SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KAUNO KOLEGIJOS

ĮSTAIGŲ IR ĮMONIŲ ADMINISTRAVIMO PROGRAMOS (653N23003)

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *OFFICE AND ENTERPRISE ADMINISTRATION* (653N23003)

STUDY PROGRAMME

at KAUNAS COLLEGE

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Išvados parengtos anglų kalba
Report language - English

Studijų programos pavadinimas	*Įstaigų ir įmonių administravimas*
Valstybinis kodas	653N23003
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji (profesinis bakalauras)
Studijų forma (trukmė metais)	Nuolatinė (3), ištęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos profesinis bakalauras
Studijų programos įregistravimo data	2000-09-21 LR švietimo ir mokslo ministro įsakymu Nr. 1182

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INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	*Office and Enterprise Administration*
State code	653N23003
Study area	Social sciences
Study field	Management
Kind of the study programme	Collegial Studies
Level of studies	First (professional bachelor)
Study mode (length in years)	Full-time – 3 years, Part-time – 4 years
Scope of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Management
Date of registration of the study programme	2000-09-21LR ŠMM (The Republic of Lithuania Ministry of Education and Science) Min. ord. No. 1182.

CONTENTS

I. INTRODUCTION

1. General Introduction

Kauno kolegija/Kaunas College (hereafter - KK) was established on 1 September 2000 after the binary higher education system consisting of two types of higher education provided by colleges and universities was introduced in Lithuania and even in the Baltic area. Today Kauno kolegija/Kaunas College is one of the largest colleges in Lithuania, with a community of over 7 600 students and about 1000 employees, 558 lecturers among them (data of September, 2012). Over 1,800 students graduate from the university every year. The university has 7 faculties and 2 regional departments which are established in 14 buildings.

Currently, there are the following faculties in Kaunas College – Faculty of Economics and Law, J. Vienozinskis Faculty of Arts, Faculty of Landscape, Faculty of Technologies, Faculty of Health Care, Faculty of Business Management, Kedainiai J. Radvila Faculty – and departments in Taurage and Druskininkai. They are the main divisions of the applied research and study process organization.

The mission of KK is to implement high-quality studies of higher education, focused on practical activity and students' and public needs, to develop applied research.

The group of experts appointed by the Centre for Quality Assessment in Higher Education (SKVC) visited Kauno Kolegija with the aim to facilitate the improvement of the *Office and Enterprise Administration* (OEA) study programme of the Faculty of Economics and Law and to help for Kauno Kolegija to create a culture of OEA study programme quality assurance, as well as to evaluate how the quality of the study programme provision meets the relevant legal requirements and the provisions of the European Higher Education Area.

During the visit experts had meetings with the managing team of the KK and the managing team of Economics and Law Faculty. Self-analysis report (SAR) and the quality of the OEA study programme was discussed with the self-evaluation report team, lecturers of the programme, students, Alumni and social partners. Experts were introduced with the premises of the Economics and Law faculty and had possibility to evaluate the quality of students' final thesis and some examples of students' works.

2. Faculty of Economics and Law

Currently, about 1150 students study in Faculty of Economics and Law. The study programmes of *Law*, *Finance*, *Accounting* and *Office and Enterprise Administration* are implemented in the faculty. The faculty is managed by Dean and collegial institution – Deanery. As it is stated in the Self-analysis report the strategic aims and tasks of the faculty of Economics and Law are focused on implementation of the mission of College. Therefore, the main aim of faculty is to develop a reputation of modern and competitive faculty, be open to ideas, innovations and human capital, and to compete for best College teachers and students. By its activity the faculty seeks to help the College to become the leader among other colleges.

The department of Office and Enterprise Administration is responsible for implementation of *Office and Enterprise Administration* study program and its quality assurance.

Self-analysis report is prepared according to the requirements of the Centre for Quality Assessment in Higher Education. It provides all the needed information for the evaluation. However study programme structure is provided not in convenient way for the evaluation of the compliance with the legal requirements. It was not clear which subjects are general or field subjects. During the meeting self analysis preparation group was asked to provide a programme structure in more convenient way (which is used by the all faculties of KK) and it was provided operatively. Still it is highly recommended to use a new form of study programme structure (the one which is proposed by KK quality de[artment and is accepted by the all faculties of KK) for the management of the programme.

Self-analysis report shows connectivity with the former programme evaluation recommendations. Self analysis report preparation group demonstrates understanding of what was implemented and what still needs to be done.

II. PROGRAMME ANALYSIS

1. *Programme aims and learning outcomes*

In the SAR the programme aims and learning outcomes are outlined (annex 1). The experts were surprised to find out that the structure of the description is different from the one in the Business Management (BM) faculty as well as from the structure in the study plan presented in annexes 6 and 7 for full-time and part-time students respectively and in the main description of the SAR. Whereas annex 1 speaks of Lectures / Classes / Workshops / Tutorials / Self-study, the plans of study programme (annexes 6 and 7) do not speak of workshops at all. It is assumed that the "seminars" are considered as synonym. A workshop, however, has a differing pedagogical concept from a seminar. This might also be related to a translation error. In the main body of the SAR the study volume (table 2) is divided according to Lectures / Practice / Seminars / Consultations / Self-study work which is more in line with the one used in the faculty of BM but different from all the other references in the SAR. The College should consider using one common structure and "vocabulary".

As the "Description of course units" (annex 1) does not identify the "branches" no one can find detailed learning outcomes about the branches, only about the individual course units. To which extent they fit is left to interpretation, in particular because of the very general description in the SAR (main body). The experts realise a need to further detail the programme aims with the respective learning outcomes of the various structural elements, such as "branches". The same refers to the other "cluster" of the study-plan (annexes 6 and 7): "General study-subjects / Subjects of the study-field / Practical skills / Final thesis and freely selectable subjects". No philosophy is outlined to highlight the rationale and the differentiation from other programmes available in Lithuania.

The programme and its components are published on the web-site of Kaunas College and also on the site of the faculty, additionally for the insiders on their Intranet.

