



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto
FIRMŲ ORGANIZAVIMO IR VADYBOS STUDIJŲ
PROGRAMOS (621N90005)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *MANAGEMENT OF ORGANIZATIONS* (621N90005)
STUDY PROGRAMME
at Vytautas Magnus University

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Firmų organizavimas ir vadyba</i>
Valstybinis kodas	621N90005
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas ir vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	2 metai
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo ir vadybos magistras
Studijų programos įregistravimo data	1997-06-04

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Management of Organizations</i>
State code	621N90005
Study area	Social sciences
Study field	Business and management
Kind of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (2)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Business and Management
Date of registration of the study programme	1997-06-04

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

Vytautas Magnus University (VMU) was founded in 1922 and re-established again in 1989 after Soviet Times. It is a liberal arts university organized into 10 faculties. It is ranked in the TOP 700 university in the world (QS World University Rankings). VMU has an exciting history, nurturing and continuing deep-rooted traditions, playing a leading role in not just Lithuanian, but also the entire Baltic and European intellectual and cultural sphere. The Graduate Study Programme of Management of Organizations (MO) is implemented by the Department of Management since the establishment of the Faculty of Economics and Management (FEM) and was registered on 1997-06-04 (Order No.1188).

The Department of Management is still based in the Faculty of Management (FEM). The Faculty includes the Department of Economics, the Department of Finance and the Department of Marketing. The Faculty has Undergraduate (Bachelor), Graduate (Master's) and Postgraduate (Doctoral) levels of studies. Master's studies duration in FEM is 2 years, 4 semesters, 120 ECTS.

The present review has been carried out under the guidelines and procedures of the Centre of Quality Assessment of Higher Education (SKVC). This assessment report is based on the analysis of self-evaluation report (SER), submitted to SKVC on the 30th of March 2013, and on the information gathered on the site visit which took place on the 23rd of May 2013. The expert team was led by Dr. Michael Emery (UK) and the other team members were Assoc. prof. dr. Rong Huang (UK/China), Prof. dr. Lukasz Sulkowski (Poland), Dr. Saulius Būdvytis (Lithuania), and Mr. Dionis Martsinkevichus (student representative, Lithuania).

The expert team had the opportunity to discuss the programme with faculty administrators, teaching staff, students, graduates and employers. The experts also visited the library, lecture halls and other facilities associated with the programme. Following the visit the expert team held a meeting and reviewed its findings. After the evaluation report was produced, the University was given the opportunity to comment on it.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1 the programme aims and learning outcomes are well defined, clear and publicly accessible;

Programme aims are defined but need further clarification as to the main idea and the target group for this programme. The learning outcomes are clearly described. The focus of the programme is on the general knowledge and skills of management professionals. The study programme and proposed learning outcomes are consistent with national and international legal documents describing requirements for management professionals. The learning outcomes are correctly expressed in terms of what is intended for the students to attain at the end of the programme, for example, to be able 'to create the business strategy'.

The study Programme is publicly accessible on several website (four websites) both the Ministry and FEM Department so it could be regarded as well exposed to the candidates, students and other stakeholders. The procedure of updating the information about MO on the website should

be established to prevent exposing the stakeholders to old or not precise descriptions. One of the concerns is the description of the MO study programme offered as a full-time programme taught in English. In the VMU catalogue 2013 the programme in English is offered as second option to that taught in Lithuanian. But there is no clear information in the catalogue, SER and on the VMU website about the name, aims and learning outcomes of the programme taught in English. Due to the fact the programme is also offered in English, the problems of the proper translation of the name of the programme, curriculum, syllabuses should be resolved. Public access means access also for international students and therefore more details are needed about the programme offered in English.

The programme's aim seems to be very broad and it should be more precise as to what is a real final set of competencies. First of all, the degree is "Master of Business and Management", and the used name and description of the programme is broader "Management of Organizations" or in some materials narrower "Company Organization and Management". The main aims, titles, English translations should be clarified and well communicated to all stakeholders. From the point of view of the image of the VMU as a leading university in Lithuania especially well recognized in area of social sciences and humanities there is a need for the "soft" management programme like "management of organizations". But in consequence the learning outcomes should be reconsidered and possibly adjusted to the new areas of concentrations like e.g. "public management" or "intercultural management". Second point, for such a broad programme, the education based on broad learning aims and outcomes needs refining with more focused specializations.

1.2 the programme aims and learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market;

The MO programme is traditionally routed into academic and public needs. It is reasonably sustainable and has a long tradition (it is the oldest management master program in Lithuania). It is much less adopted to compete for the international students mainly because, as already noted, of the quite general and vague aims to the programme that only partly fits to the qualifications of the top managers who thus cannot be the target group of this programme. There are clearly defined possibilities of graduates continuing their academic careers on the level of PhD studies.

