SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto
VERSLO ADMINISTRAVIMO **PROGRAMOS (612N11002)**
VERTINIMO IŠVADOS

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EVALUATION REPORT
OF *BUSINESS ADMINISTRATION* (612N11002)
STUDY PROGRAMME
at Vytautas Magnus University

Grupės vadovas:
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Stasys ™agfldys

Eglė Seiliūt

Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Verslo administravimas*
Valstybinis kodas	612N11002
Studijų sritis	socialiniai mokslai
Studijų kryptis	verslas
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinės (4)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	verslo administravimo bakalauras
Studijų programos registravimo data	**1997-05-19**

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Business administration*
State code	612N11002
Study area	Social Sciences
Study field	Business
Kind of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Business Administration
Date of registration of the study programme	19-05-1997

CONTENTS

I. INTRODUCTION

Vytautas Magnus is a classical University, founded in 1922 and re-established in 1989. The University has 10 Faculties and currently offers 39 Bachelor degree programmes and a range of opportunities at Master's degree level

The undergraduate study programme in Business Administration (BA) is implemented by the University's Department of Management since the establishment of the Faculty of Economics and Management. This Faculty has responsibility for 3 study programmes at Bachelor degree level and 7 study programmes at Master's degree level.

This report covers the evaluation of the Bachelor degree programme in Business Administration carried out by an international expert review panel. The site visit to the University took place on 01 March, 2013.

The evaluation was conducted in accordance with legal requirements and in line with the guidelines and procedures of the SKVC. Prior to the panel's site visit, the University had provided all of the documentation required for the evaluation During the meetings with the different stakeholders, the team members reviewed the programme and assessed the learning environment which is provided for students. The focus of the panel's analysis was placed upon the criteria established for such a process.

II. PROGRAMME ANALYSIS

1. Programme Aims and Learning Outcomes

In the self-assessment review documentation presented by the University prior to the evaluation by the panel, the aim of the programme is described as:

õTo prepare business administration specialists of broad erudition and wide profile able to creatively apply theoretical innovations and professional achievements in professional activity, react to the changing Lithuanian and global business environment and different

business contexts, and work in modern Lithuanian and international organisations also in small and medium business companiesö.

This aim and the related objectives and learning outcomes across the dimensions of
- ⚔ Knowledge and its Application
- ⚔ Research Skills
- ⚔ Subject-specific Skills
- ⚔ Social Skills
- ⚔ Personal Skills

has given the programme its focus. The result is a structured curriculum which attracts 240 ECTS and is delivered over 4 years (8 semesters) in accordance with the Universityøs regulations. On a part-time basis, the duration would be 6 years over 12 semesters.

The study process consists of two elements:

- ⚔ General courses, which account for 23% of the curriculum and yield 56 ECTS
- ⚔ The remainder, which accounts for 77% of the curriculum and yields 184 ECTS.

In designing and monitoring the aims and learning outcomes, the University strives to ensure the relevance of the curriculum by keeping up to date with the needs of employers and with potential graduate opportunities in the labour market. These are identified from many sources, including the findings of high-level national and international research. Of particular significance in this context is the strategy devised for national progress i.e. ¬Lithuania 2030ø

The panel considers the programme to be well-designed, quality driven, integrated and evolving effectively in accordance with the employment and career development opportunities available for graduates. The Faculty has been awarded Eduniversal-Two Palmes Ranking on a regular basis, and as recently as 2012.

In general, the aims and learning outcomes of the programme are:

- ⚔ Accessible, clearly defined, compatible, flexible, and in accordance with the emerging economic climate, the needs of employers, suggestions from academic staff, and feedback from students/graduates/other social partners;

⚔ In line with national and international legal requirements and standards related to the preparation and development of business administration professionals;

⚔ Consistent with the title of the qualification and the curriculum which is offered to students.

2. Curriculum Design

The study plan is structured in accordance with existing legal documentation regulating higher education in the Republic of Lithuania, international requirements and University policy. The required integration between curriculum content, aims and learning outcomes has been established. As with all Bachelor studies at the University, the ethos and logic of a liberal arts education dictates the nature of the curriculum, which is divided into four groups of courses/subjects:

A - Obligatory (12-24 ECTS)
B - Introductory (not less than 16 ECTS)
C - Programme Specific (not less than 165 credits)
D - Optional (freely chosen, not less than 12 credits).