The faculty claims that the aim of the programme and learning outcomes is to "meet the interests of employers and the needs of labour market". The meetings with social partners seem to confirm this view. However, within the SAR there is no real evidence to substantiate this statement. In the summary the faculty outlines "learning outcomes are related with competencies of manager, qualification requirements, and reflect the peculiarities of professional bachelor in management". The experts would have welcomed some evidence to back up the statement. Also,

a differentiation to "normal" business management programmes would have been adequate. Why a different name in a different faculty was not clarified but appears to be accepted within the country. The experts are of course aware of a need to introduce managerial competence into administration, in particular into public and semi-public or also non-profit and not-for-profit organisations. Hospital Management, Health Management, Nursing Management, Public Service Management are just a few examples of developments in the past years related to management and its particular knowledge, skills and competences.

The experts wonder whether "managers" and "administrators" are exchangeable terms. This remains to be a matter of opinion and the experts do not want to impose a particular term, in particular not as the name appears to have a "firm place" in courses in Lithuania. A typical MBA-programme, however, is geared towards general managers but on the other hand the name is: Master of Business Administration and not OEA. The SAR should clarify whether there is a difference between "managers" and "administrators" or whether these terms are synonymously used at this College. As it was pointed out at other sites, the College might consider a redesign to the extent that there is one common core (platform) which is then streamed according to needs of the country, the region, professions, etc. This can also be subdivided according to specific sectors such as profit, non-profit and not-for-profit organisations or management of public authorities, hospitals, schools, etc.

An administrator might be a head of an office – or even working for a head. The level of the tasks would be lower as an office normally has a rather limited number of staff and normally works under a departmental head, more likely a graduate of a short cycle at level 5 or at a sublevel of level 6. The experts had the feeling that the faculty of Economics and Law aim at level 6 and therefore at a much wider managerial employment. Obviously the administrator is not meant in the context of computer systems.

Unfortunately, there is either not the awareness in the faculty or one assumes that the reader knows it or it is believed that it is outlined "between the lines". It may be argued whether the programme serves these particular markets or whether it is rather seen as a competitive programme to *Business Management*. From the College point of view it appears to make sense to profile their programmes much better, thus increasing most likely the demand for the programmes as well. It would also help outsiders to understand better the strategy of the institution. The presented Strategy Plan 2010 is not helpful to this extent.

The College states that 54% of the graduates are employed. It is assumed that this is a very positive result. However, the College should have benchmarked with other institution to find out whether these figures are positive or could be even improved. Also, a comparison with other study programmes, within business management or outside, could be very helpful for the further development of the programme.

The SAR also states that the degree might allow graduates to achieve a professional bachelor in finance within 1-1.5 years. Unfortunately no further details were delivered. It could be argued why such an option was not available within the present programme and why an extra investment was necessary. Similarly, it is said that this can be achieved with "International Business Organisations". It appears that another 30 credits seem to be needed. This also was not clarified in discussions.

It seems that an intention of graduates at Kaunas College - independent of the programme - is to continue to achieve a master degree. This was confirmed by several opinions voiced in the meetings with students. To this extent the experts encourage the College to profile their study programmes very clearly so that the majority of the students will directly go into the labour market and may update and further develop their knowledge within life-long-learning programmes. However, this requires, of course, a labour market which is able to absorb the freshly graduated students.

From 2007-2012 the number of students increased by three only. This figure should be analysed carefully and an investigation be made what the reasons are - and how this bottleneck could be overcome.

As aims and learning outcomes are described in a very general way only it is not so obvious that the type and level of studies and the level of qualifications are consistent with each other. There are several remarks made in the SAR but it is not clear what they mean: "According to levels of Lithuanian and European Qualifications Framework and recommendations of Dublin Descriptors, professional bachelor´s programme of management studies meets level 6 of professional education. The purpose of study-programme is to prepare a manager, able to organise and administer business and other activity" (SAR paragraph 10). The experts state that there is no level "professional bachelor" within the European Qualifications Framework for Higher Education nor within the European Qualifications Framework which comprises school, vocational and higher education. The professional bachelor is related to the Lithuanian

framework and the respective compatibility with the academic degree of the first level of qualification within the European Higher Education Area. Referring to the European Qualifications Framework level 6 indicates a level which is compatible with the first cycle of the European Qualifications Framework for Higher Education. It is worth knowing the difference as the one for higher education was developed by the ministries having initiated the Bologna Process whereas the European Qualifications Framework was developed by the European Commission and is therefore geared to the EU member states and its associates first of all (so called Copenhagen Process). Also, the Dublin Descriptors do not recommend anything. They are descriptors having been developed by a joint initiative and having been adopted by the Bologna participants to describe the various levels of higher education.

The structure of the programme suggests that the programme also encourages the learning outcome "learn-to-learn" through self-studies. However, no reference is mentioned within the descriptions of the programmes. There is an obvious bias towards "know and understand", "be able to analyse and generalise information" and "to present it for internal and external users". This again, seems to suggest that the "key words" of the Bologna Process have been taken "on board" but they have not really been digested yet. Another indication how useful it seems that the College offers more training and education to their staff.

Annex 1 outlines detailed "intended learning outcomes and assessment criteria" but no programme aims and learning outcomes. However, within the SAR under the headline "1.Aims of Programme and Learning Outcomes" a general and very short description is given. These could be improved to identify the specific profile of the programme. The description would fit to any business programme. The same even refers to the learning outcomes described for the various optional "study branches", in particular for "study branch of small and medium business administration". For "staff organization", "logistics administration" the learning outcome are more specific, could be the same in any business management programme and are geared towards knowledge and understanding and their application. In the study-plans one more "branch" is offered as option for the students: "Office administration" but it is not described by learning outcomes. It is not clear why these electives were chosen, why not others - is there a regional issue to be considered? -, and how do they fit specifically to the overall aims of the programme?

Considering the considerable input the faculty made in terms of consulting other experts of various organisations the result is disappointing. The claim (see item 18 of the SAR) that this programme differentiates itself very much from the other 17 programmes offered in Lithuania cannot be supported but will be followed up when analysing the curriculum in detail below. It was not clarified why this programme is offered within the faculty of "Economics and Law" and not within "Business Management". The experts could very well imagine some reasons however, nothing is outlined in the SAR nor was it explained.

Overall the experts cannot realise an obvious compatibility between the name of the programme, its learning outcomes, content and the qualification to be achieved. In the last accreditation in 2005 the expert group highlighted inter alia as "disadvantages" a lack of "tight coordination with university programmes". In this re-accreditation this was not discussed in detail. Neither was there any evidence the College put forward to demonstrate how the situation has changed since the last visit. Also, it was recommended to establish a Placement Office to improve communication outside and also inside the faculty. The quantity of agreements with outside partners has increased slowly, so has the number of international courses. Nevertheless, the faculty still has to work hard on these issues to improve their international orientation. A Placement Office with the above mentioned remit has not been established yet.

