



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS KOLEGIJOS
**STUDIJŲ PROGRAMOS *PREKYBOS VADYBA*
(653N14005)
VERTINIMO IŠVADOS**

**EVALUATION REPORT OF *TRADE MANAGEMENT*
(653N14005)
STUDY PROGRAMME
at VILNIUS COLLEGE**

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Prekybos vadyba</i>
Valstybinis kodas	653N14005
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo profesinis bakalauras
Studijų programos įregistravimo data	2011 m. gegužės 4 d.

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme:	<i>Trade Management</i>
State code	653N14005
Study area	Social Sciences
Study field	Business
Kind of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time (3), part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Business
Date of registration of the study programme	4 May, 2011

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I. INTRODUCTION

Vilnius College (afterwards VK) is a state higher education school providing professional bachelor degree study programmes. It comprises seven faculties and offers 48 study programmes. Currently, there are some 7200 students and some 494 teaching staff. The study programme for this evaluation is *Trade Management*, a professional bachelor programme which was accredited and started in 2011. On this study programme there are 99 full-time and 100 part-time students studying over three and four years respectively; both modes of study are for 180 credits. This *Trade Management* study programme is based within the Trade Department, one of seven departments of the Faculty of Business Management.

The collegial governing bodies are the VK Board (the managing body including Rector Gintautas Bražiūnas) and the VK Academic Council (manages academic affairs). Other cross-college aspects include the quality assurance system, careers, sports, distance learning, and the Computing Centre.

The self-evaluation report (SER) provided in advance is informative, detailed, and follows the Studijų Kokybės Vertinimo Centras (SKVC) *Methodology for Evaluation of Higher Education Study Programmes (December 2010)*. It was prepared by a group containing teaching staff, a student representative, and a business representative, and was led by the Head of the Trade Department, Aldona Petkevičienė. It is somewhat lengthy at 36 pages and contains considerable descriptions. More self-analysis would have been beneficial together with more examples of improvements made since 2011. Overall, the SER covers the essential groundwork required and is very professionally presented.

The Expert Team visited VK at its campus in Vilnius for the programme evaluation on Wednesday 5th of March in 2014. This international team was led by Dr Michael Emery (UK, Director of International Higher Education Evaluations, formerly Her Majesty Queen Elizabeth II's Inspector for Higher Education), Eneken Titov (Estonia, Expert for Estonian Higher Education Quality Agency and Quality Manager, Estonian Entrepreneurship University, Tallinn), Jeremy Hutchinson (Ireland/Switzerland, Director of Les Roche International School of Hotel Management, Switzerland), Prof. dr. Aušrinė Armaitienė (Lithuania, Head of Recreation and Tourism Department, Klaipėda University), Marius Rimkaitis (Lithuania, Business Developer at StudioV4, Vilnius), and Jolita Čeičytė (Lithuania, master student at Kaunas University of Technology, owner of a woollen products retail company, Kaunas). The Expert Team thanks the staff, students, and social partners for their cooperation during the site visit. All meetings were held in English and were extremely helpful and cordial.

II. PROGRAMME ANALYSIS

1. *Programme aims and learning outcomes*

VK offers a study programme on *Trade Management* (state code 653N14005) oriented to develop professionals able to organise and manage business related activity in trade companies. The Bachelor programme lasts 3 years (full time) or 4 years (part time) and is equivalent to 180 ECTS credits.

The aims and learning outcomes of the programme have been well described in the self-evaluation report of VK: to train a trade management specialist able to carry out a market survey, plan and organise trade enterprise activity, evaluate and monitor marketing performance, assess and control performance results of the enterprise. Graduates of the programme should be able to apply cognitive methods of business environment, apply management principles following quality management standards, communicate and cooperate in the international environment, organise and plan marketing activities, manage financial and material resources while enhancing and developing personal skills and abilities. This information has been made publicly visible to prospective students and stakeholders of VK on web page of the Institution and in studies related brochures.

VK cooperates with social partners in order to calibrate aims and outcomes of the *Trade Management* study programme so it meets the needs of the labour market better. A few social partners reported on taking part when defining aims and outcomes with HEI staff prior to the launch of the study programme in year 2011. Since the study programme is oriented on developing strong practical skills whilst delivering a set of general competencies for students, social partners agreed on its reputation VK has for providing prepared students in terms of a practical approach for internship and employment compared to other institutions of higher education in the region.

