



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

LIETUVOS VERSLO KOLEGIJOS
STUDIJŲ PROGRAMOS *PARDAVIMŲ LOGISTIKOS VADYBA*
(*valstybinis kodas - 653N20014*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *SALES LOGISTICS MANAGEMENT*
(*state code - 653N20014*)
STUDY PROGRAMME
at LITHUANIAN BUSINESS COLLEGE

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Išvados parengtos anglų kalba
Report language – English

Vilnius
2016

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Pardavimų logistikos vadyba</i>
Valstybinis kodas	653N20014
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuotalinė (3); Išėstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos profesinis bakalauras
Studijų programos įregistravimo data	2002-06-26

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Sales Logistics Management</i>
State code	653N20014
Study area	Social sciences
Study field	Management
Type of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full time (3); Part time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Management
Date of registration of the study programme	26 June, 2002

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

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

No.	Name of the document
1	<i>Articles collection</i>
2	<i>Example of the diploma and it's supplement</i>
3	<i>Research on labour market needs</i>

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

The Lithuania Business College (LVK) is a public institution of higher education, orienting its activity to the needs of the seaside region, actively working towards its positioning into the

Lithuanian and European education system. The LVK implements higher education college-level study programmes awarding a professional bachelor degree.

Among the multiple programmes (8) delivered by this Higher Education institution is the “Sales Logistics Management”, the object of this review.

This programme is a modification of the previous Trade management programme – a modification made in response to the changes in the labour market as well as to the evolution of the city into an international port and logistic centre for the Baltic region - retaining the same state code of the study programme – 653N20014 and it received accreditation until 30-06-2016.

Taking as a reference the evaluation report of the previous programme form where this new programs emerged; the following recommendations were made by the experts’ team at the time of the last review on 2013:

1. To improve accessibility of study programme aims and intended learning outcomes through internet and/or other means. Some of the generally formulated learning outcomes should be reformulated in a more detailed way. Attention should be paid to create better correlation between study programme intended learning outcomes and study subjects ‘content.

2. The specializations within the study programme include only general knowledge. Experts’ team recommends the College to teach more subjects within the specializations to enhance the knowledge level of the students. Practical knowledge and skills should be developed more.

3. To improve foreign language knowledge skills of teachers.

4. To provide more specific feedback to students on their study results during the study period.

5. To reconsider the means and teaching methods in improving the students study results.

6. To improve student participation in research work.

7. To rely more on social partners in developing the study programme and provide feedback on what is done in relation to their recommendations.

8. To maintain better relations with alumni in order to use their good evaluation of College to attract new students also for further improvement of the study programme.

In response to this recommendations the LVK created by May, 2014 an action plan with 17 specific activities covering all the areas highlighted by re experts’ report the previous year.

Seeking the re-accreditation of the study programme, the LVK performed a general review, the final report (Self Evaluation Report – SER) of which, was made available to the team in charge of the present review in addition to the documentation of the previous external evaluation (2013).

In consequence, the present report develops on the findings documented in previous evaluations (external and internal) and the observations made during the review of the

documentation provided as well as the direct observation and interviews with staff, students and social partners during the visit made to the LVK in May 2016.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *18/May/2016*.

1. **Prof. dr. Pandelis Ipsilandis (team leader)** *Professor of School of Business and Economics, Technological Education Institute of Larissa, Greece.*
2. **Prof. dr. Tatjana Volkova**, *Professor of BA School of Business and Finance, Latvia.*
3. **Dr. Pedro Pablo Cardoso Castro**, *Lecturer of Business School, Leeds Beckett University, UK.*
4. **Ms. Lina Grigonytė**, *Executive director at Association of Management Consultants of Lithuania, Lithuania.*
5. **Indrė Šadzevičiūtė**, *student of Vilnius Gediminas technical University study programme Entertainment Industry.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

As stated in the SER, the specific programme is an update of the previous Trade Management programme (retaining the same state code of the study program). The program was developed to cover the needs of the seaside region; in this sense, the design of the program responds to the key directions of the Klaipeda Region Development Plan for 2014-2020.

Within this framework the program's purpose is defined as *“to prepare qualified specialists with higher education awarding degree of **Professional Bachelor in Sales and Logistics Management...**”* and develops on the attributes that such graduate will have at the end of the academic cycle being the objective of the programme: *“to provide students with the basic and specialized knowledge in sales, transport, logistics, international trade, establishment of a trade company, business environment assessment, preparation of business plan of a trade company making use of information sources”*.