2. Curriculum design

The compliance of the curriculum with the respective legal acts (orders of Minister of Education and Science of the Republic of Lithuania: 09-04-2010, No.V-501; 15-07-2010, No.V-1190; 08-02-2012, No.V-232; 31-07-2008, No.ISAK-2294, and 09-10-2010, No.V-501) is stated by the College in table 2 of the SAR in terms of their structure of the study volume (details are presented in annex 6 and 7 for full-time and part-time students respectively) and also in the main body of the report under item 2. "Structure and Study-Programme". There are some more laws referred to, also the references within the College, its statute, and the Faculty of Economics and Law. Reference is also given to the Tuning project but that is not identifiable by the experts although one of the experts is a member of the management board of the Tuning initiative.

The study programme of OEA has the following clusters with their number of credits in the full- and part-time mode: General course units (15) / Study subjects of study field; including Optional studies and Practical training (156) / Final Thesis (9) and Selective Study Subjects (no reference mentioned). The total number of workload - and respective credits - is identical in both modes.

There is no explanation given how the various figures are calculated. For a part-time student, being normally less often at the Faculty, it can be expected as a general rule that contact hours are fewer and self-study work much higher than for someone studying in a full-time mode. In OEA lectures in the part-time programme comprise about 50% of the volume in the full-time mode, indeed. Consultations hours are about 20% higher, so is self-study work. The Faculty states that in the full-time mode contact versus self-study hours are 45,2% / 54,8% whereas in a part-time mode the figures amount to 33.8% and 66,2%. It may be argued whether that time is sufficient for achieving the learning outcomes.

Surprisingly the number of practical trainings and practical training of business organisation are identical although the Faculty points out that practical education in full-time mode amounts to 40% and in part-time studies to 30%. It is not quite clear what *"Practical Education"* entails as - once again - this is explained neither in the SAR nor in Annex 1, and the explanations given in the meetings did not help as they partially contradicted each other. This refers to the possible inclusion of the experience gained in employment in particular. The SAR (paragraph 24) mainly refers to the "faculty´s business practical training firm". The experts had the opportunity to look at the implementation of this unit and found it quite useful for students without business experience.

A questionable issue refers to the distinction between full-time and part-time students. The College differentiates between programmes for these specific groups. Although part-time students obviously cannot focus their full efforts on their studies – for many different reasons – it seems to be possible to finish studies in just one more year. This means that on top of a full-time job (some may work less) students have to achieve 45 credits per year on average. As credit systems, ECTS in particular, were created inter alia to protect students, the College should allow more time to finalise the studies. This does not mean that individual students can finish earlier on the basis of their personal situation (different background, more free-time…). A full-time job normally entails about 1,600 hrs a year across Europe. Adding 40 credits, even if one credit were considered as requiring a workload of 25 hours, would mean another 1,000 hrs, a total of 2,600 hrs. From the perspective of social responsibility the College should consider to redesign their part-time programmes, even if some other colleges might stick to four years. The experts are aware that this is seen and interpreted differently in some countries even to the extreme that full-time and part-time students finish within the same time. The conclusion that both types of students "manage the programme in the same time" and therefore it is fine, is, however, very

dangerous as this might lead to the question whether the level is too low, in particular in relation to the issue of the degree of a Professional Bachelor as questioned before.

The annexes 6 and 7 give an overview of the distribution of the course units. The Faculty stresses that - in contrast to the College as a whole - they have not yet modularised their programme. They do not seem to be in favour of a common approach for the whole institution. To this extent a mobility of students between the various faculties is most likely problematic, so are the exchange of teachers and the identification of multidisciplinary learning blocks. It is advisable that the Faculty should reconsider their attitude, participate in the development of modularising the College and in particular voice their viewpoint and give a significant input in line with the size and importance of this faculty for the whole College. Rather surprisingly the overall plan in the Faculty report refers to modules - probably because the plan was taken from central level.

The plans for both, full-time and part-time students are not so clear to realise immediately the spread of study subjects across the whole programme. If the totals are correct (Annex 6 "blue line") it appears that the workload is spread randomly, from 24 in the first to 36 credits in the final 6th semester. If this was the case the programme does not fulfill the requirements of the Bologna Process and is not in line with the key features of ECTS as stipulated in the ECTS User´s Guide of 2009. The experts do not exclude a misunderstanding of this figure as it might indicate the number of subjects only. However, as the overall sum is 180 ECTS? for this 3-year-programme the experts assume that credits are meant. In any case, this table needs an urgent revision. The same refers to the part-time studies as well. This is underlined by the SAR (table 3) in which for both studying mode the workload for students does not correspond to the ECTS User´s Guide and thus are not in line with the European Standards and Guidelines.

Looking at the detailed figures the table demonstrates that per cluster the number of total hours corresponds to the number of credits, allowing for 25 hours of workload to achieve one credit. The overall amount is correct as well. The "number of self-study hours" on the one hand seems to be very arbitrary so as the numbers given for the other activities. As in the other faculties and departments the impression of a "mechanical" approach prevails.

The Faculty states that the freely selectable subjects are listed separately. However, the experts did not find a respective list; they may have overlooked it which also might be an indication that respective information is not easily "readable" for outsiders. The experts also wonder why the

"Introduction to studies" is left out of any credit allocation and therefore students have to take this in addition to the 180 credits requirement. This may be accepted as regards *"Physical training"* but here again the experts wanted clarification whether this is mandatory and part of the programme - in its widest sense from the subject point of view. It can be argued that in "*Physical training*" in particular some social skills, for example, could be a significant element of the learning outcomes: team work, responsibility, independent work to name but a few. This may be a requirement in the whole country but then it should allow students to achieve these learning outcomes within the framework identified with a number of credits allocated to them.