The Expert Team concludes that the *Trade Management* 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, commercial advantages of the international companies and curriculum enhancements with a more international content should be taken into consideration as a suggestion from the Expert Team on how to improve the internationalisation level of the programme. Efforts to monitor international initiatives and quality should be considered as an integral part of the international higher education environment.

2. *Curriculum design*

The study programme of *Trade Management* consists of 180 credits divided into a core study area, professional practice, optional modules, final practice and final thesis. The core study area consists of study modules with a total of 120 credits, professional practice – 20, optional modules – 10, final practice – 20 and final thesis counting 10 credits. The same number of credits applies to both full time and part time studies of the programme.

The module-structured programme has 12 general modules, 5 optional modules and 2 practice modules. Themes of the study subjects and modules are not repetitive; these are spread

evenly throughout the curriculum.

The arrangement of study modules were changed in the *Trade Management* programme after the first year of studies in 2012 stepping up from a more traditional simultaneous pattern to a consistent way of teaching modules when 6 weeks are dedicated to studies and the 7th for the exam and student assessments with the modules following individually and in sequence. As teachers and students both agreed - a new way of teaching proved to be more efficient and led to a greater student engagement in the learning process. Teachers concluded that the consistent module pattern led to a more convenient shape of teaching and had no negative impact on the fulfilment of the curriculum.

The content of modules is consistent with study programme however some lack up-to-date references and the latest research methodology implied in the literature lists of modules to ensure the appropriate achievement of the intended learning outcomes e.g. module “Information Communication Systems”, reference “The E-Commerce Question and Answer Book: A Survival Guide for Business Managers”, Anita Rosen, 2002; module “Professional Sales”, reference “Pardavimo valdymas” (en. ”Sales Management), Bučiūnienė Ilona, 2002; module “Management Of Insurance Products And Services, reference “Turto ir verslo vertinimo teoriniai ir praktiniai modeliai” (en. “Theoretical and practical models of evaluation of capital and business”), Jurkšaitienė Dalia, 2000 etc.

Together with methodology and references used in the learning process the scope of the programme needs to be benchmarked with the best accredited and up-to-date international studies of higher education institutions (HEIs) offering identical or alike programmes compared to aims and outcomes.

The Expert Team concludes that the study programme may be leaning too strong on post hoc research of business processes in the trade related field and the macro-economic perspective of Lithuania lacking broader research of latest up-to-date methodology and internationally applied techniques. The design of the programme appears to be too much oriented on the national labour market rather than on the scientific developments in this field measured on an international level. An interview with academic staff concluded that part of the staff might be lacking a broader view on student career perspective after the studies. Thus, the Expert Team suggests that lecturers should acknowledge the perspective of EU careers and international work possibilities for students on this programme and improve the base of the methodology so it is up-to-date with latest scientific achievements and best practice in business internationally.

3. Staff

Staff involved in the programme meets the legal requirements. According to the study plan, the programme of *Trade Management* is taught by 1 Assoc. Professor, 5 – PhD, 4 – lecturers and 35 – Master’s degree or equivalent education teachers. Teachers with academic degree are spread through modules in the core study area and allocate 15% of study field modules. From the study plan it is observable that none of the teachers with highest academic degree (1 assoc. prof. and 5 PhD degree teachers) are involved in teaching speciality related modules of the *Trade Management* programme. Teachers with Master’s or equivalent degree (4 lecturers and 35 Master’s) form a large proportion of 86% of staff allocated in the programme and cope with a workload of 85% of the study plan modules. Though the proportion of the workload seems to be quite well balanced, however the scientific broadness and diversity on

speciality of *Trade Management* studies remain questionable according to the insufficient participation of teachers in national and international conferences. There is a low level of applied researches by the staff.

In addition, 35% of study programme related teachers have accumulated at least some experience working in the private sector which reveals a fair attitude of the programme to keep the adequate number of teaching staff bringing practical knowledge into the studies thus keeping the perception of the studies leaning strongly with the theory applied to the practice.