After a close observation of the title of the programme, it is the expert's team opinion that **the title needs to be revisited**. In its current form it seems to be misleading as it is not clear if the program is about the integration of two specialties (Sales & Logistics; or if it is about a narrow and highly specialized field of study: The Logistics of Sales). This observation is important as it may have legal implications (e.g.: the nature of the degree and professional certification that the student receives) as well as on the expectations of both, the student and

future employers. In this sense, to align the programme with international trends a rigorous benchmarking is needed (both, with national and international similar programmes) and eventually consider the option for a program of Logistics in case the LVK identifies the opportunity and the resources to do so.

Also, there are practical implications: in its current form if a student doesn't choose a specialization he/she won't be exposed to any content aligned (This is made evident in the SER - Annex 9, where all the content specific to logistics is under the category "elective study subjects").

The analyses of the aims and objectives give the impression to the Experts' Team that they are too broad. In certain cases the aims expressed are imprecise, or the combination of more than one aim in the same statement; not being clear how the guidance will be provided to further developments of the program (e.g. SER: *to plan and manage operations, to assume responsibility for results of his/her own and others' performance; . is able to gather, systemise and compile information, to make use of the advantages of the systems of information technologies and databases, to work with software, to apply the database methods, to handle confidential information in appropriate way.*). A clearer definition of aims is required to facilitate the further definition and mapping of relevant components of the academic program. Evidence of this is the fact that the Learning Outcomes (LOs) as stated in the SER do not fully match the ones listed in the appendix 7 and in general they need more consistency, clarity and alignment with the aims stated for the program. It is concerning the fact that the mapping exercise (LOs - vs - Curriculum Subjects) still need more development - since suggested by the external experts in 2014 - as a more accurate definition of LOs and specific links with the study programme would be suggested.

In addition, some of the LOs would require to be updated and reconsidered to make sure there is a clear alignment between the Aim, Objectives and LOs of this program (e.g. Specialization on sales - remnants from the previous programme - Trade Management).

The observation of the Expert's Team is that there are too many LOs defined (Annex 7: 27 LOs) and some of them are carried on from the previous program (e.g.: Learning outcome 3.3. Annex 7: sales strategy). The number of LOs should be revisited and eventually reduced making sure they are aligned with the title, aim, objectives and nature of this new program in order to respond to the expectations of both, students and employers as it was expressed in the interviews with representatives of these two groups of stakeholders (e.g. Students state that they would like to be recognized as Logistics Managers and Social Partners stated that they would give preference to a graduated with two specializations: Logistics and sales - although students could not define

specific jobs in this area. Perhaps potential career positions should be included in public information regarding the aims of the programme).

Strong evidence was not found with regards to the existence of a systematic process of benchmarking at the appropriate scope and level of studies. This process should be implemented to make sure that the program is updated and its content is fit for purpose, particularly taking into consideration the internationalization plan of the College.

The programme description (content, aims, objectives and LOs are not available in the website of the college in English language: <http://www.ltvk.lt/en/programos/sales-logistics-management--new/134>)

The Expert's Team recognizes potential for development in this program based on the evident good association with social partners and their expressed interest regarding the programme. Perhaps, the inclusion of content related with Entrepreneurship may strengthen the new orientation of the program, as well as to respond to the opportunities that the region and the relation with social partners can offer to the future graduates.

Finally, better effort must be made to make sure that the content of the program is publicly available; the information should be consistent in all the documents in advertisement platforms used for such purpose.

2.2. Curriculum design

The curriculum of the program meets the legal requirement for studies at 6th level of Qualification Framework as it was demonstrated by the documentation provided in the SER and observations made during the visit with a total programme workload of 180 credits, allocated equally among 6 semesters for full time and 8 semesters for part-time students respectively and is consistent with the level of study.

However, curriculum update is needed, particularly on subjects related with what seems to be the core subject of this program - Logistics: new trends; new technologies and software applications; best practices. Such updating should actively involve teachers and the results from benchmarking.

The general structure of the program needs to be revisited to make sure that it reflects the emphasis on the core topic - Logistics. In addition, main subjects (related with logistics) should be updated and delivered in English to enhance both, the student experience - development of key skills - and the competitiveness of the program in the national/international market (e.g. Export Logistics": the content needs to be updated, particularly adding more literature in English).

The study descriptors include recent articles from business and scientific journals, as well as additional teaching materials to support the development of students' research skills. However, the majority of the books in the reading lists are in Lithuanian language – very few subjects use English text books - and in many cases the reading lists needs to be updated with most recent books (after 2010).

Related with the delivery of content in English, is the perception of the Expert's Team that more subjects are – and could - be taught in English since internationalization is embedded in logistics - with implications on the number an affiliation status of lecturers with specialization on these subjects.

