect in the workload.

Nevertheless, the content of subjects and the intended learning outcomes correspond to the type and level of studies. The programme structure is in line with the legal requirements, although the description in SER is to a certain extent confusing, since it seems that some study field specific modules have been counted twice, but they have only been mentioned twice.

Although SER claims for educating specialists, the programme provides a general education with moderate specialisation. Maybe it is only a question of wording, due to internal or historical reasons. However, clarification is needed in order to better imbed the programme and its terminology in the European Higher Education Area.

2.3. Teaching staff

The academic staff contains of 31 persons with different academic, practical and teaching experience and qualifications:

- academic degree: 4 PhDs, 26 Masters
- practical work: 27
- teaching experience: 31

Thus, the teaching staff meets the legal requirements with regard to structure and number. The structure and number of the faculty also correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic, pedagogical and didactic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI verifies the qualifications of the

faculty members by means of an established procedure. Specific offers for the further qualification of the faculty members are implemented.

The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. The faculty's academic qualification is underlined by scientific publications. Majority of the teachers raised their hands during on-site visit answering the respective question. The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. According to their CVs, the faculty members have enough practical experience and use them in their teaching activities, although some students had critical remarks. The faculty members cooperate with each other for the purpose of tuning the modules towards the overall international qualification objectives. Meetings of all those teaching in the programme take place regularly. In addition, projects and/or courses are conducted cooperatively.

All teaching staff, the experts have met during the on-site visit, have strong academic and professional experience. They are didactically well trained, enthusiastic and highly committed to the implementation and improvement of that programme. Students agreed that the teachers are dedicated, friendly and active. Students are satisfied and happy about the communication with the teachers. However, there was a complaint that sometimes it is not explained why the tasks are given and how the gained knowledge could be implemented in the future.

Up to now, there is no international composition of the faculty (teachers from different countries). Thus, any additional acquisition of international competences and skills is not possible, yet. Guest lecturers are invited by BMF and may contribute to the teachers' and students' qualification process with their special experience, but not in particular study programme related. Students asked for more visiting lecturers from business world and from abroad.

According to the last panel recommendation, the staff mobility has risen by 60%. However, the international mobility for teaching and training is not impressive. Only 8 persons are mentioned in the period 2013-2016, some of them were rather mobile, others only once.

Mobility for teaching and training is less and still needs to be increased in order to assure permanently qualified implementation of the programme. According to the SER, only 24% of the teachers were on teaching or training visits 2013-2016: 5 training trips, 22 teaching trips. Additional 4 internships in Lithuanian enterprises are mentioned.

SER mentions that some teaching staff contributed to international conferences, partly organised by VK/UAS, also 4 students contributed at the 4th International students' conference.

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects.

Didactic concept for FT is convincing; learning and teaching methods are appropriate, meet the requirements of learning outcomes and show a reasonable variety. Didactic concept for PT must be different and special, since there are less contact hours, but this concept is not visible nor explained during the on-site visit.

Proportion of theory and practice fits into a professional Bachelor programme's requirement.

Not all teachers use anti plagiarism software which is in place (Epass). However, all written assignments could be handed in via Moodle and checked via anti-plagiarism software.

2.4. Facilities and learning resources

During the on-site visit the experts were shown a huge and some smaller lecture rooms, an IT-lab and the library in the HEI premise. The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme in size and quantity, even taking into account the resource needs of other study programmes. The rooms are properly equipped, but the premise is not adapted for disabled people. This is a serious issue and should be taken into account.

Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available. In general, students feel satisfied with the learning material they get. It was confirmed to be relevant, accessible and renewed.

The opening hours (from 8 a.m. till 8 p.m. on Mondays/Tuesdays/ on Wednesdays from 8 a.m. till 6 p.m. and from 8 a.m. till 5 p.m. on Thursdays and Fridays. The library also opens on Saturdays from 8.30 a.m. till 3.30 p.m., if there are lectures to part-time students) of the library take full-time students' needs sufficiently into account. The needs of part-time students are not met in the same extent (weekend, evening hours). Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is not sufficiently ensured yet, since the programme just started last year. The literature required for the study programme is not totally available in the library, but will be kept up to date, as the librarian and the programme manager ensured. Up to now, not enough copies of compulsory literature are available. Some books are seriously dated. Though, most important databases and e-journals are available and accessible, by private computers, too.