However, the risk of vulnerability of the programme is medium high as age structure of staff teaching *Trade Management* is adequate only at the moment. Nevertheless, it also may create an impact on quality of studies if one or few academics would decide to leave the programme and the HEI. Therefore, to prevent future imbalance of the staff and guarantee its adequate scientific spread it is suggested by the Expert Team that the Department and Faculty should initiate a plan for the recruitment processes for new staff for this programme and also coordinate a back-up plan.

From the SER report and interview with the staff it appears that the Faculty administration provides teachers with the opportunity to develop their professional competencies and skills allowing them to go for internships abroad and participate in conferences. Staff of the *Trade Management* studies took part in Erasmus Academic Exchange Programme (2011 – 7 teachers, 2012 – 17, 2013 – 18 accordingly) for training and internship. Since none of the teachers interviewed were aware on any noticeable limitations of the professional development programme it may seem that the Department provides equal opportunities for all staff to take the participation in mobility programmes. However, from what was stated in the SER and as staff concluded during the visit interview, only a few active teachers took advantage of the programme for the professional development repeatedly throughout these three years. Therefore and as noted it is suggested by the Expert Team for the Department and Faculty to leverage the qualifications of the staff and involve more teachers in international mobility programmes.

All teachers interviewed reported on using web platform MOODLE that provides students with abilities to receive teaching material, consultations from teachers, information and news regarding their studies. Distant learning opportunities are also established through the MOODLE platform and it is efficient as both sides (teachers and students) reported on using it when flexibility due to student's inability to participate in the classroom is needed or for part-time students' convenience.

To reiterate, despite increasing numbers of teachers going in for internships abroad the internationalisation techniques implementation in to the course methodology and involvement in research activities that may reflect an impact on the quality of studies remains doubtful. Thus the Expert Teams recommends that the programme should improve the involvement of the teaching staff in applied research activities to ensure student attainment of learning outcomes.

4. *Material resources*

Facilities used in the programme are of mixed quality and relevance; the best facilities are adequate in size and suitably equipped with the multimedia devices such as projectors and computers necessary for the studies, others are less so and are outdated. This might have a negative impact on student motivation for learning. Here a renovation plan should be

considered by the Head of Department and Head of Faculty to update facilities used for studies.

The Faculty reported in the SER that 129 computers are allocated for Trade Management students for their needs and laboratory works which seems an adequate number of computers per student when number of students in 2012/2013 ranged in somewhat between 124-143 and 189-208 in 2013/2014 including part-time students and taking student alterations and drop-outs into the account. However, it was noted during the site visit that most students have their own laptops.

The Faculty's library has general and basic type books for the main modules of the study programme. However, it may be more helpful for student learning and for the teaching staff if more up to date and wider range of scientific oriented resources are introduced and updated periodically.

Trade Management students are provided with ability to practice theoretical knowledge in the Faculty at simulation training firms "Miglė" and "Vilionė" while working in teams and individually. During the site visit firms were well equipped technically (adequate number of computers per teams with software available for work – MS Office, Stekas etc.), imitating performance and environment of real companies. Faculty also provides opportunity to jump start careers in real companies (e.g. Rimi Lithuania, Maxima LT) as these employers recruit programme's students under an approved plan with the Faculty. In terms of practical knowledge development, the Faculty provides opportunities for students to grow and develop their skills inside the campus and outside thus ensuring adequate learning outcomes of applying theory principles into practice.

5. Study process and student assessment

The admission to the *Trade Management* programme is based on the competitive score of the applicants who completed secondary education. The grade structure of the competitive score consist of these components: exam grade in mathematics - 0.4, exam grade of Lithuanian language - 0.2, exam grade of foreign language or history (by choice) - 0.2 and weighing coefficient of subjects yearly grades - 0.2. While there are no other special requirements for the entrants of the programme it appears that the gap between the lowest and the highest competitive scores of full time (5.0 - 17.06 in 2013) and part-time (5.2 - 14.41 in 2013) study entrants are quite high and may be resulting high alterations and drop-out numbers of the students afterwards. Significant number of full time students failed to pass spring semester exams resulting in 32,5% in 2011/2012 and 28,2% in 2012/2013 study years and part-time students - 26,3% in 2011/2012 and 19% in 2012/2013 accordingly. The study programme experienced a serious loss of students in 2011/2012 when 16 full-time students out of 51 switched to another programme or left studies and 11 students out of 51 left the programme in 2012/2013 accordingly. Meanwhile in part-time study mode even 25 out of 40 left studies in 2011/2012 resulting in 62% drop off and 18 out of 42 in 2012/2013 study year abandoned study programme resulting in 43% drop off. The SER does not provide a strategy or plans for dealing with this issue either in the short term or the long term. Therefore, the Expert Team concludes that numbers of alterations and drop out students may be more controlled through improving the admission process and providing greater student support during their initial year of studies. Since the structure of competitive scores in the admission of the programme is unlikely to be changed it is advised to have the admission process under greater control for acquiring quality students This might be achieved by providing a more realistic description of studies, initiating