The new structure of the programme to be developed should have less modules, perhaps, by combining some of the existent ones increasing their ECTS to 6 or more (e.g. Principles of Law and Business law could be set together as a single unit with 6 credits). Also, a review on pre-requisites would be desirable implying this that some subjects should be re-arranged (e.g. Principles of Marketing thought in 6th semester & Marketing Research thought in 3rd semester).

Aligned with the comments and suggestions from the previous section, content on entrepreneurship should be considered to be added to the program.

Some compulsory subjects, for example, philosophy, should be updated and contextualized. For instance, philosophy could cover the evolution of capitalism and its current criticism; or it could cover ethics/integrity and, from there, develop a critical view on corporate behaviour analysing contemporary issues like the problems in the car industry (BMW, Mitsubishi, etc.) or from other industries using diverse tools as documentaries and movies to contextualize and provide a different approach to the delivery of such subjects (ENRON, the financial crisis 2007, etc.). A similar situation occurs with Mathematics which would need a more applied approach to business (and to logistics). In general the content all compulsory subjects should be reviewed and contextualized in alignment with the aims of the programme.

Over the necessary modifications, critical thinking and self-reflection should be included as part of the skills to be developed in each field by students.

2.3. Teaching staff

The composition of the teaching staff on the study programme fully complies with the requirements set by Lithuanian regulations for first cycle study programmes, specifically: *“No less than 50% of the teaching staff shall have no less than 3 years practical experience matching to the subjects they teach”*.

The list of teachers who teach in the programme is composed by highly skilled individuals both in academic research, professional experience and teaching. Most of the instructors are academic staff who are all active in research until recent years, with some of them carrying solid professional business experience. The list also includes persons in high professional positions from industry; some holders of a doctoral degree as well as some active in research.

The programme is supported by an adequate number of academic staff (26 according to and confirmed during the visit). Overall, the teaching staff presents a strong advantage for the programme, as almost all of the staff has over 4+ years in teaching and/or professional activity experience, in fields that suit the disciplines and provides a rich blend of ages, experience, academic and contextual backgrounds.

However, regarding the qualifications of the academic staff it was found that full time lecturers are related to peripheral subjects and the main subjects (related with Logistics, for instance) are delivered by part time lecturers. The Expert's Team met just one teacher teaching a logistics related subjects. This trend should be inverted to increase the depth and quality of the content, contextualization, student experience and academic and potential entrepreneurial activity in these areas.

Professional development of staff is ensured by making and implementing annual plans of individual activity such as: participation in department's research themes, attending courses, exchange visits and lecturing at universities abroad and informal consultation among them. According to the SER *"The College provides the academic staff with conditions for their competence development/ qualification improvement, organizes conferences and seminars, pays lecturers' travel expenses related with participation in various professional and academic events and with publishing of methodical materials, encourages publications and applied research"*. Lecturers take part in various projects, seminars and conferences. This was confirmed during the interview with academic staff (e.g.: Lileikiene, A. 2014. The problems of optimal capital structure in companies of the maritime sector. *Journal of Management*. 25(2) 1648-7974; Training session 2015 on "Assurance of Study Accessibility for Students with special needs"; SER: List of projects undertaken form 2011-2015). The published research activity over the last five years shows that individual members of staff have their own research interest and pursue research activities accordingly. Based on the list of the staff's scientific publications, it is noted that all teaching staff has been active in research during the 2009 – 2015 period, however, very few publications are shown for 2014 – 15. Although the fact that all teaching staff is active in research is commended, the majority of the published work appears in proceedings of Lithuanian conferences, and Lithuanian / Baltic region journals, with very few in other international

scientific journals. This individual research activity does not provide evidence on the existence of a programme research agenda (e.g. research themes that will promote the identity of the programme, perhaps developing on the core specialized subjects of the programme such as logistics) that could generate opportunities for more cooperation with industry. Improvements on the later will work to the benefit of the programme, its local and international recognition and should become one of the goals for the near future.

The Expert's Team found evidence of professional development, particularly related with teaching techniques. However, on the development of a scenario in which more distant learning is being provided; more specialized capacitation on this form of teaching is necessary. In general, a better documentation of the actualization of teaching skills and other areas of professional development is desirable (e.g., training on applied research; training on Virtual Learning Environments; records of workshops and courses provided to teaching staff, etc.). Taking into consideration the current/future plan of internationalization of the LVK, enhancements on the foreign language skills of teaching staff is desirable (particularly English). The observation of documentation provided during the visit confirms that the number of staff is adequate to the delivery of the program and that the staff turnover is minimum not jeopardizing the viability of the delivery or the student experience (As stated in the SER, and verified in the visit). In general, the overall perception of the Experts' Team is that the staff delivering the program is adequate – mention made on the need to include specialists on logistics as full time staff – as students expressed their satisfaction with the program's delivery quality.