The part-time study mode does not foresee any physical training at all. On the other hand also part-time students are required to attend the unit *"Introduction to studies"* for 12 direct contact hours without any credits. The spread of the programme differs for the part-time students as their programme lasts one year more as the one for full-time students, four years. Rather surprisingly the experts note that the only essential difference for part-time students in the final year (semester 7 and 8) are 6 hours within the cluster "*Optional study subjects*" (6 credits in semester 7 - the full-time students may achieve 5 in semester 5) and a term paper in their study branch carrying 3 credits (full-time students appear to submit more). Semester 8 for part-time students consists of 27 credits for *"Practical and occupational activity"*. As the part-time students are likely to work the experts think that this means that their employment corresponds - more or less - to the academic work of this semester. Missing is information how this is organised and the respective level achieved, supported by particular learning outcomes, etc. However, as also full-time students have to *"Practice of occupational activity"* to the same extent, also in their final semester, the question really is what is meant by this unit, this was not really clarified. In Annex 1 - description of course units - no respective course unit exists. In other words, no learning outcomes are outlined for nearly a sixth of the programme. There might be even some more gaps which are difficult to identify because the tables are not transparent. The module with some relationship might be *"Business Administration Practice"* which carries 9 credits, comprises 120 contact hours and 120 hours of self-study. This does not fit at all to the 27 credit-unit. On the other hand, this unit does not appear in the overall table at all.

When analysing the credits for the various course units it was also noticed that the examinations don´t appear to be part of the calculated workload. According to the ECTS guidelines this has to be corrected. Anything related to achieve and document the learning outcomes has to be taken into account when the number of credits is allocated.

Between the full-time and part-time mode some differences seem to exist as regards the study-subject. These differences were not outlined and explained. To this extent it is also not so easy for the experts to find out whether a subject has just been shifted to another semester (e.g. *Applied Mathematics*) and whether there is some logic in it other than that the courses could be spread over a longer period of time. It appears to the experts that the students have to study quite a high number of individual units which require overall a high number of examinations. If the faculty went modular the high number could be decreased significantly, thus the number of examinations as well.

Analysing the subject content of the various course units (annex 1) the experts are aware that not all subjects are described here. In *"Foreign Language"*, e.g., the content seems to have been taken from a textbook. Unfortunately no level is indicated. The experts think that the Faculty should consider identifying a level of all language courses in terms of the European Language Competence Framework. The material used is mostly very old. It is true for many course units although they are very topical (e.g. *Management and Environment*), being also an introductory subject. Overall, the number of references is too long for students to cover within a semester. As regards the basic literature a shorter list seems to be advisable. It might also be adequate in some courses to identify a set book.

The experts expected a much more detailed reasoning as regards the various "branches". The orientation towards the region is not very explicitly explained. It is - for example - a question why *"Research Methodology"* is only an optional study subject. On the other hand a course *"Cultural Management"* could be useful, identifying the role of culture within business and administration. "*Ethics*" is a good approach but seems to have a useful but different focus. "*Organisation Behaviour*" seems to cover parts of it (organisational culture).

From the outside it appears that the content of the subjects matches the type and level of studies. A rough overview is given in the SAR (paragraph 28). In this context several questions have been raised above.

The experts miss a "mobility window", in particular in the full-time mode. It also seems that a further strengthening of the international orientation is essential. In particular when mobility is not possible - very difficult for part-time students - the faculty should think about a particular offer which in the EU is understood under the heading "Erasmus at home". The faculty has designed one semester to be taught in English. Unfortunately, Lithuanian students do not

normally take this opportunity but rather take the programme in their own language. The courses are attended by students from abroad, mainly within the European "Erasmus" programme.

In annex 1 the course units are not only described as regards their volume, contents and references but also in terms of their subject learning outcomes. They are put next to their respective "Assessment Criteria". The experts welcome the table but it should be much more concrete. In the present form the learning outcomes are listed. Their number appears to be adequate. In the description verbs like "understand" should be avoided as they are too vague (see also Bloom´s taxonomy and of late publications, in particular in the UK). In the present form the assessment criteria are just a "twisting" of the wording of the learning outcomes, e.g. in *Marketing* (p.18): Students ... will be able to carry out marketing research and classify data. The assessment criteria then are stated as: Marketing research carried out and results presented. There is no explanation given how this will be measured and assessed.

The scope of the programme allows the students to acquire learning outcomes. This is understood in terms of the subject areas, its various delivery modes, the staff competences and the resources of the institution. Limitation factors are outlined above. Table 4 of the SAR seems to document the scope of the programme in terms of teaching methods and study subjects. A table as such may be very useful as guidance; however, the text has to be very specific to demonstrate that the table is not just a "tick-off box". The text following the table is very general as regards the statements. Some details are outlined in Annex 1 but several parts are missing. There is also no identification of learning outcomes for the final thesis. As the thesis is a "highlight" in any academic degree programme a significant element of getting a full picture of the scope of the programme is missing. The examples of theses the experts had a look were sometimes rather sketchy as regards the contents (many tables and diagrams but not much analysis) and could be improved as regards the academic format. It is necessary that the faculty explains their approach much clearer, taking into account the European Standards and Guidelines, integrates itself into the College – with their own profile, of course – to the benefit of the student and the region. The experts question, whether it is wise to adjust the Faculty´s programmes to university offers in order to prepare the students to continue their studies at a university. Bologna does not favour a consecutive model. Each cycle stands on its own; may be linked but not necessarily immediately after the achievement of the first degree and not in the same discipline. Faculty should encourage students to be aware that they are "ready" for the labour market and are also prepared to join higher education again at a later stage within the life-long learning concept.

As there is no clear profile it may be argued whether the programme reflects the latest achievements in science, art and technologies. This has been outlined in detail above. According to the European Qualifications Framework for Higher Education graduates of the first cycle have inter alia "…demonstrated knowledge and understanding in a field of study that …is typically at a level that, ….includes some aspects that will be informed by knowledge of the forefront of their field of study"…The experts believe that this will be achieved within the various "branches". Further evaluation appears to be necessary to substantiate this belief. The summary of the faculty, however, cannot be confirmed: "…the curriculum is modern and logical; …The consistency of arrangement of study subjects ensures interdisciplinary relations…" It is also noted that the faculty understands "integrating" only as regards the method "project" which requires an integration of knowledge, skills and competences across subjects. Obviously no integration across programmes or faculties is intended. The experts definitely agree with one aspect of this summary: "Although it is sought to increase the internationality of study programme, the results are not satisfactory due to low number of study subjects taught in English."

In addition to the documents handed out to the experts officially, a colleague of the faculty also supplied the experts with additional information on the following subjects: *Corporate social responsibility, Marketing, Management*. These are called „module" and may be an indicator for the further development and redesign of the programme. More modules seem to exist in the Lituanian language. These descriptions could be a step forward when finalised for the whole programme.