assessment interviews and taking APEL (The Accreditation Of Prior Experience And Learning) assessment into consideration.

The Faculty on behalf of VK performs quality assurance procedures for the *Trade Management* study programme likewise with other study programmes. The way of teaching was shifted in 2012 stepping up from the more traditional simultaneous pattern to, as noted before, a new consistent way of teaching modules when 6 weeks are dedicated to studies and the 7th for the exam and student assessments after gathering feedback from the teaching staff and students. While students and teachers reported on positive effect on the efficiency of learning outcomes, during the interview some students appended their position that the last week of assessments after 6 weeks of studying the course appears too concentrated. Therefore, the pattern of study modules should be refined to ensure efficiency of the studies in such a way that the structure of assessments and course scope should be spread more evenly through all periods of the module.

VK maintains the web platform MOODLE as an integral part of the study resource where students have an ability to receive course material, consultations from teachers and get notified on course changes and news. During the visit students reported to the Expert Team on the flexible opportunity to communicate with teachers via email and telephone when consultation for their study programme is necessary. Thus, the support of the academic staff and staff willingness to respond to students enables an adequate academic and social support to be provided for the students of the programme.

Students are provided with an opportunity to study abroad by participating in the international students exchange programme ERASMUS. However, the number of *Trade Management* students taking the advantage of this mobility programme is rather low resulting in only four students throughout 2011-2013 study years. In the SER there is an insufficient analysis of low students' mobility participation as well as it is shortage of methods to encourage students' mobility.

VK offers a range of various activities for students and they are encouraged to take part in social events of the programme and the Faculty. However from the SER and interviews the Expert Team concludes that there is a great lack of students participating in applied research activities and advises programme managers to monitor the current situation and consider providing an incentive system to ensure the good balance between scientific and practical activities.

The *Trade Management* study programme had no graduates when this evaluation report was conducted. Through good liaison of the Faculty with social partners programme students are aware of career possibilities at social partners' companies; some of them had done an internship. Positive feedback was received by the Expert Team from both sides - social partners and students on each other.

6. Programme management

VK has developed and implemented a quality assurance (afterwards QA) process to monitor the quality of studies in the Faculty. As evaluation of the programme management has revealed, the self-assessment process involves some academic staff and personnel related to the programme: teachers, students and some social partners. Those met during the visit approved of being questioned on the *Trade Management* related study process issues or uncertainties. Some

significant changes in the programme were initiated by the QA process – e.g. a shift to a more consistent way of teaching modules as mentioned earlier in this report. It seems that the QA process has initiated a few positive changes towards closer cooperation with social partners, greater involvement of students providing feedback and fostering teachers to improve their courses for better quality. Students acknowledged to the Expert Team that they are surveyed on study quality after the completion of each module. Outcomes of internal evaluations of the programme are used for some improvement of the *Trade Management* programme.

While it appears that QA process is well defined and put into practice to coordinate the quality of the study programme, the programme management of student failures and drop outs after the initial years of study remains questionable. The Expert Team, as noted, concludes that these results may be due to insufficient student engagement and support during their initial years of study while the admission procedure should be also more comprehensive and provide more thorough inspection of prospect students' motivation to study the *Trade Management* programme.

More specifically, social partner involvement in the programme in terms of providing their feedback, internship and career possibilities for students of the programme has revealed an interest in the programme though this should be expanded and formalised. Thus the Expert Team suggests an establishment of a formal committee of social partners to maintain the partnership and grow their involvement in the study processes. A SWOT analysis may be induced for the programme to be evaluated from the social partner perspective.

