



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus kooperacijos kolegijos (Vilniaus skyrius)
VERSLO VADYBOS STUDIJŲ PROGRAMOS (653N20011)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *BUSINESS MANAGEMENT (653N20011)*
STUDY PROGRAMME
at Vilnius Cooperative College (Vilnius Branch)

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Verslo vadyba</i>
Valstybinis kodas	653N20011
Studijų sritis	Socialinių mokslų
Studijų kryptis	Verslas ir vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė, 3 metai, iššęstinė, 4 metai
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo ir vadybos profesinis bakalauras
Studijų programos įregistravimo data	2002-06-26 Nr.1190

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Business Management</i>
State code	653N20011
Study area	Social sciences
Study field	Business and management
Kind of the study programme	College studies
Study cycle	First
Study mode (length in years)	Full-time (3 years), Part-time (4 years)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor of Business and Management
Date of registration of the study programme	26-06-2002 Nr.1190

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I. INTRODUCTION

In accordance with the Lithuanian law on Higher Education and Research, dated 30 April 2009 (No XI-242), with the Procedure for the External Evaluation and Accreditation of Study Programmes approved by Order No ISAK-1652 of 24 July 2009 of the Minister for Education and Science of the Republic of Lithuania (*Official Gazette*, 2009, No 96-4083) and the order of the Minister of Education and Science of Lithuania “Re. General Requirements for the study programmes” (9th April 2010: No. V-509), an External Evaluation Team (hereinafter the expert team) has conducted an Evaluation of the Professional Bachelor degree study programme in Business and Management which is implemented by the Department of Management at Vilnius Cooperative College (hereinafter VCC).

In conducting their evaluation of the Study Programme, the expert team has acted in compliance with the “Methodology for Evaluation of Higher Education Study Programmes” (Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education).

Following the guidance of the Lithuanian Centre for Quality Assessment in Higher Education (hereinafter SKVC). VCC has prepared a self-evaluation report (hereinafter SER) for the study programme Business Management, which is being carried out in full-time and part-time study forms, in Vilnius and Kaunas branches. After completing this study programme the graduates are awarded Business and Management Professional Bachelor qualification degree and get Professional Bachelor Diplomas.

Self-evaluation has been carried out by the working group formed by the Director order No. 1-153, on 17 April, 2012. The working group was assisted of all College departments, teachers and students. The forming of the self-evaluation preparation working group, the distribution of responsibility and the group was scheduled and is presented in SER (Appendix 2.)

VCC is a non-state higher education institution and was founded in 2000 by CE Union of Lithuanian Cooperatives. The College has branches in Vilnius and Kaunas, accredited 9 study programmes. In 2012 – 2013, according to there are 7 study programmes offered in 3 study areas, 991 student are instructed by 82 teachers SER (page 4 (3)). During the site visit the expert team noticed that there is another title of VCC used for marketing purposes in English - Vilnius Cooperative University of Applied Sciences; this should be reconsidered in order not to mislead potential students and to position internationally as Vilnius Cooperative College.

The Business Management programme shares the same code with the study programme delivered in the VCC campus in Kaunas. There was strong interaction between SER members from both campuses in preparing SER which was demonstrated during the meeting with the representatives of the SER team.

The international external evaluation of the programme took place on Wednesday, 15th of May, 2013 and included a site visit to the College both campuses in Vilnius and Kaunas. In addition to its examination of the SER, the expert team collected information, data and evidence on which to base its conclusions in the course of the field visit through meetings and other means. During the field visit the following meetings in both campuses in Vilnius and Kaunas took place:

- Meeting with administrative staff of VCC;
- Meeting with the staff responsible for the preparation of the SER;
- Meeting with teaching staff;
- Meeting with students;
- Meeting with graduates;
- Meeting with social partners;
- Visiting and observing various support services (classrooms, library, computer services, etc.);
- Examination and familiarization with students' final projects, examination material.