2.4. Facilities and learning resources

The visit to the facilities made evident that these are fit for purpose; the premises for study are adequate both in size and quality as it is evident that an effort to modernize them has been made (A complete description of the facilities can be found in the SER). Teaching and learning equipment is modern and appropriate for the subjects delivered.

All classrooms are equipped with overhead projectors, lecturers can use installed multimedia equipment during their lectures, interactive boards. There are five IT (computer) classrooms with 84 in total computerized work places with integrated software: Windows XP Professional Home operating system. Parameters of the computers are the following: capacity of hard discs - 100 GB, processor efficiency ratio – frequency is 3.59 Hz, operating memory – 1024 Mb. All software necessary for studies is integrated in the computers, allowing to perform assignments of the study programme and develop skills necessary for use of information technologies in practical activities, also other software was acquired, such as *AutoCAD 2006*,

accounting software PRORŪNA, STEKAS, RIVILE (accounting), AMADEUs (ticket booking), MAGICDRAW (UML), VISIO 2013 (UML), PROJECT 2013 (project management), etc.

There are 40 work places in the library, 17 of them with the Internet access facilities. There is a scanner, printer, and copier for students' convenience and broadband internet access. There are 84 computers for student work and studies (in classrooms, student council office, lounge, self-study zones). All staff of the College has a possibility to use the Internet and e-mail (general WWW e-mail (<https://ltvk.lt>), data exchange system (DES)), Moodle system is widely applied in the study process. The library has compiled over thirteen thousand books (more than 13880 titles), which are included in ALEPH system, so students are provided with all necessary conditions for self-study. The library compiles the latest literature in accordance with the requirements of the study programme and the needs of the LVK, However, small number of titles in English related to logistics were observed in the library collection during the visit. The library is updated with access to VLE and research databases. Yet, such potential should be unlocked as limitation to access these resources off-campus were reported by students. Therefore, mechanisms to enhance the access off-campus to such databases to students should be explored.

Strong evidence was provided by the students and social partners on the provision of opportunities to get practical experience to students, directly related with the main subjects of the program. This practical approach also includes the use of simulations which is compulsory and runs on a weekly basis.

The use of specific software for logistic operations was evidenced (Klevas), however, there is a need to add more specialized software packages, emphasizing the ones of current use in the industry in order to enhance students employability.

The results of the site visit show that the facilities are good in general, but some areas need more attention and eventually further development. For instance, the Career Centre and Student Union (rooms) have to be updated and their size examined - they seem to be too small and there are doubts on how are they operating; the International office could also improve language skills (English, particularly sensible if the internationalization plan takes off); and the Lecture Theatre (top floor) could be reviewed on Health and Safety regulations as the distribution, number of students per sit area (density) and number and disposition of exits may not be aligned with safety standards. Leisure areas were not seen during the visit, however as it was mentioned an agreement to provide access to leisure facilities to students off campus was made.

Finally, it is commendable the effort made to provide access facilities/equipment to students with disability.

2.5. Study process and students' performance assessment

Entrants to state-financed places of Lithuania Business College-level *Sales Logistics Management* studies are enrolled pursuant to the general procedure for admission to Lithuanian schools of higher education (LAMA BPO). During the general admission students may also express a wish to study at paid study-places of the LVK. Also persons who do not participate in general admission may be enrolled at paid study-places of the College on competitive basis – in accordance with points of competitive grade. Since 2012 entrants to the financed places in the LVK could submit applications through LAMA BPO in order to receive state-financed scholarship. Competitive grade is calculated on the basis of grades of school-leaving examinations: mathematics 0,4; Lithuanian language 0,2; foreign language 0,2; study subject: history 0,2. Persons with at least secondary education may be enrolled into *the Sales Logistics Management* study programme. There are no entrance examinations, but average mark of school-leaving certificate should be at least 7.

Timetable of lectures is developed subject to a 40-hour working week. Contact hours per week do not exceed 28 academic hours. Contact hours per day do not exceed 8 academic hours. The LVK seeks for rational and even distribution of students' work load per week and semester. There are no long gaps between lectures in the timetables. A lunch break for 45 minutes is in the noontime. At least two-day interval is ensured between examinations. In part-time study mode, time-tables are made in such a way as to ensure convenient time for lectures allowing to combine work and studies, therefore lectures are organized on Fridays from 17.00 PM to 20.15PM and on Saturdays from 9.00 AM to 16.15 PM. Studies are implemented in the LVK premises, sometimes visiting lectures are organized in companies. The interview with students and staff provided evidence of flexibility in the delivery tied to the legal limit of academic hours to provide students the opportunity to work and study. These changes should be better documented to ensure that the content hours are delivered as stipulated by law.