The Expert Team suspected and concludes that the performance of student data collection and processing inside the Faculty may be not managed too well due to inaccurate information in documents analysed during the site visit to the Faculty. Therefore, it seems that the Head of Department could work more closely with the Faculty's Head on retrieving precise data on students' performance, progression and studies related information. Closer cooperation is also advised to foster precise organisational processes that may improve the quality of the studies and to organise work ethics in terms of the highest quality.

III. RECOMMENDATIONS

1. Internationalisation. The modern language pathway of the studies, commercial advantages of the international companies and curriculum enhancements with international content should be taken into consideration to improve the internationalisation level of outcomes of the programme. In this way the programme would approach European standards and would be more attractive to students coming on ERASMUS mobility programme. Efforts to monitor international initiatives and quality should be considered as an integral part of the international higher education environment.

2. Content of modules. To ensure the appropriate achievement of the intended outcomes – up-to-date references and latest research methodology should be used in all literature for the modules. In general, scope of the programme and methodology pattern of the curriculum should be benchmarked with accredited and up-to-date international studies of best HEIs offering identical or alike programmes compared to the aims and learning outcomes.

3. Latest achievements in science. While the design of the programme appears to be too much oriented on the national labour market rather than on the scientific developments in this field measured on an international level, it is recommended to switch to a broader perspective acquiring latest achievements in science and related study area into the programme. Staff should acknowledge the perspective of European careers and other international work possibilities for the students of this programme and improve the base of methodology of the curriculum so that it is up-to-date with latest scientific achievements and best practice in business internationally.

4. Applied research of teaching staff. The Faculty and Department should improve the involvement of the teaching staff in applied research activities incorporating more international mobility to ensure adequate knowledge and experience and to ensure the learning outcomes of the *Trade Management* programme have currency and are attainable.

5. Learning resources. Library resources and some classrooms should be updated more frequently and periodically; few classrooms inspected during the site visit were dated. Additional resources for deeper research of the study field and modules held for the *Trade Management* programme should be ordered and provided for the relevant academic community.

6. Student admission. Due to the high number of students who failed the exams and therefore dropped out or switched to other programmes greater control over student admission should be considered. Thus the Expert Team recommends: a) providing a more realistic description of studies in publicly available sources to provide better information about studies; b) initiating assessment interviews with prospective students to ensure their motivation is grounded; c) taking APEL (The Accreditation Of Prior Experience And Learning) assessment into consideration.

7. Assessment allocation and research activities. Since the programme switched to a more concentrated and individual pattern of learning, the assessment week at the end of the course may be too intense. Thus the pattern of study modules should be refined to ensure efficiency of the studies in such way that the structure of assessments and module scope are spread more evenly through the period of the module and involve students in more research and applied research activities in a more timely manner.

8. Programme management. While the Faculty and Department are active in the QA processes reacting to academic staff, student and a few social partners' feedback, greater consideration should be taken into account after the initial years of studies. Since the numbers of students who failed exams, altered their study programme, or dropped out are significantly high, improvements in teaching patterns and student engagement, the curriculum, and student support should be escalated and implemented. A specific committee for social partners, and later including alumni, could advise formally on the process and should be formulated with an agenda, regular meetings, and an action plan.

IV. SUMMARY

Trade Management at Vilnius College - a professional bachelor degree study programme has been evaluated.

The programme appears suitably structured in terms of aims, learning outcomes and curriculum design. Placing great emphasis on the practical side of the studies VK has gained a great reputation among other HEIs in the region according to the social partners and students of the programme. All interviewed parties during the evaluation agreed that VK has a tradition on providing students well prepared for work from the programme. Since this programme had no graduates when this evaluation was conducted, full-time students were made aware of career possibilities at social partners' companies through internships.

The internationalisation pathway tends to be overlooked in this programme. While aims and outcomes are well defined for the programme they need relevance to international practices and research taken into the account. Since VK cooperates with foreign HEIs and colleges in mobility programmes (ERASMUS) and SPACE association members, the expectations for the study programme are for links with international standards. However, academic community should be provided with *stimulus* to develop a broader perception of student career perspectives.