The expert team was led by Dr. Michael Emery (UK) and the other team members were Mr. Paul O'Sullivan (Ireland), Prof. dr. Tatjana Volkova (Latvia), Ms. Karolina Zelbiene (Lithuania) and Mr. Dionis Martsinkevichus (student representative, Lithuania). A brief oral feedback was provided by the Team leader at the end and of the site visit. The expert team later reviewed its findings and produced a written draft report which was submitted to SKVC. The College had the opportunity to comment on the draft report prior to its publication.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The programme aims and learning outcomes are well defined, clear, publicly accessible and well communicated among students and stakeholders and are based on the academic and/or professional requirements, public and labour market needs. Appropriately, the learning outcomes are linked to the study programme, the study methods and the study subjects.

The purpose of the study programme is related to the mission of VCC and strategic objectives which are stated in the strategic plan of VCC for 2010-2015. According to SER (p. 6 (24)) the programme aims are to prepare business managers who can evaluate business environment, prepare the enterprise (headquarter) activity plans based on economic and financial calculations and organize, coordinate and control their implementation, guide and motivate staff, evaluate the possibilities of business expansion and work in a permanently changing environment. It helps to develop student's abilities that reflect expected level of the first cycle studies that is within the Lithuanian Qualification Framework and the expert team confirms this. The aims and learning outcomes are consistent with the level of studies and the undergraduate programme and the professional bachelor qualification degree in management is awarded after completion of studies.

As it is stated in the SER (p. 5 (18)) the VCC by implementing the Business Management study programme, seeks to contribute to the economic growth and generating the main condition of growth, i.e. preparing high quality specialists having the contemporary professional skills, abilities and the need for a continuous improvement, able to solve and organize the activity of an enterprise and its headquarters and execute other functions of a management specialist, find and develop their own business.

The Business Management study programme has 3 specializations: Trade Business Management, Business Administration and E-business Management. The VCC considers that this makes the programme special as compared to other programmes of the business and management type in VCC and other Lithuanian similar institutions. This particular study programme is the most popular one among other study programmes at the College, it is the choice of almost one third of all the College students (SER, p. 6 (22)).

There is a demand for the study programme graduates as it is determined by the expansion of the sectors of trade and services in Lithuania. The College is surveying graduates about compliance of acquired competencies with the demand of labour market. Although there are 13,4% registered and not employed during a year (SER, p.6 (21)). At the same time it was admitted during site visit that the unemployment rate of graduates of year 2012 is among one of the lowest among College graduates according to the magazine “Veidas” (2013/03/18) based on data of the Lithuanian Labor Exchange.

The VCC pays close attention that students of the study programme are counseled on the career possibilities by the Career Centre. The Career Week is organized annually which aims at helping students to prepare for their careers, mediate between employers and students on the job search and career opportunity issues. The Working group was established at VCC to look for the enhancement of graduate's employment.

There is clear evidence that in 2008-2012, **the number of the enrolled students to the Business Management study programme is declining**. Admission to the non-state colleges in Lithuania reduced 30% in 2008-2012. The number of applicants to VCC Business Management program has decreased by 80% during the last five years. Regarding of further development of study program to meet needs of the labor market there is a clear trend that the target group of students is part time students. The expert team addressed this issue during the site visit and got clear information that VCC administration has already considered this issue and going to implement the distance learning mode to target new emerging needs of students and labor market (for example the wish of former students, who emigrated to other countries, to complete the studies at VCC from abroad, etc.) One of the reasons for declining number of students in this particular program is associated also with new study programmes introduced by VCC to respond to changing market demands. The subjects of the Study programme specializations Trade Business Management, Business Administration, E-business Management, extend the knowledge and abilities needed for a particular professional activity. The volume of every specialization is 12 credits each. Students choose one of the specializations in the second year of studies.

There is not clear alignment of aims of specializations and study program. The aim of Trade Business Management specialization is to enhance the capacity to organize the process of purchase and sale of goods, form and manage the range of products, simulate the movement of goods in local and international markets. At the same time during meeting with academic staff some opinion was communicated that the reason for offering this specialization is that 22 % of Lithuanian GDP is related to trade and „professional cashiers“ are needed. The purpose of the programme is to prepare managers and thus VCC have to be sure that in this specialization emphasis is on a broader set of competencies rather than on the front desk responsibilities.