Following the recommendations of the expert assessment conclusions regarding *student participation in research work*, agreements with social partners were undersigned in order to provide the students with the possibility to engage into research of a problem defined by a social partner himself. Students are actively encouraged to participate in scientific-research conferences organized by various schools of higher education: Kolping College, Kaunas College, Northern Lithuania College, etc. 14 students of *the Sales Logistics Management* study programme participated in conferences during the reviewed period of 2011-2015. Their papers were published in the publication *Akademiniai jaunimo siekiai: Ekonomikos, Vadybos and Technologijų išvalgos/Strivings of academic youth: insights into economics, management and technologies* (in 2013 - 3 students, in 2014 – 1 student, in 2015 - 1 student). Evidence of the

publications - students' research outcome - was provided during the visit. Despite the fact that evidence of research was provided more - documented - involvement of students in research activities is highly desirable as well as instructions to students to exploit the facilities and resources that for such purpose are in place (e.g. Research articles form the databases, updated literature in English). The study process equips students with the necessary knowledge and skills, meeting the intended learning outcomes. It is strongly advisable however that the programme monitors the career development and paths of its graduates.

Strong evidence was found during the visit from interviews with students, looking at documents in the international office on the provision of information on opportunities for students' mobility. However, the economic situation of most of the students leads to the fact that most students are working thus limits the use of such academic exchange programs.

Study-related information required for students of the *Sales Logistics Management* study programme is provided by the head of the Management department, the head and administrator of Department of Study teachers teaching in the study programme, Student Council. Information on the programme and its changes as well the study objectives and learning outcomes is provided by the following means: a) constantly updated information is published on the LVK web-site, b) relevant information is sent by e-mail at e-mail address assigned to a student group, c) information is placed on the College information boards, d) representative of students takes part in the meetings of Academic Board when their agenda includes study-related issues, amendments to study programme, etc.

All students have a possibility to receive consultations from the lecturers of the study programme. According to the announced schedule lecturers render to students various types of consultations: oral, written, mixed. Effective method is consultations given to small groups of a few students, especially when preparing final thesis. Lecturers also provide consultations by e-mail, at the address that have each group of students (sending subject modules, deadlines of accounts, specifying requirements, sending material of lectures and other information, providing feedback). Distance method of student consultations is also applied, using VMA Moodle system. Events such as the *Adaptation month* are organized in the LVK where students are in detail introduced to their future career opportunities. Students also can receive advice on career issues from lecturers of the Management department, competent employees of the LVK administration. The LVK also works on the creation of study-favourable social environment: engaging into activities of Student Council, acting in capacity of members of the Study programme quality monitoring group, representatives of the LVK Academic Council, etc., students can participate in self-governance of the LVK through preparation, assessment and improvement of study programmes; the LVK provides conditions for study for disabled persons: there is a special

access facility, lift; a climbing device and special equipment for disabled persons was purchased; there is a possibility to study most of the curriculum subjects in mixed mode by means of *Moodle* environment. Options and conditions for studies under individual study plan are regulated by regulatory documents of the Republic of Lithuania, the LVK Regulations of Study (2009).

The interview with students, staff and the review of the documents provided during the visit made evident the existence of the previously described supporting infrastructure for students (e.g. Documents related with Advice on placements, grants & scholarships, accommodation, general wellbeing and minutes of quality meetings).

The study process has a good evaluation from students who perceived it as well organized. However, in both, the interview with students and staff provided evidence on the need to standardize the assessment practices and the make sure that the assessment method is aligned and adequate to the LOs in the different subjects - on this specific issue for instance most grades were found connected to an exam; other forms of evaluation exist and may be more relevant, particularly for applied subjects. A common policy on assessments would be also desirable, particularly on issues like penalization for late or no submissions and common standards for the provision of feedback to students - this should consider - but not limited to - the marking criteria and the specifications of the assignment; to be documented and to take place in different forms e.g. general, personal, written, online, in the seminars/lecturers, etc.

Potential to exploit the good relations with social partners exists directly related with the delivery of the main subjects. In that sense, more visits to companies as a part of the delivery plan could be considered - it should not be optional as students reported but be integrated in the study process – linked to specific modules, learning activities, etc. - as these enhance the learning experience and content of these subjects - as documented during the interview with students.

In relation to the internationalization plan for this program, more guest lectures should be considered in the delivery of the program as students recognize them as valuable to enhance their student/learning experience and the development of key skills (e.g. Language).

In general, the review of the study process is positive, were strong evidence of student satisfaction was found - particularly in relation to opportune and useful feedback - and strong evidence of good control and management of students' research process (thesis preparation) in which abundant and well documented support was observed during the visit.