The agreements with social partners forming the basis of the cooperation focus on the mutual requirements regarding internships. There are supervisors from both parties to ensure that

the intended learning outcomes of the module are ensured and assessed and that the internships run smoothly.

2.5. Study process and students' performance assessment

The admission requirements are defined and comprehensible. They follow the state regulations. But they are not at all in particular target group oriented or follow the strategic goals of the study programme. Target group oriented admission regulations might be considered in order to prevent or, at least, to reduce the surprisingly high drop out rates, e.g. by required language proficiency level or required result in a concrete language test or preparatory language courses, which ensure that students are able to successfully complete the study programme, or by additional motivation letters and/or interviews re motivation of applicants. Applicants should be able to directly turn to a student counselling service, or to whatever other help desk at the VK/UAS, for clarification of specific questions, of personal aptitude, of career perspectives etc., since administration and staff are not clearly allocating the area of graduate within job market. Some first year students, especially ones who pay for the studies, were not highly satisfied with the contents of the studies as they may have had different expectations in the beginning - before entering the school. There is no reflection upon the last panels' recommendation to initiate assessment interviews with prospective students.

The selection procedure is transparent, but does not ensure that only qualified and motivated students are admitted. The admission procedure is described, documented and accessible for interested parties. The admission decision is based on transparent criteria.

The most important problem the HEI is facing is the drop out rates of both, full-time and part-time students. During the on-site visit it turned out that HEI is carefully looking after personal reasons of the students' site, but does not have any strategic plan, how to approach the problem from HEI's perspective. The QA process hasn't made any significant impact on reducing high drop out numbers of students. It appears as a tendency in full-time and part-time studies throughout all three years of the programme since 2013 to 2016. The institution should take serious consideration on influencing the admission process so more motivated and grounded students would enter the study programme and in this way guarantee lower level of failures and drop outs.

However, according to the students' and the alumni experience the organisation of the study process ensures proper implementation of the programme and achievement of the intended learning outcomes. Both groups confirmed that a fair learning environment is ensured, not at least due to the commitment of faculty. And if not, there are opportunities to make complaints and launch appeals.

Students as well as alumni confirmed on request that they have been encouraged to take part in scientific and applied research activities. The students prove, especially in their final theses, their ability to do scientific work and the achievement of the study programme's qualification objectives. To a certain extent this has been evidenced during the on-site visit. In the references of final theses experts found new literature and scientific articles from the databases which show that the students are encouraged to use up to date electronic resources.

Final thesis committee weights on assessing student works is now equally distributed within social partners. It may be taken into consideration to give more weight for thesis supervisor and VC staff, when assessing final thesis, since at the end it is an academic issue.

It was confirmed during the meeting with the students that "the students also have an opportunity to participate in international conferences or distant learning lessons given by international teaching partners".

Students have been encouraged to participate in mobility programmes. However, mobility was low: in 2016 no students have been selected and only few went on Erasmus studies in 2013-2016 period according to self-assessment report. In addition, the programme did not receive any incoming Erasmus students, probably, as a consequence of the limited English language taught courses. Therefore, the students do not benefit from the interaction with international students. However, first year students said they are aware, informed by teachers, by a possibility to go on Erasmus studies and some were already selected on for going next year. It is evident - this area is on improvement path. Additionally both, social partners and alumni, mentioned that international experience is an advantage in this sphere. The institution needs to make efforts and to develop strategies to increase the internationalisation. Also to create incentives for students to go abroad and to attract incoming students. Although the advantages are clearer on the side of outgoing students, incoming foreign students are also important for developing the domestic students' skills through their interaction. Thus, better mobility promotion should be considered.

According to the SER, the ratio between entrants and successful graduates FT as well as PT is lower than 50%. During the on-site visit is has been clarified that this figure is due to special date oriented statistics. From different representatives of the HEI it was mentioned that at the end of the day 75% - 80% are graduating in a period of time of four to five years. Social partners and alumni confirmed that the professional competences and qualifications of the majority of the programme graduates correspond to the expectations of the employers and the labour market appropriately, including the state economic, social and cultural and future development needs.

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services, although academic and individual student counselling could be strengthened. Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available, but when asked whom they would contact, if they had any kind of problems, students could only mention their teachers. The information about administrative support needs to be better spread. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

Regarding students' performance assessment students mentioned that they don't get enough feedback – marks are not explained…only if they ask, then the explanation will follow. More fromative assessment would be good to better support LOs achievement.