3. Staff

Information and data provided in the Self-evaluation report shows that academic staff meets legal requirements of Lithuanian higher education provisions.

There is a limitation of final thesis per lecturer, one lecturer can have not more than 6 students for final thesis, so they use often social partners for final thesis supervising which are taught how to supervise. The supervisor has to be at least with master degree.

It is possible to state, that a team of teachers is permanent and there are not a lot changes.

To ensure professional development of the teaching staff every lecturer at the beginning of an academic year makes an individual professional development plan which is discussed with the

department. Lecturers are invited to participate in the skill development workshops which are organized by the Kaunas College.

Every lecturer has to increase qualification at least 3 times in a year. About 30000 litas are devoted for professional development every year. A lot seminars are organized according to EU funds.

During the analysed period the big attention was given to the development of foreign language and computer literacy skill. This is very much in compliance with the higher internationalization and computerization (started to use Moodle and other similar systems) of the institutional activities. However, there still is a big need for learning foreign languages.
Teachers have a lot of possibilities to go outside for conferences. There were seminars organized by the college itself in sociology, pedagogy, andragogy.

The research qualification (like doctoral degree) is not very much enforced in the faculty, however, the number of doctors during the last years increased around by 70%.

There was a huge attention to development of academic staff skills related with development of student-oriented and learning-outcomes-based studies. Training was organized in the context of bigger project funded by European Union Structural funds. The risk appears for the future development of the same skills of new academic staff. So, it is recommended to organize similar seminars every year and especially for the new teachers.

The peculiarity of the faculty is a high orientation towards academic research and less towards applied research.
Taking into account the new Strategy of Kaunas College with the aim to start to provide professional master degree programs, the applied research activities as well as the quantity of teachers with doctoral degree should be increased.

4. Facilities and learning resources

Quite a modern study environment is signalling competitiveness to the students and teachers. The College has 21 classrooms of various sizes. 66 terminals are available in 4 classrooms that are used in teaching and further 24 computerized workplaces are in the area for self-studies.

During their studies students have given plenty of time (38%) for practical training. The students are encouraged to perform practice abroad. For the part-time students, as well as the working ones in full-time studies, the internships can be with their employer.

For the Business Practical Training (BPTF) two classrooms with a total of 13 workplaces are available. These trainings are very much appreciated by the students. The Faculty has Business Practical Training simulation firms connected to an international firm network. This is used effectively to allow students to develop practical skills before placement in real businesses. The Faculty has many cooperation agreements with private companies, municipal and public organisations. These provide a sufficient number of practical placements for students but there is scope for better communication with social partners to inform them of the requirements and expectations of them when they accept students on placements. When on placements students are visited by College staff to ensure the appropriateness of their experiences.

Textbooks, powerpoint presentations and course notes are the main teaching resources employed in the majority of courses, and used via *First Class* (all other visited colleges used Moodle). The library has a sufficient number of copies of textbooks which are accessible to all students.

Plenty of electronic databases are available, but the access to first-class English journals (Harvard Business Review, Sloan Management review) is very limited. Teaching materials, including periodicals and databases, are adequate and easily accessible to students. However, there is little evidence from their work that students use them. This may be a function of the limited knowledge of English of some staff and students. Students need to be encouraged to draw upon these valuable sources to broaden and deepen their understanding.

5. Study process and student assessment

Since 2009, students' admission is centralized and run by the *Association of Lithuanian Higher Schools (LAMA BPO)*, which determines enrolment conditions and order. The admission of students is based on the candidates past performance, the students are selected through competition. The applicants are required to at least have a secondary education. Past two years the competitive score was estimated in two ways: the school-leaving examination score in Mathematics and Lithuanian plus the school-leaving examination score in a foreign language and the annual score in History or the annual score in a foreign language and the school-leaving examination score in History (the variant more favorable for the applicant is chosen). Students with the best performance are granted scholarships financed by the government. The number of the scholarships is limited, while there is no set limit for fee-paying students. According to the

tables Nr. 15 and 16 provided in the self-analysis report, the number of the students enrolled every year is consistent as well as the general values of competitive scores. A conclusion can be made that the admission system is efficient and the programmes image in the public is positive.

In order to assist students through their years of study there is academic and social support. Each subject has ample material and methodological support with reading lists supplied etc. Internet and intranet are used. As mentioned, databases are available, and the KK library, as well as other city and university libraries, is available through agreements between the institutions. There is access to computers and wireless internet. Hostel facilities are provided at reasonable rates. There is financial support, as noted before, through fees discounts and social grants, the fees can be segmented and paid by the student month-by-month. Additionally, there are student state loans. Overall, the support appears comprehensive and positive. Under necessity, students can perform practice at time that is suitable for them, change the mode of studies, study, according to individual study plan, study individual subjects in foreign language (the students of faculty can hear the lectures of 17 subjects in English), choose selective subjects from general list, proposed by university of applied sciences (173 subjects) and other higher education institutions. Students are provided with favorable conditions to perform practice abroad. Also, there is a range of activities available to students including taking part in the KK choir, student union and sports. Thus, the students are well catered for and cared for; the students confirmed to the expert team that there are excellent relations with the teaching staff and advice is always available. In additional to social and academic support, emotional and psychological support is also available – but carried out by the staff, not by a specialist.

KK has developed Students' achievement assessment system which is defined in the Order of Implementing Studies at KK. While assessing learning outcomes, lecturers follow the principles of clarity, objectivity, impartiality, openness of assessment procedures, mutual respect, and goodwill. The subject assessment criteria, publicly available in subject descriptors, correspond to the LOs of each subject and these correlate to those for the programme. As the norm for Lithuania, assessment is based on a 10-point scale with the final grade for the subject consisting of accumulative grade (IKI) and final examination. Also, as a general rule, the grading system is presented by the lecturers to the students at the first lecture of the subject. It is important, as every subject's accumulative grade percentage and the tasks needed to be carried out to accumulate the points, differ. Dissatisfied with the evaluation the students can appeal their final marks, it is also important to note that the appeal committee includes a member of the student union. The study process is clearly outlined on KK intranet and the documents that define the

academic process of the college. Student progress is monitored over the four years. There are meetings with administration, the faculty.