The learning outcomes are suitable for the programme, however they should be adjusted to the key aims of the programme. It is advised to make the more systematic research of the demand on this type of studies in the labor market. Creation of the wider advisory board body from the social partners could serve the purpose. The information about cooperation with employers or other external stakeholders is very limited. In a such kind of the programme, cooperation with socio-economic environment concerning programme creation, implementation and controlling needs further development and embedding.

Study Programme's aim and learning outcomes respond reasonably to the needs of today's social and technological changes; they also in main points correspond with developments of Lithuania's society and needs in the academic market. For example in the term papers and master thesis' there are majority of empirical research and case studies concerning Lithuania economy. The wide list of elective courses creates opportunities for students to develop their knowledge and skills for work in the preferred fields: finance, economics, marketing, and general management. It is a pity that VMU could not propose more streams of electives courses that create specializations. This could partly resolve the problem of too wide scope and broad general aims of the MO programme. Students could then just make a narrower choice of specialization. These courses include considering the needs of students of Study Programme of MO (according to survey results), demand in the labor market and the requirements of the

modern global environment, and they mostly correspond to the 1st learning outcome of Study Programme of MO. Study Programme learning outcomes are to be achieved by applying various modern and active teaching techniques, which are oriented to practical problems, situations, cases. These methods are selected properly, considering specific course learning outcomes.

The Faculty offers courses in English; in marketing all course material is offered in English, but from the information provided by graduates and students only very limited number of courses were taught in English (usually only two during the whole studies) for this master programme. The Master theses are also prepared and defended only in Lithuanian. From the point of view of the needs of the market good knowledge of English especially in professional field is a strong advantage. Therefore it is suggested by the expert team to increase the number of courses in English. Furthermore, better knowledge of other foreign languages, e.g. Russian would be also beneficial for students.

1.3 the programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered;

Generally, the programme aims and learning outcomes are consistent with second cycle management studies. All the legal and academic requirements are also fulfilled. However, there is a hesitation about differentiation of first and second cycle. The identity of the programme described is mainly education of the management professionals, without mentioning the differentiation of specialists and managers. In many universities undergraduate studies are concentrated on the level of specialist and on graduate studies the level of manager is dominant. So the precise differentiation of the levels of the learning outcomes that fits to the aims of the relevant programmes is needed. The Study Programme of MO includes the aim that graduates would be able to manage complex modern courses and processes with a systematic approach to the management and organization of companies; these are grounded in the 4th and the 5th learning outcomes which intend that graduates will be able to create the business strategy, processes, projects and organizational design for business development. This is appropriate for this Master programme.

The 2nd learning outcome of the Study Programme maintains that theoretical knowledge and innovations for their systematic application in organizations will be attained. The majority of elective courses are directly related with the main areas of management: finance, marketing, operations and human resource management. This group of courses comprised the 1st learning outcome of the programme and ensures the preparation of wide profile business and management professionals. Also there are courses connected with leadership in organizations (maintained by the 3rd learning outcome) in the Study Programme, as well as with the international business environment and context. This supports the provisions of the Study Programme stating that programme graduates will be able to react to the changing local and global business environment and different business contexts. They will be able to work in modern Lithuanian and international organizations, and also in the small and medium business organizations prevailing in Lithuania. Overall though, more internationalization is needed across this Master programme.

1.4 the name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other.

The qualifications are quite compatible but there is a need, as already noted, to emphasize the difference between first and second cycle in management area. All intended learning outcomes of the Study Programme are broad, interrelated and supplement each other and follow a certain logic. Depending on its aim, every course of the Study Programme is connected with one or

several special outcomes of the Study Programme. The learning outcomes of courses cover the theoretical knowledge acquisition and application, as well as the formation of practical skills. This underlines the statement of the Study Programme that graduates should be able to creatively apply theoretical innovations and practical achievements in professional activity upon graduation.

2. Curriculum design

2.1 the curriculum design meets legal requirements;

The MO programme meets the Lithuanian requirements for a second level programme and aims to create well educated managers with creative thinking and skills for scientific research work. This is reflected in the curriculum which gives a coverage of relevant economic and management theory, particularly at a strategic and international level (e.g. Strategic Marketing, Strategic Finance Management, International Business Law, International Marketing, Global Economy and European Integration). Elective courses enable students to broaden knowledge of marketing, economics or electronic business.

2.2 study subjects and/or modules are spread evenly, their themes are not repetitive;

Modules are spread evenly. Master's studies in FEM take two years (4 semesters) and require 120 credits (ECTS). All students of the Graduate Study Programme of MO take 9 (54 credits or 45% of the Study Programme) compulsory courses (for deeper specialization in Business and Management study field), 3 (18 credits or 15 % of the Study Programme) elective courses (these courses can be chosen from the list of elective courses of Master studies in FEM, prepared by Department of Management, and also by Departments of Marketing, Finance and Economics for their Master's study programmes, or by the other faculties), prepare 3 term papers, specific for Business and Management study field and Master's thesis.