Some students complained that there is no study rotation, meaning that excellent students cannot move to the state funded places. Rotation would be a good incentive to strive for high academic results.

2.6. Programme management

There is not the slightest information on intended international composition of the student body and faculty, yet. Thus, internationalisation of the programme has not been taken enough serious so far. Modern language pathway of the studies, commercial advantages of the international companies and curriculum enhancements with international content (e.g. EU related subjects (maybe economic, regional and social policies) in an integrated approach should be taken into consideration to improve internationalisation level of outcomes of the programme. Also students asked for a stronger English language support, more visiting lecturers from business world and from abroad. It may also be considered to open an English stream for the programme, which may attract foreign students, too.

Responsibilities are clearly described. Following partly the recommendation of the last panel, a specific committee for social partners, teachers and students has been established, which is responsible for quality control of the programme.

Neither the scope and nor the nature of cooperation with other HEIs, business enterprises and other institutions for the programme, if there are any, are plausibly presented.

According to the explanation during the on-site visit, Deming Cycle "Plan, Do, Check, Act" is applied. Students are provided opportunities to give formal feedback to the teachers after every course. They feel that their opinion is taken into consideration. Students receive feedback from the teachers, if needed. However, giving feedback to the students on a regular basis would strongly support their learning process and would be a great incentive for further development. The committee (internal and external members), which is in charge of improvement of the programme, has been established. The Study Programme Committee collects data and other information regarding programme implementation and gives recommendations on quality control and error management periodically. A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes and outcomes, should include alumni as well as social partners on a regular basis. More partners not from FMCG retail area could be involved in the development of the programme.

Faculty members and students participate in the respective committee to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Despite the respective recommendation of the last panel an alumni network has not been set up, yet. There are private and individual initiatives of individual graduates, who stay in contact with the HEI. Up to now, the HEI didn't recognise the strategic advantages of an established alumni network. That may be a good way to help to develop study programme, help students develop research projects, communicate market novelties to study programme committee and provide career opportunities for students and graduates.

2.7. Examples of excellence

The programme is taught by a teaching team who have strong academic and professional experience. They are didactically well trained, enthusiastic and highly committed to the implementation and improvement of that programme.

III. RECOMMENDATIONS

1. Study programme would be more consistent with the type and level of the studies and qualifications offered, if a much greater internationalisation perspective is applied to the study programme. Therefore, a modern language pathway of the studies should be taken into consideration.

2. Description of the part time programme to a certain extent (e.g. didactic methods) is neglected and should be developed further.

3. Closer cooperation with social partners with strong international business profile and curriculum enhancements with more international content should be seriously considered. EU related subjects (maybe economic, regional and social policies) may be reviewed and embedded into study subjects in an integrated approach.

4. The review team encourages the teaching team to review the sequence of the modules according to student learning progression, as the Communication module is delivered in Semester 5, which may be changed to reflect the appropriateness of delivering this module so late in the programme.

5. Consider developing a more systematic approach with social partners on retrieving latest up to date labour market needs, processing into curriculum and communicating back stakeholders on improvements. Thus a better involvement and integration of international level social partners should be considered. Joint projects, workshops, more guest lectures and internships ensuring learning outcomes of International Business manager may be a pathway to raise the dimension of international business to studies.

6. Alumni club is not really established and formally communicated to graduates. Previous review teams' recommendation was to formalise the alumni club. That may be a good way to help develop study programme, help students develop research projects through joint collaboration and support, communicate market novelties to study programme committee and provide career opportunities for students and graduates.

7. It may be taken into consideration to give more weight for thesis supervisor and VC staff, when assessing final thesis, since at the end it is an academic issue.

8. In order to optimize application of the „Plan, Do, Check, Act" cycle, it is recommended to regularly include analysis of student workload, success rate and graduate employment in quality assurance and development procedures.

9. Mobility of students still was low. For an international programme highly recommended: this area must be on improvement path.

10. To reduce still very high drop out rates, a strategic plan is necessary. The institution should take serious consideration on influencing the admission process so more motivated and grounded students would enter the study programme and in this way guarantee lower level of failures and drop outs.

IV. SUMMARY

The qualification objectives of the programme are explained and presented in relation to the target group, targeted professional field and societal context. The programme design doesn't appropriately take into account the required international aspects. The programme name does not correspond to the contents of the curriculum and the programme objectives, yet.