During the meetings with academic staff as well as during the meetings with graduates both in Vilnius and Kaunas it was repeatedly noted that the word Trade Business Management specialization still has an association with ‘professional cashiers’ even if the aim of the program is much wider. We find it a challenging situation for the program positioning and recommend a stronger emphasis on entrepreneurship in the curriculum.

The aim of Business Administration specialization is to enhance the capacity in effective administration of the enterprise (headquarter) activity, supervise the group of project preparation and implementation; assess the possibilities of business development in international markets. It is necessary to admit, that specialization Business Administration title and content need to be reconsidered as approach that business is administrated is outdated as it is also been outlined by the representatives of academic staff during the meeting: “Business Administration specialization needs to be repositioned as market side slightly changed” and suggested that moving emphasis on Entrepreneurship direction would be helpful.

As the study program aims states that this program is seeking to prepare graduates who can create own companies there is a clear need to consider introduction of the course in Entrepreneurship to enhance development of skills to set up new businesses.

The aim of E-business Management specialization is to enhance the capacity to analyze and systemize the information necessary for the business in the virtual environment, create models of e-business, make use of the virtual network access in business and this is relevant to emerging market needs.

One area missing for this study programme and specializations is an international approach, this leads to suggestion that more international aspects could be emphasized in the programme. At the same time during the site visit the information was provided by administrative staff that VCC is going to open double degree study program with foreign partner from Finland. VCC administration is looking to recruit international students, including from Russia. It proves that VCC is seeking new opportunities to improve the quality of study program.

The title of the programme, its learning outcomes, content and the qualifications offered are compatible with each other and focus on business and management except for some issues addressed above.

2. Curriculum design

The purpose, aim and content of the study programme meet legal requirements. The total credits are 180. The full-time studies continue for 3 years (6 semesters). Part-time studies continue for 4 years (8 semesters). The volume of one study year is 45 credits. One study credit takes 25-27 conventional student working hours. The different number of credits in semesters (21 and 24 credits) is conditioned so that every subject is scheduled to be completed within one study year.

The number of study subjects per semester does not exceed seven in the study programme. The volume of one subject is no less than 3 credits. The volume of subjects and their place in the study plan is related to the learning outcomes. The studying of each subject ends with an exam or evaluation of a student's (or a group of students) individually performed project work.

The logic layout of the programme over 3 years for full time and 4 years for part time studies and the sequence of the subjects are evenly spread, subjects are not repetitive and are logically progressive. The supplementary details on the content of the subjects are included in the SER annex. Upon examination of the subjects and also examples of the student's independent work, the content and challenge is appropriate for an undergraduate programme.

VCC ensures practical learning at all important levels. To form practical professional knowledge, abilities and automatic actions is the professional practical training provided, which is coherently set out in the study plan and create preconditions for the achievement of learning outcomes. Business Organization and Modeling practical training is carried out in the simulation practical training firm at College in the second (in part-time studies – third) study year. Professional training is carried out according to the chosen specialization in trade, production, service enterprises in the third (in part-time studies – fourth) study year. Special study plan part embraces Final professional training in the business company, the Final Project and optional subjects. The Final professional training, which aims at analyzing the enterprise's activity, collecting data for the Final Project and conducting research, is performed and the Final Project is prepared in the last semester of studies. The greater emphasis on research methodology helping to build theoretical framework for analysis in the Final Project during studies needs to be elaborated.

The content and the teaching methodology used ensure that the intended learning outcomes at study programme and subject levels are attainable. There are clear links between the programme LO and those of the subjects as indicated in the SER in some detail and also particularly so in the very full subject descriptors. Business Management study programme content and the study methods are updated, considering the analysis and solutions of situations and cases; as well as the development of students' critical thinking and application of the study programme for teaching in a foreign language.

The scope of the programme is sufficient to ensure learning outcomes. The professional development opportunities of staff are provided thus ensuring that the latest issues in business are presented in the study subjects. However, some subjects could be considered for inclusion

within this study programme. At the same time the suggestion is to put greater emphasis on core management subjects in the study program like Leadership and Change management, Project management, Public speaking, Client relationship management, etc as well put greater emphasis on the development on personal development and soft skills needs to be addressed to reach the aims of the study programme.