To increase the interrelation of studies, applied scientific performance and business world, students are encouraged to conduct real market research, and develop contracted projects. Table 20 of the Self-assessment report shows that the students are active in participating in conferences, writing scientific papers. This has been achieved by encouraging the students to perform contracted research in their final thesis.

All full-time and part time students of KK who have finished the 1st year of studies have a right to apply for the grant of Erasmus programme for studies or an internship abroad. They can also apply for the status of a student of Erasmus programme. However, during their studies, students can but once go abroad to study and once for an internship under Erasmus programme. Mixed mobility is also possible, i.e. some time is meant for studies, and some time is meant for internship. The number of outgoing students has been consistent with the average of 8 for the past 4 years. Meeting with the students, presentation of Erasmus mobility program are the means the faculty uses to encourage students to go abroad. . A few students participating at the meeting had had the opportunity to undertake their placement abroad as part of the Erasmus framework.

Every year the Department studies graduates' employment and conducts surveys. KK and the Faculty of BM also receive information about graduates' registration in the Lithuanian Labor Exchange from the Department of Services and Monitoring of Labor Market. The data of 5 years, presented in the table 27 show that employment of administrators, according to acquired qualification, is good. Due to increased general national unemployment and negative consequences of crisis on economics and business, employment decreased to 35%, however, due to the current recovery of national economy and the labor market, employability of graduates has risen to 54%.

6. *Programme management*

The Office and Enterprise Administration (OEA) program is managed by the Office and Enterprise Administration Department (Department), which belongs to the Faculty of Economics and Law (Faculty). The department is responsible for programme management and quality assurance. The department is run by the Head, who is responsible for the activity results of the department. The Head of Department is a head lecturer with a Master´s qualification and several

years of educational and administrative work experience, at the same time a doctoral student of economics at Vilnius University. He is accountable to the Dean and Deanery and delivers plans to them which are then checked to be in line with those of the faculty. He is responsible for the methods of studies implemented, study subjects quality (innovativeness, compliance with demand of labour market) and quality improvement, development of qualification of teachers (associate professors, lecturers, assistants), international exchange of students, research development. The department collaborates with the **Quality and Management Committee of the Academic Board,** social partners, employers, university scientists and students.

The responsibility of the faculty instructor is to prepare plans of study subject, methodological material, to apply innovative evaluation methods of studies and learning outcomes, and to foster general and specific competencies of students. Instructors are accountable to the Head, who assesses their activity results in a written report. The summary of instructor`s activity assessment report is presented to the Deanery.

The Faculty is managed by the Dean, who is accountable to the Director of KK. The Dean makes annual and strategic (for 5 years) plans of Faculty. Annual plans are approved in Deanery, while strategic plans and activity programme for the period of 5 years are approved by Director of KK. The Dean is responsible for academic and economic results of Faculty.

The **Study Programme Committee (SPQ)** is responsible for the design, quality assurance, implementation and operation of each study programme. It consists of the Dean of Faculty, the Head of Department, Vice Dean, a business representative, a university scientist and a student.

The Faculty has a computerized information system which helps administering study processes, assists in decision making and planning processes. The system includes the regulation and planning of documents, protocols, minutes, reports, study programmes, descriptions of study subjects, methodological material and other studies related information. The data on Intranet are available to employees and students of the faculty.

The **Internal study quality assurance system (SQAS)** in the Faculty was developed and has been constantly improved, according to national and international standards. SQAS is focused on quality and management of study programmes and study subjects, the field of activities of staff and material recourses. It is not clear, if SQAS is effectively and extensively used and to what extent it is developed. The autonomy and objectiveness of the implementation of the system and

the data collected is unclear. It is also undefined how the collected data is processed and used in further improvements of the programme quality. SQAS is constantly being developed based on recommendations of external quality control and government institutions. It has been reported that the quality of studies is also being constantly improved, however the current situation and progress achieved is not clear. It is mentioned in the SAR that individual parts of international quality management standards SA8000 and ISO9001 are implemented, however it is not clear which parts and to what extent the are used and what their effect is.

It has been stated in the SAR that at the end of a semester students' surveys about study quality and satisfaction are carried out and analyzed. 86 per cent of students are satisfied with study quality. The level of student "wastage" is low in the programme. The analysis of students´ surveys led to the introduction of more innovative studies, modified methods of evaluation, more flexible working hours of college facilities and increased focus on practical training. Also the instructors´ opinion is taken into account - improvements of the study environment have been implemented, the number of computerized working places was increased.

The activity of the department, instructors and faculty are analyzed and assessed in an annual self-assessment report which is presented to the departments, deanery, instructors, students and director of the college. The report includes assessment of instructors' pedagogical activity and their qualification development. The department is assessed according to the level of the quality of study programmes, level of qualification of academic staff and results achieved in research development. The faculty is assessed according to the following criteria: management, implementation of study programmes, staff qualifications, international activity, research development, material resources. The deanery is eventually responsible for studies quality.

As a result of changes made based on evaluations and analysis mentioned above, the quality of studies improved, however it is difficult to measure this improvement. It has been mentioned in the SAR of the programme that the quality of student thesis has improved, however it is not clear to which extent and how the thesis quality was evaluated. The experts looked at several theses and noted that their quality was average.

The assessment and improvement activity of study-programmes is attended by stakeholders. Graduates participate in the Alumni club, although its participation level is low. Employer surveys are organized, the results of which are taken into account when learning outcomes are being modified, the content of study subject adjusted and new subjects introduced. Stakeholders

participate in career days, round table discussions, the Qualification Commission of final theses of students, and they also deliver public lectures and seminars.

As mentioned in the SAR, the participation of stakeholders in the assessment and improvement process of the study programme is quite formal. The cooperation with organizations seeking to improve the quality of students' practical training is insufficient. There are future plans to involve stakeholders in the evaluation of students' independent projects.

Some changes and improvements having been achieved since the international external experts' assessment in 2005 are impressive, however they need to be improved continuously. Internationalization and mobility of the college and this particular programme need to be increased. International cooperation has been strengthened, network of foreign partners has expanded and the mobility of teachers has been increased. The number of courses taught in English increased, however it might not be sufficient for the current needs of the labour market. The 30-credit-programme "International Business Organization" is taught in English. The Library Fund possesses 20,3 per cent of the publications in foreign languages. Students have the possibility to continue bachelors studies in other Lithuanian universities, approx. 20 percent use this possibility. However, there is no indication about possibilities of continuation of studies in foreign universities.