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. The admission requirements are not in particular oriented towards the strategic goals of the study programme.

The contents of the modules are well-balanced and oriented towards the intended learning outcomes. The areas of specialisation enable students to acquire additional competences and skills. The contents of the modules are not logically connected and not convincingly oriented towards logic of students' learning progress.

Theory and practice are systematically interrelated throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile. Students acquire methodological competences and are enabled to do scientific work on the required level.

The programme consists of modules and assigns Credit-Points (CP) per module on the basis of the student workload. The feasibility of the study programme's workload is ensured by a suitable curriculum design and by an adequate number and frequency of examinations. The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. International contents aren't sufficiently an integral part of the curriculum, yet. Students are not really prepared for the challenges in an international working environment. The proportion of foreign language courses and required foreign language materials don't correspond with the qualification objectives of the study programme, yet.

Structure, number and qualifications of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives.

The accompanying course materials correspond to the required qualification level. The premises are not adapted for disabled people.

Process organisation and administrative support for students and faculty are available, but information about academic support needs to be better spread. Internationalisation of the programme has not been taken seriously so far. The most important problem the HEI is facing

are the drop out rates of both full-time and part-time students. Programme management does not really face the challenges so far.

V. GENERAL ASSESSMENT

The study programme *International Trade* (state code – 653N14005) at Vilnius College 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	2
2.	Curriculum design	2
3.	Teaching staff	4
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	2
	Total:	**16**

*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. Eneken Titov
Grupės nariai: Team members:	Dr. Heinz-Ulrich Schmidt
	Dr. Noëlle O'Connor
	Mr Marius Rimkaitis
	Ms Indrė Surgelytė

VILNIAUS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
TARPTAUTINĖ PREKYBA **(VALSTYBINIS KODAS – 653N14005) 2017-06-16**
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-132 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus kolegijos studijų programa *Tarptautinė prekyba* (valstybinis kodas – 653N14005) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	**16**

* 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 tikslai ir suteikiamos kvalifikacijos pritaikyti tikslinei grupei, tikslinei profesinei sričiai ir atitinka visuomenės poreikius. Studijų programos sandara ne visai atitinka tarptautinius standartus. Kol kas dabartinis studijų programos pavadinimas neatitinka dalykų turinio ir studijų programos tikslų.

Priėmimo reikalavimai aiškiai apibrėžti ir išsamūs. Vykdant priėmimą laikomasi nacionalinių reikalavimų. Priėmimo reikalavimai turėtų būti labiau pagrįsti strateginiais studijų programos tikslais.

Dalykų turinys gerai subalansuotas ir orientuotas į studijų rezultatus. Specializuoti dalykai suteikia studentams galimybę įgyti papildomų kompetencijų ir gebėjimų. Dalykų turinys nėra logiškai susietas, dalykai nėra išdėstyti nuoseklia seka.

Dalykų programose teorinės žinios sistemiškai derinamos su praktinėmis žiniomis. Teoriniai ir praktiniai dalykai papildo vienas kitą, todėl studentai įgyja reikiamų gebėjimų. Studentai įgyja metodinių gebėjimų ir geba atlikti reikiamo lygmens mokslinį darbą.

Studijų programą sudaro moduliai. Modulių kreditai skiriami pagal studentų darbo krūvį. Studijų krūvį užtikrina tinkama dalykų programų sandara, reikiamas egzaminų skaičius ir jų dažnumas. Studijų programos didaktinė koncepcija aprašyta, įgyvendintina ir orientuota į studijų tikslus. Joje numatyti įvairūs mokymo ir mokymosi metodai, pavyzdžiui, konkrečių atvejų tyrimai ar praktiniai projektai. Į dalykų programas įtraukta per mažai tarptautinio turinio.

Studentai neparengiami darbui tarptautinėje aplinkoje. Per mažai dėstoma užsienio kalbos dalykų ir yra per mažai reikiamos medžiagos užsienio kalba, kad būtų pasiekti studijų programos tikslai ir įgytos numatytos kvalifikacijos.

Fakulteto dėstytojų sudėtis, skaičius ir kvalifikacija atitinka studijų programos reikalavimus ir yra tinkami, kad studentai įgytų numatytas kvalifikacijas ir pasiektų studijų rezultatus.