The study programme committee and Management Department who are responsible for the implementation and updating of the programme during annual evaluation of the study programme needs closer attention paid to the needs of changing labour market, comments and recommendation of students and wider stakeholders. The wider involvement of graduates and stakeholders are needed in to ensure that the curricular content of the programme reflects the latest achievements in science, art and technologies and changing market needs. The establishment of advisory board inviting representatives from business community should be considered.

3. Staff

In 2008, in VCC Vilnius branch worked 130 people. In five years the staff number has decreased by 30%. In 2012 there were 90 employees (SER, p. 11(54)).

The teaching staff is formed according to LR law regulations and other normative documents and the data presented in the SER confirms the fact that VCC Vilnius branch teaching staff's practical and academic experience is sufficient to ensure learning outcomes of the program.

All the teachers have Master's degrees in various scientific fields. Teaching staff composition fulfils all the formal criteria: 87% of teachers have no less than 3 years of practice in the sphere of the taught subject, 28% of study field subjects are taught by scientists, 26, 6% teachers have scientific degree, the number of students per one teacher establishment is appropriate (27 – for all performed study programmes in the field of social sciences, 30 – Business Management programme) (SER, p. 12 (58)).

56% of the teaching staff is full-time employees at VCC Vilnius branch. The remaining teachers have other colleges, universities or other enterprises as their primary employers. The VCC is increasing involvement of all the social stakeholders, appointing supervisors and reviewers of final projects, members of qualifying boards.

The structure of the academic staff according to the age groups is not very balanced, almost 50% of teachers belong to the group of mature aged teachers (more than 50 years old). This requires closer attention from the administration to ensure that age balance is much better achieved.

VCC creates conditions for the professional development of the teaching staff necessary for the provision of the programme and it was proved during the meeting with academic staff that in average 12 days are provided by the VCC. Current teaching methods are widely applied. The

teacher's professional development is organized considering the needs of the study process, the strategic plan, teachers' requests and their worked-out scientific-teaching plans.

The College has 38 foreign partners. The teachers have numerous possibilities to go abroad for training or give lectures themselves. There are also many projects carried out by VCC thus providing possibilities for academic staff to develop their qualification, e.g., 27 teachers of the current programme work in the Project "Updating of VCC study programmes and development of internationalization"(SER, p.14 (74)).

Various academic staff participated in projects, internships, conducted lectures at foreign institutions. Research activities are integral part of the academic staff. Academic staff of VCC prepares articles, publications and part of them are published scientific articles in recognized scientific journals and databases. All the teachers participated in conferences and seminars. New study materials are prepared. There is a number of external research projects, in which those College teachers who executed the Business Management programme participated and prepared the final projects.

The expert team confirms that teaching staff's composition ensures an adequate level of provision of the program, however the possibility to invite foreign lectures in the program should be considered. As well, current English language skills among students and staff should be addressed as an area for further improvement.

4. Facilities and learning resources

The general registered area of premises of the College in Vilnius is 6,7 thousand square meters which exceeds minimum of premises per student ratio set by MOSTA (Research and Higher Education Monitoring and Analysis Centre). Half of this area is devoted for educational activities. In the training block there are rooms, computer rooms, a library and other premises for studying. The rooms are positioned on the three floors of the teaching block and on the ground and first floor of the dormitory, they conform to the occupational safety and health and hygiene requirements. During evaluation visit the expert team were convinced that the premises for studies are adequate both in their size and quality and there is adequate arrangements for students' practice.

The teaching and learning infrastructure is sufficient and good quality. There are permanent multimedia projectors in 14 rooms. There are seven rooms with personal computers and various software installed. There is a high-speed optical Internet connection. Students use their laptops in computer rooms, the library and the dormitory reading hall. Much additional technical equipment is used for execution of studies: the video projection equipment, the mobile scanning equipment MIMIO, overhead projectors, video and sound recorders, copying machines, etc. However there is a space for further improvement as currently not all the rooms are equipped with the stationary computerized working places for teachers and video projecting equipment.

VCC has adequate arrangements for student's practice. For the development of practical entrepreneur automatic actions, the business practical teaching firm "REDA" is established, where the activity of a real business enterprise is simulated, is implemented. Students perform functions of staff, finances, purchases, sales and marketing departments.