The scope of the programme has been designed to ensure the attainment of the prescribed learning outcomes. However, as a general comment, it is suggested that some wording used to describe particular learning outcomes could be strengthened in line with the higher-level descriptors regularly used in presenting learning outcomes at this level in higher education. As currently expressed, there appears to be an overuse of terminology which could be regarded as more appropriate to the description of learning outcomes at sub-degree level.

An emphasis is placed on ensuring that consistent and logical links are maintained between the learning outcomes and the criteria used for the evaluation of learning. Consequently, teaching and learning methodology has been devised as appropriate to each course/subject. The relevant combination of contact hours and independent student work helps to ensure the attainment of the stated objectives. In this regard, students with the required levels in a foreign language and in computer literacy may replace such courses/subjects with the study of two additional foreign languages, thereby seeking to acquire a competitive advantage over graduates from other Universities in Lithuania.

In relation to curriculum design and content, the panel has concluded that:
- ⚐ The scope of the programme is expansive and has been designed carefully to ensure the achievement of the aims and learning outcomes.
- ⚐ The content is up to date and fit for purpose.
- ⚐ There is no significant repetition/ redundant content across the range of courses/subjects.

In terms of further improvement and future development of the programme, the following suggestions are proposed:
- ⚐ The English terminology used in particular subject titles is worthy of review e.g. such titles as 'Educational Practice', 'Mathematical Analysis and Linear Algebra', 'Theories of Economics and Management', and 'Statistical Methods and Management' might be reconsidered to avoid any potential confusion regarding their nature or content. The syllabus for the subject entitled 'Theories of Economics and Management' contains economics material which either overlaps with or might be included within one of the Economics courses/subjects.
- ⚐ The sequence in which the courses 'Fundamentals of Finance' and 'Financial Accountingø are taken by students could present problems for learning effectiveness in those areas. The criteria listed for learning achievement/evaluation in the subject 'Fundamentals of Finance' require further clarification/revision.
- ⚐ It is necessary to expand the law content of the curriculum in accordance with international practice for Bachelor degrees programmes of this nature. Also, the expansive nature of the single 'Business Law' syllabus suggests that that the time allocated for delivery is insufficient to achieve the depth of coverage required at this level. Additionally, there appears to be scope to increase the coverage of health and safety at work issues within the curriculum.
- ⚐ In some countries, study programmes of this nature include a module entitled ‑Learning to Learnø or similar. The objective is to help the students to gain knowledge and develop skills regarding, for example, different learning styles, note taking at lectures, time management, effective study skills, stress management, and how to prepare for and complete assessment tests/examinations. This approach can help the student to become more self confident, develop a stronger commitment, adjust more readily to the transition from secondary education, and achieve a higher standard of academic performance.
- ⚐ Students should be reminded regularly of the links between the different courses/subjects within the curriculum, and how the content of the entire programme is relevant to their

future careers. An appropriate understanding of such integration, combined with a clear awareness of the type, significance of, and justification for the various assessment tests/ examinations is seen as essential in helping to motivate the students to fulfil their potential.

3. Teaching Staff

The composition and qualifications of teaching staff meet the requirements of Lithuanian legislation. Amongst the staff team there is an appropriate balance between theoretical knowledge and practical experience related to the courses/ subjects being covered.

The programme is taught by staff whose age grouping is as follows:
- ⚔ Below 35 years: 38%
- ⚔ 36-55 years: 42%
- ⚔ Over 55 years: 20%.

Only 12.5% of staff have less than five yearsø teaching experience. Professional development is regarded as essential for the teaching staff and, in recent years, fifteen academic staff members associated with the programme have improved their teaching qualifications. At the end of the year, each teacher must submit a report on his/her professional development over the previous twelve months. Feedback from students on the effectiveness of teachers helps the University and the staff member concerned to identify strengths and to focus upon areas where further improvement is necessary. Ultimately, this information can lead to changes in the composition of the academic team responsible for curriculum delivery.

The effectiveness of teaching staff has been enhanced as a result of members having gained those additional qualifications, and through the implementation of new teaching and learning techniques within the Department e.g. problem-based learning and a stronger emphasis on learning outcomes across the curriculum.