The teachers, departments and faculties prepare the self-assessment reports of the College; however, there is no external quality evaluation by a separate institution in the College. The internal quality assurance system is functioning, but not sufficiently and not effectively enough. The feedback system (such as the evaluation of teachers) has been developed. Furthermore, in currently existing quality assurance system the participation rate is not clear, also unclear is the feedback provision and the receiving process. It is not clear how the programme's quality has been evaluated in the past, what the level of improvement from year to year is. Plans for further quality development are in place, areas of responsibility are defined well. Stakeholders and faculty community participate in the process of quality development. The benchmarking of study quality could be used. In conclusion, there is no well working, fully implemented quality assurance system, as the College lacks an external (independent) quality assurance system.

The management structure of the faculty is clear and effective, tasks and responsibilities are allocated adequately. However, it is not clear, why the College has the same Office and Enterprise Administration Programme in different faculties (also in Faculty of Business and

Management). Also it is not clear, why the Office and Enterprise Administration Programme, which goal it is to prepare managers, belongs to the Faculty of Economics and Law. It could be more effective to control and increase the quality of one programme instead of supporting and developing two identical programmes under different management.

III. RECOMMENDATIONS

1 As regards **programme aims and learning outcomes**

The College should consider how to prove that the aim of the programme and learning outcomes "meet the interests of employers and the needs of labour market".

The experts recommend that the College should consider redesigning their programme, perhaps in form of establishing a common platform of modules which could be deepened by streams according to the needs of the country, region, professions, etc. This may also be subdivided according to specific business sectors and types.

If the College highlights figures, such as the percentage of graduates in employment, for example, they should benchmark these figures.

It is recommended to consider differentiating more between the programmes, in particular between OEA and BM. The College might rethink also the running of OEA at two different faculties of the site in Kaunas.

It is recommended to appoint a Placement Officer. Also, the communication between the various parts of the College needs improvement. Therefore, it is recommended to make a detailed analysis of the present system.

The College is encouraged to continue their strategy of internationalisation.

2   As regards **curriculum design**

It is recommended to calculate transparently the workload in relation to the learning outcomes and evaluate whether the students meet the learning outcomes. In particular it should be respected that part-time students normally cannot achieve more than 40 credits a year. If individual students can because of their particular personal situation this is a different issue. They should always be able to finish earlier. However, the general official plan should demonstrate clearly the difference unless the level in the part-time version is lower than in the full-time one.

It is recommended to explain better "Practical Education". The SAR as well as the meetings did not clarify the term.

The experts recommend that any element of the programme should carry credits and count towards the final degree, also e.g. "Introduction to studies" and "Physical Education" and also the examinations..

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It is recommended to introduce the language level according to the European Competence Framework.

The experts miss a "mobility window", in particular in the full-time mode. They recommend introducing the students to the concept in an early stage of the studies.

3. As regard **staff** evaluation, the following recommendations are made:

The College is encouraged to continue to offer staff development programmes, e.g. foreign languages, teaching, learning and research.

3. As regards **facilities and learning resources** the experts recommend

It is recommended to improve the access of first-class English journals

5. As regards **study process and student assessment** the experts recommend

The faculty should take proactive measures to encourage students to participate in research and other scientific activities at home as well as abroad. Additional ways of cooperation with the social partners to discuss the program and improve it accordingly to the needs of the labor market is encouraged.

6. As regards **programme management** the experts recommend

The College should revise their **Internal and External study quality assurance system (SQAS)** and develop it further in the College was developed and has been constantly improved.

7 As regards **graduates**

It is recommended to the College to document the careers of graduates.

IV. SUMMARY

The programme aims and learning outcomes, curriculum design, staff, material resources, study process and assessment (student admission, study process student support, achievement assessment) of the programme are implemented and still developing, having some distinctive elements with regard to the rest of the College. The weakest part of the programme is programme management which consists of mainly two parts, programme administration and internal quality assurance. In general, programme management is evaluated at satisfactory level because it misses an independent and efficient internal quality assurances system, which uses collected and evaluated data effectively and demonstrates the progress in quality improvements of the programme.

The expert panel has detailed a list how the College can still improve their assessment. In particular there is a need to improve programme management and several parts within their curricula design. Guidelines for their improvement should be the Standard and Guidelines and the requirements of the national Qualifications Framework and the Accreditation Process. The College appears to be very eager to continuously improve, and the experts are sure that they will manage when they begin to "own the process". This is why the grade for "Programme aims and learning outcomes" should be understood as a "positive encouragement". The discussions have to involve the whole staff so that everyone understands what credits, levels, learning outcomes and their relation to teaching, learning and assessment means and how this can be managed best. To this extent also the developments within the European Area of Higher Education should be followed and the respective tools applied correctly. This relates in particular to the ECTS User´s Guide to which the programme and curriculum have to be adjusted properly and adequately within the national environment.

The structure of the College also does not appear to be consistent, in particular as regards the profile and the programmes of faculties. Also the profiles of the programmes should be much more differentiated from each other. This is in particular the case for the programme and the faculty assessed in this report.

V. GENERAL ASSESSMENT

The study programme *Office and Enterprise Administration* (state code – 653N23003) at Kaunas College is given **positive/negative** evaluation.

Study programme assessment in points by fields of assessment.

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

Grupės nariai: Richard Mischak
Team members: Mindaugas Butkus

                      Erika Vaiginienė

                      Andrius Zalitis

KAUNO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *ĮSTAIGŲ IR ĮMONIŲ ADMINISTRAVIMAS* (VALSTYBINIS KODAS – 653N23003) 2013-11-12 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-355-1 IŠRAŠAS

<...>
V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno kolegijos studijų programa *Įstaigų ir įmonių administravimas* (valstybinis kodas – 653N23003) vertinama **teigiamai**.

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

Programos tikslai ir numatomi studijų rezultatai, programos sandara, personalas, materialieji ištekliai, studijų eiga ir vertinimas (studentų priėmimas, studijų procesas, pagalba studentams, pasiekimų vertinimas) yra įgyvendinami ir vis dar tobulinami, jie turi kai kuriuos išskirtinius elementus, lyginant su visa kolegija. Silpniausia programos pusė – jos vadyba, kuri daugiausiai susideda iš dviejų dalių: programos administravimo ir vidaus kokybės užtikrinimo. Apskritai, programos vadyba vertinama patenkinamai, nes nėra įgyvendinta nepriklausoma ir veiksminga vidaus kokybės užtikrinimo sistema, kuri efektyviai naudoja surinktus ir įvertintus duomenis bei atskleidžia programos kokybės gerinimo progresą.