As the study program aims state that this program is seeking to prepare graduates who can create own companies there is a clear need to focus on the development of skills needed for setting up new businesses. For strengthening of the program, along with the stronger emphasis on entrepreneurship in curriculum as already noted, establishment of Business incubator could be a good investment to foster entrepreneurship among students and to facilitate start-ups of students companies could be considered.

The College library consists of two branches: Vilnius Central Library and Kaunas library. The structure of the libraries is: the funds storage, an open fund, a reading hall, a computer hall. There are 15 computerized working places in Vilnius and 9 in Kaunas Internet reading halls. There is a wireless Internet connection. Students can use the Internet, e-mail and various programme for studies ("Stekas – accounting" (JSC "Stekas"), „Balansas“ (JSC "Rivilė"), SPSS and others) for free. In 2010, both libraries were refurbished; bookshelves were replaced.

The library has the access to the EBSCO Publishing databases and bibliographic information management program RefWorks from the project "eMoBD.LT: the Opening of Electronic Research Databases for Lithuania" funds. The relevant literature to the program is available meeting the demands of MOSTA. The College's subscribed databases contain more than 62 000 scientific publications and 1972 e-books in English, as well other teaching material. Teaching materials are adequate and accessible.

5. Study process and learning assessment

The study program focuses on the implementation of innovative study methods, evaluation methods of learning outcomes and the listing of criteria, and students counselling.

The study programme learning outcomes evaluation system is clear, publicly available and suitable to evaluate study results. In the descriptions of the study subjects (SER, Appendix 5) learning outcomes are formulated so that their results could be evaluated according to the definite criteria. The study programme subjects' results create assumptions to implement consistently the learning outcomes of knowledge, understanding, application, analysis and synthesis levels. The learning results include the general, study field, optional and specialization course units *Knowledge and the cognitive, practical, transferable abilities*, needed to acquire the manager qualification.

The students' learning outcomes criteria are related to the study results and are indicated in the description of every subject. The study results of every subject reflect the results of a study programme. Appropriately, a student is assessed according to his learning outcomes. Assessing the study subject, the cumulative score is used, which composition is calculated according to the

proportions indicated in the programme description. In the cumulative assessment, the learning outcomes are assessed by the midterm and final exams. A subject's semester final mark is composed of the sum of the midterm assessment and an exam or a student's project marks multiplied by weighting coefficients. Although it is necessary to admit that as it is stated in the SER (p. 11 (53)) not all the criteria for the assessment of learning outcomes are clear, specifically for the assessing the level of the students' achievements. Practicable performance, the monitoring and corrections of the assessment criteria of study learning outcomes needs close attention by the Study Programme Committee.

According to the requirements for college level studies study programme subjects are divided into three parts: general subjects, study field subjects, special study subjects combining the final practical training, the preparation of the final project and optional subjects.

Students' knowledge and abilities are evaluated by the application of accumulative evaluation system, which allows to evaluate a student's progress during the whole semester. The final assessment consists of the general evaluation of intermediate accounts, individual or group work performed during practice and the project work. Examination session time is in the study process schedule.

The general study volume, separate subjects and their groups, the final project, students' individual and class work, practice and other practical training volumes conform to the requirements of legislation. It refers also to the proportion between the contact and individual work of a subject and is in compliance with legal requirements. The academic staff applies the latest IT technologies, MOODLE environment to communicate and counsel students. The distance education is going to be executed from next study year.

Innovative teaching and learning methods are applied in the study program like problem solving, group work, case studies, business simulation, team work, etc. thus developing students' critical and analytical thinking, problem solving abilities, creativity, independence, responsibility and constructive activity.

The student drop-out rate is still very high indeed. As it stated in SER (SER, p. 24 (128 - 129)), only about 60% of the enrolled students graduate from the full-time Business Management studies and only 40% of the enrolled students graduates from the part-time studies. In order to reduce drop-out rate a tutor to the first year students has been provided. Although administration is looking to ensure the quality of studies and to keep certain level of students performance, still much closer monitoring of the reasons and actions regarding to the drop-out rates is further needed. The students' retention strategy could be elaborated in order to ensure that students who are motivated to study have the necessary counseling.