Continuous teacher engagement in research is essential for the success of the programme. Amongst the needs identified in this area are the presentation of more scientific papers at national and international conferences, and the acquisition of greater expertise related to subject content. The ongoing integration of theory and practice in curriculum delivery is being achieved in different ways e.g. established links to external projects, Erasmus staff exchange agreements,

contact with professional bodies, and the relationship which exists between some academic staff members and The Baltic Management Institute.

Since 2008, the University has operated a system whereby staff qualifications and ongoing scientific activity are significant in helping to determine professional prospects. In this context, The Centre for Quality and Innovations, established in 2011, represents a further significant resource for the development of teaching staff.

4. Facilities and Learning Resources

The University has undertaken infrastructural enhancements and renovations in recent years e.g. two classrooms were fully renovated, technically equipped and reopened by the Faculty in 2011. The information technology resources were also expanded in the same year, through the provision of six additional computers in an open study area, as an extra student facility.

The library has also been developed. Included in the resources now offered to students and staff is the availability of more than 20 scientific databases and a limited number of E-textbooks. The existence of virtual learning environments and collaborative systems helps to strengthen the overall quality of the services being provided. The University recognises that the capacity of the library to support the programme needs to be enhanced further. In this regard, the stock of printed materials, including textbooks, requires further expansion and updating.

The formal collection of student feedback and the attention paid to their suggestions for improvement represents an important feature in the maintenance of quality standards by the University, as does the work in progress to involve social partners to a greater extent in the development, delivery, and review of the programme.

The extent of student familiarity with all aspects of the curriculum is open to improvement. The manner in which this type of information is presented and its timing for maximum effectiveness needs be kept under regular review.

A more continuous and focused involvement in applied studies and research projects is seen as being necessary on the part of some teachers. The introduction of 'research clusters' is regarded by the University as an important initiative in helping to improve this aspect of quality assurance and management.

The overall study process and level of student motivation could be strengthened further in order to reduce the attrition rate. Each additional improvement in this area which builds upon the actions and initiatives of the University to date will not only increase the benefits for students already enrolled, but should also help to attract some more talented secondary school students to the programme.

5.   Study Processes and Student Assessment

Admission to the programme meets the legal requirements of the Republic of Lithuania and accords with the academic regulations of the University. The total number of applications has declined significantly, particularly in 2011 and 2012, due to factors which the University has identified. Despite this, competition for places remains high and the number of entrants has more or less stabilised over the last three student intakes, as follows: 2010- 55 students; 2011- 57 students; and 2012- 51 students.

Of concern to the University is the level of attrition, and the lack of motivation on the part of some students. The drop-out rate is said to be caused by a number of factors, including financial problems, a perception that the degree qualification may not be essential to secure employment, health issues, and poor academic performance.

In terms of how student assessment is conducted, the efforts of the University to combat and eliminate plagiarism are worthy of maximum support. Also in the context of assessment, students should be continuously reminded of the link between each assessment/examination and the learning outcome(s) being measured. A review of the volume and nature of student assignment/assessment tests is regarded by the panel as worthy of consideration. Somewhat fewer tests with higher weightings, together with an increase in the number of integrated assignments across subjects/courses could enhance the learning process and increase student motivation.

In recent years, the time allocated to lectures within the programme has been reduced, and an initiative known as 'Teamwork Employing IT' (15 hours per course/subject) has been introduced to allow students to consult with academic staff as part of the preparation of independent study group work.

Students are allocated two periods of practice: educational and pre-thesis. The aim of 'Educational Practice' (over 2 weeks) is to provide students with a better insight into the nature of future professional activities when they commence employment. The pre-thesis practice consists of 6 weeks (240 hours) in a company/organisation, together with reflection and the production of a report on the experience gained. The work practice and the final thesis components are allocated 15 credits each, while students are encouraged to participate in research and related activities over the entire duration of the programme. This approach serves to link theory and practice and, in the process, enhances both the learning process and the competence of the future graduate. The Career and Competence Centre at the University also provides a link between study and future career prospects for students. Amongst the activities of the Centre is the organisation of seminars on career development.

Student interest in mobility and internships within European organisations has been consistent over the past 5 years, with the University ranked regularly in the top five for such activity amongst Lithuanian higher education providers. A total of 14 agreements with partner Universities is currently in place under the Erasmus scheme.