2.6. Programme management

The Experts' Team found evidence of Management a clearly defined distribution of roles that include collective and individual responsibilities and decision-making attributions. Issues related with study quality improvement are discussed at the meetings of the Department. Evaluations of examinations, themes of final theses, their quality, results of the final theses defense, data of student opinion survey are discussed at the end of semester - records of such meetings, among other documentation of the quality management were made available during the visit.

The outcome of the internal reviews is made public during the annual quality days. The socialization of quality reports and quality improvements results seems to be periodic and involving members of all the academic community and social partners. Details on how these reports and participation of social actors are conducted, how do they interact and participate in the feedback mechanism to the college was described in the interviews with staff and managers. However, more details on their impact on the definition of further improvements - beyond their mere participation - would be desirable, as well as the inclusion of programme improvements derived from such feedback/contributions from the different stakeholders.

In general, the room for improvement still exist in the documentation of the academic and administrative activities related with this program. Evidence of this is the quality of the SER that for future occasions will need prof-reading, verification of consistency in the data presented and the adoption of a critical/analytical approach rather than descriptive.

The interviews with staff during the visit proved that the documentation of the processes is generated and socialized but not critically analyzed. More self-reflection on the outcome of the monitoring activity is strongly recommended.

In this sense, for instance, actions should be implemented to satisfy the expectations of social partners - graduates with two specializations - and students - recognition as Logistic Managers. Also, the adoption of a more systematic and purposeful relation with alumni and the definition of clear policies related with the assessment of students (e.g. submission and feedback rules), and the definition of clear guidelines and quality standards for academic output (e.g. Minimum requirement of use of academic journals).

The interview with the management and social partners provided evidence of frequent contact and consultation to stakeholders and the adoption of measures to guarantee that the program meets the expectations of both, students and social partners, but this process need better documentation and records to be included in the quality management system.

It was evident for the Expert's Team that the quality control process is in place based on the documentation of the academic activity and the findings in different interviews where planning, implementation, monitoring activities and actions to improve have been made.

Important note: Despite of this evident effort is of the concern of the Team the finding of discrepancies on the diploma offered to the students (in the copy of the certificate/diploma: Professional Bachelor degree in Business Management - vs - SER: Professional Bachelor in Sales and Logistics Manager). This discrepancy does not affect the purpose of the present review - rather than confirm the need of more strict control in the management and documentation of the program.

Finally, the Experts' Team considers that more attention should be placed on the recruitment plan for this program as it seems that issues related with its future viability are emerging (year 1: 17 students; year 2: 23 students; year 3 onwards: ?).

2.7. Examples of excellence

It is commendable the effort that the college has made in order to provide support to students in many areas, particularly financial (direct credit, information and support to get access to scholarships and grants).

III. RECOMMENDATIONS

1. The alignment between the title, purpose, aim, objectives and LOs must be revisited. Consistency and congruence must be observed. A simplification of the aim and objectives will give more clarity to the design of learning outcomes - that need to be reduced to a quantity that is sensible and viable to be assessed in the different subjects.
2. Control of the documentation of all academic activities making sure the documents are up to standard, critical and are linked - when necessary- to corrective actions which impact is assessed. This whole cycle should be clearly documented.
3. Clear definition of institutional policy on assessments, submissions and feedback. The assessment can take many different forms (not just exams) depending on the nature of the content. The exploration of forms of assessment that respond to the practical application of concepts is recommended. The rules for submissions must be standard to all subjects e.g. Treatment of late submissions, penalties, etc. The provision of feedback should be documented, making sure it happens in due time, provides meaningful information to the student and justify the marks based on pre-defined marking criteria.
4. More attention should be given to the continuous improvement of the program. By comparing the results of present review with the reports of previous evaluations it seems that more work is necessary to ensure the issues identified in both, the previous and the present review are attended and improve as the deficiencies identified in this evaluation seem to be similar to the ones identified in the previous review.
5. Update of content and inclusion of new topics such new technologies for logistics and entrepreneurship would be desirable, for instance, partially done via recruitment through the inclusion on the full time staff of experts on this topics.
6. To improve the foreign language skills for both, staff and students. Part of this improvement may be achievable via guest lecturers and academic exchange activities.
7. The strategic development of the programme should consider and implement clear plans to attend observations made by stakeholders (social partners and students: for instance, regarding the specializations, their orientation and content). Also, a clear plan for the recruitment and internationalization of the program should be conceived including on it good benchmarking, observation of the local and regional market and a definition of the target market for student recruitment - rather than being it casual and opportunistic. Based on that plan projections and analysis on the future viability of the program will be able to be made.

8. To respond to the actual circumstances of students and - eventually - new recruitment, more development is required for the delivery of distant learning. It will include training of the academic staff and the development of specialized Virtual Learning Environments.