Students provide feedback at the end of each semester on studies. Students have possibilities to participate in the scientific, developing citizenship, cultural and sports activities. To enhance students' activities new structures been established at VCC, in 2012, the Young Researchers Club was established, which aims at involving students into the scientific-exploratory activity: to

prepare the projects of applied nature; participate in the conferences organized by other high education schools and make per presentations. In 2012, the Alumni Club was established, which activity provides more opportunities to enhance the study process continue and develop the relation between the College community and the graduates. All students have the possibility to live in a dormitory of the College.

There are international partnerships created at VCC. As noted above, the College cooperates with 38 foreign educational institutions. The College is the member of international (EURASHE, UNDP GLOBAL COMPACT) as well as of local organizations and associations, actively participates in the EU Life-Long-Learning (ERASMUS, LEONARDO DA VINCI, GRUNDTVIG), youth (YOUTH IN ACTION) programmes. 23 students from VCC Vilnius branch visited foreign institutions (in Finland, Belgium, UK, etc.) for 4-5 months studies during the assessed period, 9 students visited foreign institutions for practice. As well students are willing to join the ERASMUS students and together study subjects in a foreign language. . The expert team suggests looking for more partnerships in English speaking countries and to more specialized Colleges, for example at Nottingham in the UK.

Graduates survey shows (SER, p. 29 (160.) that they would liked to have more practical training (58%), entrepreneurial skills (28%) and better knowledge of English (65%). The College considered this opinion and established the Entrepreneurship Club, added the second foreign language into the list, and provided students with wider possibilities of choosing subjects in English.

6. Programme management

The responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated in the internal legal documents and performed by Academic Board, Management Department, Study Programme Committee, etc. The Committee is responsible for the initiation of the study programme updating, execution control, quality and development what is taking place regularly. Since 2010 the study program was reorganized according to the ECTS system. Students are well represented in the management bodies and have opportunities to give proposals to the Departments and the Academic Board regarding improvement of the study program.

The internal quality assurance measures are effective and efficient. Implementation and development of the study programme is the integral process part of the College Internal Study Quality Management System (hereinafter CISQMS) introduced since 2008 according to the ISO 9001 standard. The internal quality assurance system is continuously improvement to meet the requirements of European Standards and Guidelines of quality assurance. With the view of strengthening the management of the quality of the implemented study programme (according to the outcome of College Internal Quality Management System Improvement Project VP1-2.1-ŠMM-04-K-02-004, implementation period 2011-03-01–2013-04-15). The improved organizational structure should generate better internal conditions for the improvement of the study programme quality.

Information and data on the implementation of the programme are regularly collected and analyzed, e.g., at the beginning of 2013, the survey of a sociological effect was started: the independent researchers conduct surveys and discussions with the College teachers, students, administrative staff, graduates and employers on the completeness of study quality means and the quality of dissemination of information. Means of observation and development (students and academic staff surveys, discussions, analysis of learning outcomes, etc.) applied in the College allows one to assess the efficacy of the study programme implementation, especially on the basis of learning outcomes. The outcomes of internal and external evaluations of the programme are used for the improvement of the programme.

The evaluation and improvement processes involve stakeholders. The College provides students with placements. The social stakeholders - employers, the College Establisher CE *Union of Lithuanian Cooperatives* and managers of its legal enterprises, the representatives of placements, the representatives of other higher education institutions, etc. are invited to the final project assessment boards, supervise and review students' final projects, provide training for teachers and are invited as guest lectures. Stronger engagement of graduates and other stakeholders representing broader range of business community would be very beneficial for further development of this study program. For the benefits of the program development the expert team find it critical to involve the broader range of stakeholders aiming to get more insights regarding program positioning in the market, development of specializations, etc. The proposed body should act more on strategic level, serve as advisor in identifying the strategic objectives of the College.

It is necessary to admit that the further study program development plan needs to be elaborated including goals and indicators to be achieved. As it was noted by the expert team during the site visit the strategic meeting of the program development takes place once a year and the team recommends to arrange these meetings more regularly including social partners representatives to analyze the development opportunities of the program. Advisory Board of Stakeholders including a wider range of business community representatives' establishment would be beneficial for program development and, as noted above, should be established.