In terms of graduate employment, the demand for holders of the qualification is high. A survey conducted by the University in September 2012 identified only 2% of graduates as ‑not workingø and still in search of employment. Progression to a Master's degree qualification represents another viable option for those who wish to continue their studies, either at home or in another country .Employers, in general, express a high level of satisfaction with the quality of the graduates produced by the programme.

The University places a strong emphasis on quality assurance and management in the development, implementation and review of the programme.The organisation of the study process ensures that the provision of the programme is effective towards ensuring that the stated learning outcome are achieved..

6. Programme Management

The principal administrative bodies or structural units responsible for the programme are:
- The Study Programme Committee (SPC)
- The Department of Management

⚹ The Management and Administrative Staff of the Faculty of Economics and Management, the Dean's Office, and the Faculty Board.

A logical, participative approach has been designed for problem-solving and decision-making purposes related to the programme. This involves consultation and cooperation between, for example, the SPC, the Department of Management, the Office of Academic Affairs, the Centre for Study Quality and Innovation, the Vice-Rector for Studies, the Office of Student Affairs, the Library and other University units.

The internal study quality assurance system is seen as robust in structure and implementation, although the involvement of only one social partner in SPC activities points to an identifiable area for improvement.

The University has identified the need for a stronger participation by some teaching staff members in Erasmus exchange schemes. This is to be encouraged. The involvement of academic staff in external activities can help to widen their experience. However, an appropriate balance is needed so that teaching quality and availability for consultation with students are not adversely affected by commitments outside of the University.

The provision of a work practice coordinator, together with the involvement of three other responsible persons in the implementation of the work placement component is indicative of the emphasis being placed on this aspect of the programme. The introduction of systematic graduate surveys in 2012 represents a further development in the acquisition of feedback related to effective programme management. In the same context, there is a proposal by the University to introduce a teaching quality evaluation database.

The initiative in Spring 2012 whereby procedures were introduced for the evaluation and recognition of non-formal learning achievements is to be commended, as is the provision of an opportunity for students to gain an additional Certificate in Minor Studies.

The involvement of alumni and other social partners should be strengthened further. It is apparent that strong informal links exist already between the University and these stakeholders. In order to achieve the most effective cooperation, it would be beneficial to formalise structural arrangements and agreements to build upon and maximise the obvious goodwill which exists towards the programme and the institution. In this regard,, the introduction of an awards scheme

whereby outstanding achievements on the part of alumni would be recognised by the University could help to enhance the status of the qualification and also promote the programme.

III. RECOMMENDATIONS

- ⚔ The University's ongoing attention to curriculum design and review should continue to utilise feedback gathered from students/graduates/social partners/employers, and all other stakeholders. Regarding suggestions for further improvement, some student opinion has indicated that there seems to be an insufficient linkage between the content of certain courses/subjects and the world of work. There is also a need for additional case study material to enhance the practical dimension of the programme.

- ⚔ The fact that students may use the resources of other libraries is encouraging. However, this should not diminish the University's efforts to expand and update recommended reading material. As already indicated, the sparsity of current textbooks for some courses/subjects is a cause of concern, despite the availability of suitable databases.

- ⚔ It is essential to ensure the ongoing relevance and appropriateness of information technology hardware and software. Such learning resources should be made available in sufficient quantities and be readily accessible for student and staff usage.

- ⚔ The reference in the programme document to õuncomplicatedö or õsimpleö questions as part of the learning achievement evaluation understates and devalues the standard of both the qualification and the curriculum. A more exact form of wording is required. The necessity that students taking assessments/examinations should answer correctly —at least halføof the questions is ambiguous and could be open to misinterpretation.

- ⚔ The subject Cost Accounting should be mandatory for students of the programme. A more explicit reference to business ethics across the curriculum is also needed, together with an expanded coverage of law, as indicated above.

- ⚔ The University should develop comprehensive procedures for the formal recognition of prior learning and prior experiential learning on the part of students and potential students. Such a system would afford due recognition to candidates who had already achieved some of the stated learning outcomes associated with the programme.

- ⚔ A wider coverage of the structure and policies of the EU, insofar as these relate to business policy and development, is recommended for inclusion in the curriculum

IV. SUMMARY

The programme is the subject of a favourable review, and it is apparent that there is a strong commitment from staff at all levels to ensure continuous improvement in programme design, delivery and evaluation.

The suggestions and recommendations outlined above should be considered as a unit by the University. These are presented by the expert panel to enhance further what is already an effective and successful programme.