The Faculty made a decisive move when the arrangement and sequence of study modules was changed in the *Trade Management* after the first year of studies in 2012 stepping up from simultaneous pattern to consistent way of teaching modules when 6 weeks are dedicated to studies and 7th for the exam and student assessments. Staff and students reported on positive outcomes and greater engagement within study process after this shift. However it appears the new method still needs optimisation to leverage the assessments schedule as there might be too much stress during the last assessment week of each module, week 7, for students thus resulting in less qualitative way of learning the course material.

The Faculty provides a possibility to grow competencies and skills for staff. However, it appears that only a few teachers among the whole teachers of the programme takes the most advantage of it by participating in the mobility programmes and developing their skills in foreign colleges. This makes the programme more vulnerable as insufficient part of the staff are engaged in self-development. That creates bounds for enabling the programme to continuously develop in quality on international level. Despite limited internationalisation of the programme the Expert Team noticed and suggests that the Department should improve the involvement of the programme's teaching staff in applied research activities to ensure adequate learning outcomes and keep the programme current. Since students also lack involvement in research activities, the academic teaching staff should set an example demanding more from themselves and leading the academic society to more qualitative and up-to-date studies.

The facilities for teaching the programme are of mixed quality; some are adequate for the study process, others are dated and need renovation for teaching the *Trade Management* programme. The Faculty library has space but also its ambience and furnishings are dated. Improvements on the library learning resources should be taken into account and updated more frequently thus providing improved academic support for the students of the programme with a broader scale of references for student research and applied research activities and theses work, the latter starting in academic year 2013-14.

The QA process has not 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 2011 to 2013. 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.

The QA processes in the Department are defined and comprehensive. Shift from the traditional simultaneous multi-module pattern to an individual modular and consistent way of teaching proves QA is taken into practice. Academic community reported on positive outcomes after these changes were implemented and verified on greater efficiency of the studies. Students were more engaged when they had one study module at a time. Nevertheless, they also acknowledged that the last week of assessments creates an exhausting yet too intense week of exams. However, these processes show that the Department is coping with the study programme in order to achieve adequate and appropriate learning outcomes for the students.

V. GENERAL ASSESSMENT

The study programme *Trade Management* (state code – 653N14005) at Vilnius College is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

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)	2
6.	Programme management (programme administration, internal quality assurance)	3
	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.

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**VILNIAUS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
PREKYBOS VADYBA (VALSTYBINIS KODAS – 653N14005) 2014-05-21
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-250-2 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus kolegijos studijų programa *Prekybos vadyba* (valstybinis kodas – 653N14005) 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	2
6.	Programos vadyba	3
	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

Įvertinta Vilniaus kolegijoje įgyvendinama studijų programa *Prekybos vadyba*, suteikianti profesinio bakalauro laipsnį.

Programa, atrodo, yra neblogai struktūruota, turint omenyje jos tikslus, numatomus studijų rezultatus ir programos sandarą. Šios programos socialinių partnerių ir studentų nuomone, Vilniaus kolegija, akcentuodama praktinį šių studijų aspektą, įgijo gerą vardą, palyginti su kitomis regiono aukštosiomis mokyklomis. Vertinimo metu visos apklaustos šalys sutiko, kad kolegija jau nuo seno pagal šią programą gerai parengia studentus profesinei veiklai. Kadangi, atliekant vertinimą, šios programos absolventų dar nebuvo, nuolatinių studijų studentai praktikos įmonėse metu buvo supažindinti su karjeros galimybėmis.

Panašu, kad tarptautiškumo didinimui šioje programoje skiriama per mažai dėmesio. Nors programos tikslai ir numatomi studijų rezultatai apibrėžti, juos reikia susieti su tarptautine praktika ir moksliniais tyrimais. Kadangi Vilniaus kolegija bendradarbiauja su užsienio aukštosiomis mokyklomis ir kolegijomis, taip pat dalyvauja judumo programose (ERASMUS) ir turi ryšių su SPACE asociacijos nariais, ji tikisi susieti šią studijų programą su tarptautiniais standartais. Tačiau akademinė bendruomenė turėtų būti skatinama plačiau suvokti studentų karjeros galimybes.