III. RECOMMENDATIONS

1. Adjustment of study programme aims and learning outcomes is needed to the specialization of the Trade Business as well stronger emphasis on entrepreneurship in the curriculum is needed to match the aims of the programme;
2. Adjustment of the core subjects is now required aligning with aims and learning outcomes and mission of VCC; there is a lack of core management subjects;
3. Staff age structure and ability in English needs reviewing at Vilnius; foreign exchange staff need to be invited;
4. The student's retention strategy should be elaborated; in order to ensure that, much improved counseling for students is needed; the programme needs rebranding;
5. Establishment of Business Incubator at Vilnius to facilitate start-ups of students companies should now be considered and is recommended by the expert team;
6. This programme needs much improved internationalization to make it more appropriate for the 21st century; Lithuania is international and part of the EU;
7. Establishment of Advisory Board with a formal agenda and minutes of the meetings involving a broader range of stakeholders for the benefit of development of programme should be considered;
8. There needs to be more regular strategic planning and implementation meetings of senior staff to improve overall efficiency and speed of action;
9. A stronger advertising policy is required to engage the public and potential students for this programme at Vilnius.

IV. SUMMARY

The main strengths of the study program *Business Management* include the following:

1. Internal quality assurance system has a growing presence in the development of the program and VCC;
2. The professional development opportunities for teaching staff are given rather high priority;
3. At the Vilnius campus, facilities are broadly suitable overall; the campus location is good;
4. Teaching methods delivered in the program are updated and appropriate for the achievement of the intended learning outcomes;
5. Mobility opportunities for students and teaching staff are available.

The main weaknesses of the study program *Business Management* include:

1. The specialization Business Administration within the study program does not correspond with the latest market trends and the needs of students. Stronger emphasis on entrepreneurship in curriculum would be desirable to match the aim of this study program; relevant adjustment is need to the aims and learning outcomes;
2. There is a lack of core management subjects in the programme study field subjects part aiming at obtaining necessary competencies in the field of Business management;
3. A Business Incubator is now strongly recommended by the expert team at Vilnius;
4. Staff age structure and English ability needs reviewing; foreign staff needs inviting;
5. Weak positioning of the program is not helping to cope with declining number of students at Vilnius;
6. Retention strategy is not developed in order to prevent high dropout rates of students;
7. Somewhat weak internationalization of study program needs considerable improvement for the 21st century;
8. Stronger involvement of graduates and other stakeholders of representing wider range of business community for the development of this study programme is needed. An effective committee structure needs establishing with a formal agenda and minuted to address this issue;
9. An effective advertising process is urgently required to engage the public and potential students for this programme at Vilnius.

V. GENERAL ASSESSMENT

The study programme *Business Management* (state code – 653N20011) at Vilnius Cooperative College (Vilnius Branch) 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	3
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)	2
	Total:	16

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

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

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

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

Grupės vadovas:

Team leader:

Dr. Michael Emery

Grupės nariai:

Team members:

Prof. dr. Tatjana Volkova

Mr. Paul O'Sullivan

Ms. Karolina Zelbienė

Mr. Dionis Martsinkevichus

**VILNIAUS KOOPERACIJOS KOLEGIJOS (VILNIAUS SKYRIAUS) PIRMOSIOS
PAKOPOS STUDIJŲ PROGRAMOS *VERSLO VADYBA* (VALSTYBINIS KODAS –
653N20011) 2013-06-28 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-262 IŠRAŠAS**

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V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus kooperacijos kolegijos (Vilniaus skyriaus) studijų programa *Verslo vadyba* (valstybinis kodas – 653N20011) vertinama **teigiamai**.

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

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

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IV. SANTRAUKA

Pagrindiniai studijų programos *Verslo vadyba* privalumai:

1. Vidinė kokybės užtikrinimo sistema vis daugiau pasitelkiama programos ir VKK tobulinimui.
2. Gana aukštas prioritetas skiriamas dėstančiojo personalo profesinio tobulinimosi galimybėms.
3. Vilniaus skyriaus patalpos bendrąja prasme yra tinkamos, padalinys išsidėstęs geroje vietoje.
4. Programos dėstymo metodai yra atnaujinami ir pritaikyti studijų rezultatams siekti.