The panel members wish to thank the staff and students of the University, and all the other stakeholders whom we met, for the courtesy and cooperation extended to us on the occasion of the site visit.

V. GENERAL ASSESSMENT

The study programme Business administration (state code ó 612N11002) at Vytautas Magnus University is given a 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	4
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	4
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	**20**

*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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VYTAUTO DIDŽIOJO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *VERSLO ADMINISTRAVIMAS (*VALSTYBINIS KODAS – 612N11002) 2013-05-27 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-155 IŠRAŠAS

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V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didfliojo universiteto studij programa *Verslo administravimas* (valstybinis kodas ó 612N11002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities vertinimas, balais*
1.	Programos tikslai ir numatomi studij rezultatai	3
2.	Programos sandara	4
3.	Personalas	3
4.	Materialieji i–tekliai	3
5.	Studij eiga ir jos vertinimas	4
6.	Programos vadyba	3
	Iš viso:	20

* 1 - Nepatenkinamai (yra esmini tr kum , kuriuos b tina pa–alinti)
2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)
3 - Gerai (sistemi–kai pl tojama sritis, turi savit bruofl)
4 - Labai gerai (sritis yra i–skirtin)

1. IV. SANTRAUKA

Programos vertinimas palankus; akivaizdu, kad vis grandfli darbuotojai yra pasiruo– d ti visas pastangas nuolat tobulindami programos sandar , vykdym ir vertinim .
Universitetas tur t atsiflvelgti auk– iau pateiktus pasi lymus ir rekomendacijas kaip visum .

Ekspert grup juos pateik , kad jau dabar veiksminga ir s kminga programa b t dar stipresn .

Ekspert grup s nariai nor t pad koti universiteto personalui ir studentams bei visiems kitiems socialiniams dalininkams, su kuriais jie susitiko, ufl malon sutikim ir bendradarbiavim vizito auk–t j mokykl metu.

2. III. REKOMENDACIJOS

- ♈ Nuolat atsiflvelgdamas programos sandar ir perfli r , universitetas tur t ir toliau pasinaudoti student , absolvent , socialini partneri , darbdavi ir kit socialini dalinink atsiliepimais. D l tolesnio tobulinimo verta pamin ti, kad kai kurie studentai susidar nuomon , jog s sajos tarp tam tikr kurs / dalyk turinio ir profesinio pasaulio yra nepakankamos. Taip pat reikia papildomos atvej analiz s medfliagos siekiant sustiprinti praktin programos aspekt .
- ♈ Tai, kad studentai gali naudotis kit bibliotek i–tekliais, yra skatintina. Ta iau tai netur t sumaflinti universiteto pastang prapl sti ir atnaujinti rekomenduojam

literat r . Kaip jau buvo nurodyta, kai kuri kurs / dalyk vadov li tr kumas kelia nerim , nepaisant galimybi naudotis tinkamomis duomen baz mis.

- B tina ufltikrinti, kad informacini technologij technin kompiuterio ir programin ranga b t –iuolaiki–ka ir tinkama. ™Ⱶ i–tekli tur t b ti pakankamas kiekis; jie tur t b ti prieinami studentams ir darbuotojams.
- Savianaliz s suvestin je nurodyti šnesud tingiõ ar špaprastiõ klausimai kaip mokymosi pasiekim vertinimo dalis menkina ir nuvertina tiek kvalifikacijos, tiek programos lyg . Reikia tikslesn s formuluot s. Reikalavimas, kad vertinami / egzaminus laikantys studentai teisingai atsakyt šbent pus õ klausim yra dviprasmi–kas ir gali b ti suprastas neteisingai.
- šS naud apskaitosõ dalykas tur t b ti privalomas programos studentams. Taip pat programoje reikia detaliau i–d styti verslo etik , o teis s tem apimtis tur t b ti platesn , kaip nurodyta auk– iau.
- Universitetas tur t parengti i–samias oficialaus esam ir b sim student ankstesnio mokymosi / patirties pripaflinimo proced ras. Tokia sistema leist tinkamai pripaflinti kandidat , kurie jau yra pasiek tam tikrus numatomus programos studij rezultatus, geb jimus.
- Rekomenduojama programoje daugiau skirti d mesio ES strukt roms ir politikai, kiek tai susij su verslo politika ir pl tra.

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