Ekspertų grupė pateikė detalų sąrašą, kaip kolegija galėtų dar labiau pagerinti savo vertinimą. Ypatingai kyla poreikis gerinti programos vadybą ir keletą programos sandaros dalių. Vykdant tobulinimo procesą reikėtų vadovautis Standartais ir gairėmis bei Nacionalinės kvalifikacijų sąrangos ir akreditavimo proceso reikalavimais. Kolegija reiškia nuolatinį siekį tobulėti, todėl ekspertai yra įsitikinę, kad tai yra įmanoma, tik reikia pradėti „valdyti procesą". Todėl „programos tikslų ir numatomų studijų rezultatų" vertinimas turėtų būti suprantamas kaip „teigiamas paskatinimas". Diskusijose turėtų dalyvauti visas personalas, kad visi suprastų, kas yra kreditai, lygiai, studijų rezultatai ir jų santykis su dėstymu, mokymusi bei vertinimu ir kaip tai geriau suvaldyti. Tam reikia atsižvelgti į Europos aukštojo mokslo naujoves ir tinkamai

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taikyti atitinkamas priemones. Tai itin susiję su ECTS vartotojų vadovu, pagal kurį programa ir jos sandara turi būti tinkamai ir adekvačiai pritaikyta nacionalinėje aplinkoje.

Kolegijos struktūra taip pat nėra tinkama, ypač kalbant apie fakultetų profilius ir programas. Programų profiliai turėtų būti labiau diferencijuojami tarpusavyje. Tai ypač taikytina šiose išvadose vertintam fakultetui ir programai.

III. REKOMENDACIJOS

1. Dėl **programos tikslų ir numatomų studijų rezultatų:**

Kolegija turėtų apsvarstyti, kaip įrodyti, kad programos tikslas ir numatomi studijų rezultatai „atitinka darbuotojų interesus ir darbo rinkos poreikius".

Ekspertai rekomenduoja kolegijai nuspręsti, kaip performuoti savo programą, galbūt derėtų sukurti bendrą modulių platformą, kuri galėtų būti papildyta srautais pagal šalies, regiono, profesijų ir kt. poreikius. Ją taip pat galima padalinti į specifinius verslo sektorius ir tipus.

Jei kolegija pabrėžia skaičius, tokius, kaip, pavyzdžiui, įdarbintų absolventų skaičius, ji turėtų šiuos skaičius palyginti.

Rekomenduojame programas labiau diferencijuoti, ypač tarp *Įstaigų ir įmonių administravimo* (ĮĮA) ir *Verslo vadybos*. Kolegija taip pat galėtų apsvarstyti, ar ĮĮA programą verta dėstyti dviejuose skirtinguose fakultetuose Kaune.

Rekomenduojame paskirti už įdarbinimą atsakingą darbuotoją. Taip pat reiktų gerinti komunikaciją tarp skirtingų kolegijos padalinių. Todėl rekomenduojame išsamiai išanalizuoti esamą sistemą.

Skatiname kolegiją toliau plėtoti vykdomą internacionalizavimo strategiją.

2. Dėl **programos sandaros:**

Rekomenduojame skaidriai apskaičiuoti darbo krūvį, susijusį su studijų rezultatais ir įvertinti, ar studentai pasiekia studijų rezultatus. Ypač reikia atsižvelgti į tai, kad ištęstinių studijų studentai paprastai negali gauti daugiau nei 40 kreditų per metus. Jei to gali pasiekti atskiri asmenys dėl jų specifinės situacijos, tai turėtų būti traktuojama kaip išskirtiniai atvejai. Todėl jiems turėtų būti sudarytos sąlygos baigti studijas anksčiau. Tačiau bendrajame oficialiame plane turėtų aiškiai atsispindėti skirtumas, nebent ištęstinių studijų lygis būtų žemesnis nei nuolatinių studijų.

Rekomenduotina geriau paaiškinti, kas yra „Praktinis ugdymas". Nei savianalizės suvestinėje, nei susitikimų metu šis terminas nebuvo išaiškintas.

Ekspertai rekomenduoja, kad visi programos elementai būtų vertinami kreditais ir įsiskaičiuotų į baigiamąjį balą, taip pat ir, pvz., Studijų įvadas, Fizinis lavinimas bei egzaminai.

Rekomenduojame įvesti kalbos mokėjimo lygius pagal Europos kvalifikacijų sąrangą.

Ekspertai pasigedo „mobilumo lango", ypač nuolatinių studijų programoje. Jie rekomenduotų supažindinti studentus su šia koncepcija dar studijų pradžioje.

3. Dėl **personalo** teikiamos šios rekomendacijos:

Kolegija skatinama tęsti personalo tobulinimo programas, pvz., užsienio kalbų, dėstymo, mokymosi ir mokslinių tyrimų srityse.

4. Dėl **materialiųjų išteklių** ekspertai rekomenduoja:

Gerinti prieigą prie pirmos klasės žurnalų anglų kalba.

5. Dėl **studijų eigos ir studentų vertinimo** ekspertai rekomenduoja:

Fakultetas turėtų imtis aktyvių priemonių, kad skatintų studentus dalyvauti moksliniuose tyrimuose ir kitoje mokslinėje veikloje vietos ir užsienio lygmenimis. Skatinama rasti papildomų bendradarbiavimo su socialiniais partneriais būdų, kad būtų galima aptarti ir pagerinti programą pagal darbo rinkos poreikius.

6. Dėl **programos vadybos** ekspertai rekomenduoja:

Kolegija turėtų peržiūrėti savo **Vidaus ir išorės studijų kokybės užtikrinimo sistemą (SKUS)** ir toliau ją tobulinti.

7. Dėl **absolventų**:

Kolegijai rekomenduojama dokumentuoti, kokią karjerą padarė jos absolventai.

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Paslaugos teikėja patvirtina, kad yra susipažinusi su Lietuvos Respublikos Baudžiamojo kodekso[1] 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

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[1] Žin., 2002, Nr. 37-1341.