Studijų dalykų medžiaga atitinka reikiamą kvalifikacijos lygį. Patalpos nepritaikytos neįgaliesiems.

Studentams ir fakulteto nariams teikiama organizacinė ir administracinė pagalba, tačiau reikia daugiau informuoti apie akademinę pagalbą. Reikia didinti studijų programos tarptauštiškumą. Didžiausia problema, su kuria susiduria Kolegija, yra nubyrėjusių nuolatinių ir ištęstinių studijų studentų skaičius. Kolegijos vadovybė šios problemos dar neišsprendė.
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III. REKOMENDACIJOS

1. Studijų programa labiau atitiktų studijų rūšį ir lygmenį bei suteikiamas kvalifikacijas, jei ji būtų labiau tarptautiška. Todėl norint didinti jos tarptautiškumą reikia apsvarstyti galimybę dėstyti daugiau šiuolaikinių kalbų.
2. Studijų programos ištęstinių studijų aprašas nėra tinkamai parengtas (pvz., didaktiniai metodai nepritaikyti ištęstinėms studijoms), todėl jį reikia pagerinti.
3. Apsvarstyti, kaip sustiprinti bendradarbiavimą su socialiniais partneriais, turinčiais didelės tarptautinio verslo patirties, kuria remiantis galima būtų pagerinti dalykų programas ir į jas įtraukti daugiau tarptautinio turinio. Su Europos Sąjunga susiję dalykai (pvz., ekonomika, regioninė ir socialinė politika) turėtų būti peržiūrėti ir įtraukti į studijų dalykus taikant dalykų integravimo metodą.
4. Ekspertų grupė ragina dėstytojus peržiūrėti dėstomų dalykų eiliškumą ir užtikrinti, kad jie būtų išdėstyti nuosekliai ir logiškai, atsižvelgiant į studijų eigą. Pavyzdžiui, dalykas *Komunikacijos* dėstomas 5 semestre, tačiau jis turėtų būti dėstomas anksčiau, nes yra pagrindinis perkeliamasis gebėjimas.
5. Užtikrinti nuoseklesnį bendradarbiavimą su socialiniais partneriais, kad būtų galima sužinoti naujausius darbo rinkos poreikius ir atsižvelgus į juos peržiūrėti dalykų programas, taip pat informuoti dalininkus, kaip gerinama studijų programa. Į studijų programos gerinimo procesą reikia labiau įtraukti tarptautinius socialinius partnerius. Siekiant didinti studijų tarptautiškumą reikėtų vykdyti bendrus projektus, rengti praktinius seminarus, kviesti daugiau dėstytojų iš kitų šalių, rengti praktikas, kad būtų pasiekti tarptautinių verslo vadybos studijų rezultatai.
6. Alumnų klubas vis dar neįsteigtas ir nepalaiko formalių ryšių su absolventais. Per ankstesnį vertinimą ekspertų grupė rekomendavo įsteigti formalų alumnų klubą. Alumnų klubas padėtų vystyti studijų programą, bendradarbiautų su studentais, padėtų jiems vykdyti mokslinių tyrimų projektus, supažindintų studijų programos komitetą su rinkos naujovėmis bei padėtų studentams ir absolventams planuoti savo karjerą.
7. Vertinant baigiamuosius darbus, daugiau svarumo suteikti baigiamojo darbo vadovo ir Kolegijos dėstytojų įvertinimui, nes baigiamųjų darbų gynimas yra akademinis klausimas.
8. Siekiant labiau taikyti Demingo ciklą „Planuok, daryk, tikrink, veik", rekomenduojama į kokybės užtikrinimo sistemą ir studijų programos gerinimo procesą įtraukti reguliariai atliekamą studentų darbo krūvio, pasiekimų ir absolventų įsidarbinimo analizę.
9. Studentų ir dėstytojų judumas vis dar mažas. Siekiant didinti studijų programos tarptautiškumą, reikia didinti studentų ir dėstytojų judumą.
10. Parengti strateginį planą, kaip sumažinti gana didelį nubyrančių studentų skaičių. Kolegija turi gerai apsvarstyti studentų priėmimo tvarką ir užtikrinti, kad į studijų

programą būtų priimti motyvuoti ir rimtai studijuoti nusiteikę studentai. Tuomet būtų mažiau nepažangių studentų ir sumažėtų nubyrančių studentų skaičius.

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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)