5. Studentams ir dėstytojams sudarytos judrumo galimybės.

Pagrindiniai studijų programos *Verslo vadyba* trūkumai:

1. Studijų programos Verslo administravimo specializacija neatitinka naujausių rinkos tendencijų ir studentų poreikių. Pageidautina, kad studijų turinyje daugiau dėmesio būtų skiriama verslumui, kad jis būtų suderinamas su šios studijų programos tikslais atitinkamai reiktų pataisyti tikslus ir studijų rezultatus.
2. Programos studijų krypties dalykuose trūksta pagrindinių vadybos dalykų, kurių tikslas – įgyti pagrindinių kompetencijų Verslo vadybos srityje.
3. Ekspertų grupė itin rekomenduoja Vilniaus skyriuje steigti Verslo inkubatorių.
4. Reiktų peržiūrėti personalo pasiskirstymą pagal amžiaus grupes ir anglų kalbos mokėjimo įgūdžius, reiktų pasikviesti personalo iš užsienio.
5. Prastas programos pozicionavimas nepadedą susidoroti su mažėjančiu studentų skaičiumi Vilniaus skyriuje.
6. Nėra sukurtos jokios išlaikymo strategijos, siekiant išvengti didelio studentų nubyrėjimo skaičiaus.
7. Ganėtinai silpną studijų programos tarptautiškumo aspektą reiktų nemažai tobulinti, kad jis atitiktų XXI amžiaus reikalavimus.
8. Reiktų, kad absolventai ir kiti socialiniai dalininkai, kurie atstovauja didesnę verslo bendruomenės dalį, aktyviau dalyvautų tobulinant šią studijų programą. Vertėtų įsteigti efektyvios struktūros komitetą, turintį oficialią darbotvarkę ir protokoluose fiksuojančią šio klausimo svarstymus.
9. Reiktų skubiai sukurti efektyvią reklamos strategiją, kad į šią programą Vilniuje būtų galima pritraukti visuomenę ir potencialius studentus.

III. REKOMENDACIJOS

1. Reiktų taisyti studijų programos tikslus ir studijų rezultatus pagal Prekybos verslo specializaciją, taip pat studijų turinyje reiktų labiau pabrėžti verslumą, kad jis atitiktų programos tikslus.
2. Šiuo metu reiktų suderinti pagrindinius dalykus su tikslais ir studijų rezultatais bei VKK misija; trūksta pagrindinių vadybos dalykų.
3. Vilniaus skyriuje reiktų peržiūrėti personalo pasiskirstymą pagal amžių ir anglų kalbos įgūdžius; pagal mainų programas reiktų pasikviesti personalo iš užsienio.
4. Reiktų parengti detalią studentų išsaugojimo strategiją, norint užtikrinti tai, reiktų gerinti studentams teikiamas konsultacijas, sukurti naują programos ženklą.
5. Ekspertų grupė rekomenduoja apsvarstyti galimybę steigti Verslo inkubatorių Vilniaus skyriuje, kad būtų galima palengvinti studentų verslo pradžia.
6. Šiai programai reiktų suteikti daugiau tarptautinį požiūrį atitinkančių aspektų, kad ji labiau atitiktų XXI amžių, Lietuva yra tarptautinė ir priklauso ES.
7. Reiktų apsvarstyti galimybę steigti Patariamąją tarybą, kuri turėtų oficialią darbotvarkę ir pateiktų kartu su platesniu socialinių dalininkų ratu organizuojamų susirinkimų protokolus tam, kad būtų galima tobulinti programą.
8. Reiktų organizuoti daugiau reguliarių vyresniojo personalo strateginio planavimo ir įgyvendinimo susirinkimų, kad būtų gerinamas efektyvumas ir didinama veiksmų sparta.

9. Reiktų kurti aukštesnio lygio reklaminę politiką, kad būtų galima į šią programą Vilniuje pritraukti visuomenę ir potencialius studentus.

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

¹ Žin., 2002, Nr.37-1341.