IV. SUMMARY

The Sales Logistics Management programme has strong support from social partners as evidenced during the visit. The facilities of the LVK are modern, well equipped and adequate to provide a good student experience. In this sense it is worth to mention the efforts made in the retrofit of the building to adapt it for academic activities.

It is also commendable the institutional commitment to provide support to the students in different areas such as financial advice and support (e.g. information about available grants and scholarships), social (e.g. counseling and information to facilitate social interaction among the academic community and with the local community) and academic (e.g. tutors, flexible contact hours with academic staff).

From the analysis of the academic staff it is noticeable their adaptability and flexibility at the time of providing support for the students (even if in some cases it involves extra hours). This evidence their commitment to provide a good student experience as well as reflects their work ethics and duty of care.

With regards to the documentation of the programme, the alignment between the title of the programme, its purpose/aim, objectives and learning outcomes needs to be revisited. It suggests in a broader sense that tight control mechanisms should be implemented to guarantee quality control and coherence in the documentation of the programme.

It is a matter of concern the fact that the delivery of core subjects/specializations is not made by full time staff (e.g. Logistics). Not having full time staff delivering these subjects may limit the possibilities to develop the program to its full potential and it may affect negatively the student experience.

Related to the provision of feedback to students, a clear institutional policy on assignment submissions and feedback needs to be defined and implemented as a mean to guarantee consistency in the student experience and to facilitate the quality control of the assessment process.

The LVK should guarantee the up to date availability and consistency of basic information of the programme to the public (e.g. internet websites, programme syllabus, aim, objectives) as it may be useful to improve the students' recruitment. It is paramount to the programme to demonstrate consistency and viability.

Related with students' recruitment, the use of a foreign language (English) needs substantial improvement to support the internationalization ambitions of the program (both, in academic and administrative staff).

V. GENERAL ASSESSMENT

The study programme SALES LOGISTICS MANAGEMENT (state code – 653N20014) at LITHUANIAN BUSINESS COLLEGE is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Teaching staff	2
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	2
	Total:	14

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Prof. dr. Pandelis Ipsilandis
Grupės nariai: Team members:	Prof. dr. Tatjana Volkova
	Dr. Pedro Pablo Cardoso Castro
	Lina Grigonytė
	Indrė Šadzevičiūtė

**LIETUVOS VERSLO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
PARDAVIMŲ LOGISTIKOS VADYBA (VALSTYBINIS KODAS – 653N20014)
2016-09-27 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-219 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

LIETUVOS VERSLO KOLEGIJOS studijų programa *PARDAVIMŲ LOGISTIKOS VADYBA* (valstybinis kodas – 653N20014) vertinama **teigiamai**.

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

- * 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)
 2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)
 3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)
 4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Kaip paaiškėjo per vizitą, studijų programą *Pardavimų logistikos vadyba* labai remia socialiniai partneriai. Lietuvos verslo kolegijos (LVK) įranga moderni, patalpos gerai įrengtos; jų pakanka palankiai studijų aplinkai užtikrinti. Šiuo atžvilgiu verta paminėti pastangas naujai įrengti pastatą, pritaikant jį akademinėi veiklai.

Pagirtinas ir kolegijos išipareigojimas teikti studentams įvairių sričių pagalbą, pavyzdžiui, finansinę konsultaciją ir paramą (pvz., informaciją apie prieinamas pašalpas ir stipendijas), socialinę (pvz., konsultacijas ir informaciją, palengvinančią socialinę akademinės ir vietos bendruomenės bendravimą) ir akademinę (pvz., kuratorių paslaugas, lankstų kontaktinių valandų su dėstytojais grafiką).

Išanalizavus informaciją apie dėstytojus, pastebėtas jų gebėjimas lanksčiai prisitaikyti prie studentų teikiant jiems pagalbą (net jei kartais tam prireikia papildomų valandų). Tai rodo jų išipareigojimą užtikrinti gerą studijų patirtį ir jų darbo etiką ir pareigą rūpintis.

Kalbant apie šios programos dokumentavimą, reikia iš naujo peržiūrėti programos pavadinimo, jos tikslo, uždavinių ir numatomų studijų rezultatų darną. Plačiau prasme tai reiškia, kad reikėtų sukurti griežtus kontrolės mechanizmus, užtikrinančius kokybės kontrolę ir darną programos dokumentuose.

Susirūpinimą kelia tai, kad pagrindinius / specializacijos dalykus, pvz., logistiką, dėsto ne visu etatu dirbantys dėstytojai. Tai gali apriboti galimybes maksimaliai tobulinti šią programą ir turėti neigiamo poveikio studentų patirčiai.