Fakultetas žengė ryžtingą žingsnį, kai, pasibaigus pirmiesiems studijų metams (2012 m.), pakeitė *Prekybos vadybos* programos studijų modulių tvarką ir seką – perėjo prie nuoseklaus

modulių mokymo, kai šešios savaitės skiriamos studijoms, o septinta savaitė – egzaminui ir studentų vertinimui. Dėstytojai ir studentai po šio pakeitimo kalbėjo apie teigiamus rezultatus ir didesnę įsitraukimą į studijų procesą. Tačiau panašu, kad naująjį metodą dar reikėtų optimizuoti, pertvarkant vertinimo tvarkaraštį, nes paskutinė, septinta, kiekvieno modulio vertinimo savaitė studentams gali būti labai įtempta. Tai gali trukdyti gerai įsisavinti dalyko medžiagą.

Fakultetas suteikia darbuotojams galimybę gerinti kompetencijas ir įgūdžius. Tačiau panašu, kad iš visų šios programos dėstytojų tik keli pasinaudoja šia galimybe ir dalyvauja judumo programose ar tobulina įgūdžius užsienio koledžuose. Tai daro programą labiau pažeidžiamą, nes savarankiškai tobulinasi nepakankama dėstytojų dalis. Dėl tos pačios priežasties neįmanoma užtikrinti nuolatinio programos kokybės didinimo tarptautiniu lygiu. Nors programos tarptautiškumas didinamas nepakankamai, ekspertų grupė pataria katedrai labiau skatinti programos dėstytojus dalyvauti mokslo taikomojoje veikloje, kad būtų užtikrinti tinkami studijų rezultatai, o programa būtų nuolat atnaujinama. Kadangi nedaug studentų dalyvauja mokslo tiriamojoje veikloje, dėstytojai turėtų rodyti pavyzdį – daugiau reikalauti iš savęs ir taip užtikrinti geresnės kokybės studijas.

Prekybos vadybos programai įgyvendinti skirtų patalpų ir įrangos kokybė įvairi: kai kas studijoms tinka, kai kas pasenę ir reikėtų atnaujinti. Fakulteto biblioteka erdvi, bet baldai ir įranga pasenę. Reikėtų dažniau atnaujinti bibliotekos metodinius išteklius, taip užtikrinti geresnę akademinę pagalbą pagal šią programą studijuojantiems studentams; bibliotekoje turi būti daugiau nuorodų dėl studentų mokslinių tyrimų ir mokslo taikomosios veiklos, baigiamųjų darbų, kurie bus rašomi 2013–2014 akademisiais metais.

Kokybės užtikrinimo procesas nelabai padėjo sumažinti studentų nubyrimą. Atrodo, kad ši tendencija tarp nuolatinė ir iššestinių studijų studentų vyrauja visus trejus metus (2011–2013). Kolegija turėtų rimtai apsvarstyti, kaip būtų galima paveikti priėmimo procedūrą, kad į šią programą įstotų labiau motyvuoti ir išsilavinę studentai, nes tai užtikrintų mažesnę egzaminų neišlaikymo ir nubyrimo lygį.

Kokybės užtikrinimo procedūros katedroje yra išsamiai apibūdintos. Perėjimas nuo tradicinio daugelio modulių mokymo vienu metu prie nuoseklaus atskirų modulių mokymo patvirtina, kad kokybė yra praktiškai užtikrinama. Akademinė bendruomenė pranešė apie teigiamus šių pokyčių rezultatus ir patvirtino, kad studijos tapo efektyvesnės. Studentai labiau įsitraukia į studijas tada, kai vienu metu studijuoja tik vieną modulį. Tačiau jie pripažino, kad paskutinioji – vertinimo ir egzaminų – savaitė yra labai intensyvi ir varginanti. Šie procesai rodo, kad katedra susitvarko su studijų programa ir stengiasi, kad studentai pasiektų atitinkamų studijų rezultatų.

III. REKOMENDACIJOS

1. Tarptautiškumo didinimas. Norint padidinti šios programos rezultatų tarptautiškumą, reikėtų atsižvelgti į užsienio kalbų vartojimą, tarptautinių įmonių komercinę naudą ir studijų turinio stiprinimą tarptautiniu turiniu. Taip ši programa priartėtų prie Europos standartų ir būtų patrauklesnė pagal *Erasmus* judumo programą atvykstantiems studentams. Pastangos stebėti tarptautines iniciatyvas ir kokybę turėtų būti laikomos sudedamąja tarptautinės aukštojo mokslo aplinkos dalimi.