Kalbant apie studentams skirtą grįžtamojo ryšio užtikrinimą, kolegija turi apibrėžti aiškia užduočių ir grįžtamojo ryšio teikimo tvarką ir ją taikyti kaip priemonę, užtikrinančią darnią studijų patirtį ir palengvinančią vertinimo proceso kokybės kontrolę.

LVK turėtų užtikrinti, kad būtų nuolat viešai prieinama atnaujinta pagrindinė informacija apie šią studijų programą (pvz., interneto svetainės, programos dalykų turinys, tikslas, uždaviniai), nes tai gali padidinti priimamų studentų skaičių. Svarbiausia pademonstruoti šios programos pastovumą ir gyvybingumą.

Kalbant apie studentų pritraukimą, reikia iš esmės pagerinti užsienio kalbų (anglų kalbos) žinias, taip paremiant šios studijų programos tarptautiškumo didinimo siekį (dėstytojų ir administracijos darbuotojų).

<...>

III. REKOMENDACIJOS

1. Būtina peržiūrėti studijų programos *Pardavimų logistikos vadyba* pavadinimo, tikslo, uždavinių ir numatomų studijų rezultatų suderinamumą. Privalu laikytis darnos ir atitikimo. Tikslo ir uždavinių supaprastinimas suteiks daugiau aiškumo numatant studijų rezultatus – jų kiekį reikia sumažinti iki racionalaus skaičius, kurį būtų įmanoma įvertinti, atsižvelgiant į kiekvieną dalyką.
2. Tikrinti visos akademinės veiklos dokumentaciją, siekiant įsitikinti, kad dokumentai atitinka standartą, yra svarbūs ir prireikus jiems taikomi taisomieji veiksmai, kurių poveikis įvertinamas. Visą šį ciklą reikėtų aiškiai dokumentuoti.
3. Aiškiai apibrėžti kolegijos vertinimo, darbų pateikimo ir grįžtamojo ryšio teikimo tvarką. Atsižvelgiant į turinio pobūdį, vertinimo formos gali būti įvairios (ne tik egzaminai). Rekomenduojama išnagrinėti vertinimo formas, kurios dera su praktiniu koncepcijų taikymu. Darbų pateikimo taisyklės turi būti vienodos visiems dalykams, pavyzdžiui, kokia yra tvarka pavėluotai pateikus darbus, kokios sankcijos ir t. t. Grįžtamojo ryšio teikimas turi būti dokumentuojamas, siekiant įsitikinti, kad jis yra savalaikis, kad studentams pateikiama

reikšminga informacija ir kad pažymiai yra pagrįsti atsižvelgiant į iš anksto nustatytus vertinimo kriterijus.

4. Reikėtų skirti daugiau dėmesio nuolatiniam šios studijų programos atnaujinimui. Lyginant šio patikrinimo ir ankstesnių vertinimų išvadas matyti, kad būtina labiau stengtis užtikrinti, kad būtų sprendžiamos abiejuose vertinimuose nurodytos problemos, nes šio vertinimo metu nurodyti trūkumai, atrodo, yra panašūs į nurodytus ankstesnio vertinimo metu.
5. Pageidautina, kad būtų atnaujintas (studijų) turinys ir įtrauktos naujos temos, pavyzdžiui, naujos logistikos technologijos ir verslumas; iš dalies tai galima padaryti priimant šių temų specialistus, dirbsiančius visu etatu.
6. Gerinti darbuotojų ir studentų užsienio kalbos įgūdžius. Iš dalies to galima pasiekti kviestinių dėstytojų ir akademinių mainų dėka.
7. Kalbant apie strateginę šios studijų programos vystymą, reikėtų apsvarstyti ir įgyvendinti aiškius planus, į kuriuos būtų įtrauktos socialinių dalininkų (socialinių partnerių ir studentų) pastabos, pvz., dėl specializacijų, jų objekto (*į ką jos orientuotos*) ir turinio. Be to, reikėtų sukurti aiškų priėmimo ir programos tarptautiškumo didinimo planą, įtraukiant į jį gerą lyginamąją analizę, vietos ir regiono rinkos stebėjimą ir tikslinės rinkos, kurioje pritraukiami studentai, apibūdinimą, užuot palikus visa tai atsitiktinumui ir prisitaikant. Remiantis tuo planu bus galima numatyti ir analizuoti šios studijų programos būsimą gyvybingumą.
8. Reaguojant į faktinę studentų padėtį ir ilginiui į naują priėmimą, reikia tobulinti nuotolinio mokymo įgyvendinimą. Tai apimtų dėstytojų mokymą ir specializuotą virtualaus mokymo(si) aplinkų kūrimą.

<...>

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

Vertėjos rekvizitai (vardas, pavardė, parašas)