2. Modulių turinys. Siekiant užtikrinti, kad būtų tinkamai siekiama numatomų studijų rezultatų, visoje modulių medžiagoje turi būti naudojamos naujausios nuorodos ir naujausia mokslinių tyrimų metodika. Apskritai, šios programos apimtis ir studijų turinio metodikos

modelis turėtų būti lyginami su akredituotomis šiuolaikinėmis geriausių aukštojo mokslo institucijų tarptautinėmis studijomis arba programomis, kurios siekia panašių tikslų ir numatomų studijų rezultatų.

3. Naujausi mokslo pasiekimai. Nors panašu, kad programos sandara pernelyg orientuota į nacionalinę darbo rinką, o ne į šios srities mokslo pasiekimus, įvertintus tarptautiniu lygmeniu, rekomenduojama orientuotis į platesnę perspektyvą, įtraukiant į programą naujausius mokslo pasiekimus ir susijusią studijų sritį. Darbuotojai turėtų pripažinti Europos karjeros perspektyvą ir kitas tarptautinio darbo galimybes ir pagerinti studijų turinio metodinę bazę naujausiais pasiekimais ir geriausia tarptautine verslo praktika.

4. Dėstytojų taikomieji moksliniai tyrimai. Verslo vadybos fakultetas ir Prekybos katedra turėtų paskatinti akademinį personalą aktyviau dalyvauti mokslo taikomojoje veikloje ir tarptautinio judumo programose, taip užtikrinant, kad jie įgis atitinkamų žinių ir patirties, o *Prekybos vadybos* programos numatomi studijų rezultatai bus atnaujinami ir bus pasiekiami.

5. Studijų ištekliai. Bibliotekos išteklius ir kai kurias patalpas reikėtų dažniau atnaujinti; kelios apsilankymo kolegijoje metu pamatytos auditorijos buvo labai senos. Kad būtų galima atlikti išsamesnius studijų programos *Prekybos vadyba* studijų krypties ir modulių tyrimus, reikėtų skirti daugiau lėšų atitinkamai akademiniai bendruomenei.

6. Studentų priėmimas. Dėl didelio studentų, neišlaikiusių egzaminų ir todėl iškritusių arba perkeltų į kitas programas, skaičiaus galbūt reikėtų griežčiau kontroliuoti studentų priėmimą. Todėl ekspertų grupė rekomenduoja: a) geresnį informavimą apie studijas, siekiant pateikti tikroviškesnę studijų aprašą viešai prieinamuose šaltiniuose; b) inicijuoti vertinamąsias būsimų studentų apklausas, siekiant įsitikinti, kad jų motyvacija pagrįsta; c) atsižvelgti į APEL (ankstesnio patirtinio mokymosi akreditacijos) įvertinimą.

7. Vertinimo išdėstymas ir mokslinė veikla. Kadangi pasikeitė programos mokymosi modelis, jis tapo labiau koncentruotas ir individualus, vertinimo savaitė pabaigus kursą gali būti pernelyg intensyvi. Taigi studijų modulių sistemą reikėtų patobulinti. Siekiant užtikrinti studijų veiksmingumą, reikėtų vienodesnės įvertinimų sistemos ir modulių apimties, taip pat stengtis įtraukti studentus į mokslinius tyrimus ir mokslo taikomąją veiklą.

8. Programos vadyba. Nors fakultetas ir katedra aktyviai dalyvauja kokybės užtikrinimo procese, reaguoja į akademinio personalo, studentų ir kelių socialinių partnerių grįžtamąjį ryšį, pasibaigus pirmiesiems studijų metams, akivaizdu, kad reikėtų šią veiklą sustiprinti. Nors studentų, kurie neišlaikė egzaminų, pakeitė studijų programą arba nubyrejo, yra gana daug, reikėtų siūlyti ir įgyvendinti patobulimus, susijusius su mokymo būdais ir studentų įsitraukimu, studijų turiniu ir parama studentams. Turėtų būti steigiamas specialus komitetas (turintis darbotvarkę, veiksmų planą ir reguliariai posėdžiaujantis), į kurį įeitų socialiniai partneriai, o vėliau ir buvę studentai, kurie galėtų oficialiai informuoti apie procesą.

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

¹ Žin., 2002, Nr.37-1341.