The analysis of curriculum and syllabuses as well as the interviews with members of teaching staff proved that there is a process of reflection and improving the contents of studied subjects. Even if from the documents it looks like that there are similar themes in different courses, the explanations given by heads of departments and academic teachers prove that there is not repetition or overlap; there is a deepening of the understanding of the phenomenon and teaching by different methods. Each semester is composed of 30 credits (3 compulsory courses + 1 elective course + 1 term paper per each of the 1st-3rd semesters, and Master's thesis in the 4th semester).

2.3 the content of the subjects and/or modules is consistent with the type and level of the studies;

The content of the subjects is consistent with the type of studies. The content, structure and plan are on the basis of existing legal national documents regulating Higher Education in the Republic of Lithuania, the documentation, and the internal VMU regulations. According to the SER VMU programmes' study plans are structured on the basis of VMU documentation and regulations.

2.4 the content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes;

The content and methods of the subjects seems to be appropriate for the achievement of the intended learning outcomes. The methods of learning are varied and adjust to the intended learning outcomes. The types of method are differentiated from more passive like lectures and by literature review to more active like individual and group projects. Overall, the sequence and content of modules are well prepared but, as noted, are fixed by the wide programme profile with a relatively small specialisation level (e.g. number and percentage of specialised and elective courses).

The only recommendation in this area is the wider use of Moodle, multimedia methods, simulations, business incubators and laboratories. The projected and presented use of these modern tools is mainly concentrated on whether academic teachers are well prepared and trained to their use. In consequence, the training of the e-learning and multimedia methods is recommended, not only to make teaching more attractive for students, but also to stimulate academic staff for continuing professional development (CPD).

2.5 the scope of the programme is sufficient to ensure learning outcomes;

The general number of courses and teaching hours are sufficient to ensure the achievement of learning outcomes. The curricular sequence of the courses and their growing specialisations and focus are appropriate. The number of hours are dispersed between several general and then specialised subjects. The crucial problem with the scope of the curriculum is the lack of benchmarking or even the awareness of a need for benchmarking this programme. It is surprising because VMU and FEM for more than 10 years cooperated in another programmes, the International Executive MBA with four experienced universities and their management departments. However, this experience is not reflected in using benchmarks for this MO studies programme.

2.6 the content of the programme reflects the latest achievements in science, art and technologies.

The programme reflects the canonical education in management. The content and scope of the programme is less focused than MBA programmes because it covers the area of not-for-profit and public organizations above that of market organizations. Not all of the main new trends in contemporary management are covered (e.g. there is a lack of the alternative paradigms in management inquiry like critical management studies and postmodern approaches). Only part of these new tendencies could be found in curriculum.

In the curriculum the role of student practice and professional training should be more emphasized. The expert team recommends that all the students who are working during the period of their studies should be registered and their work experience should be assessed from the point of view of value of their professional experience for fulfilling the aims and outcomes of the programme. For these students, therefore, a practice is not required. But the students who do not work during their studies should participate in professional practice or training. The formal system of acceptance of the learning outcomes coming out of professional work or practice will be of good value for the programme.

3. Staff

3.1 the study programme is provided by the staff meeting legal requirements;

The composition and qualification of the Study Programme teaching staff fully corresponds to Lithuanian laws. According to the SER all teaching staff is hired by public competition, and announced in VMU, the Lithuanian Science Council and the Researchers' Mobility (National Mobility Centre) Portal.

3.2 the qualifications of the teaching staff are adequate to ensure learning outcomes;

As it is stated in the SER the majority of the courses offered in MO study programme are delivered by teachers with doctor's degrees (PhD) in the field that the courses taught belong to (12 out of 17 teachers). This proves that teachers' qualification is in compliance with the corresponding Lithuanian laws and VMU documents. There is high saturation of academic staff with good academic qualifications

The teaching staff is appropriately qualified but there is no information in what areas they have practical experience. The analysis of the teacher resumes showed that in recent years 13 (76 %) of teachers in the Study Programme improved their teaching qualification. However, it seems that most of them participated in the same programme; a wider variety would be better for improving teaching quality overall.

3.3 the number of the teaching staff is adequate to ensure learning outcomes;

The MO programme includes 7 professors by academic position (7 of them - professors by academic title), 9 associated professors (8 of them – associated professors by academic title), 1 lecturer. This seems to be the sufficient proportion between students and teaching staff guaranteeing not only formal requirements but also high quality standards and student support.

3.4 teaching staff turnover is able to ensure an adequate provision of the programme;

The changes of the teachers' of Study Programme were not significant during the period of self-assessment. Two teachers left the University and were replaced in an adequate way. The competence and qualification of the applicants who present the documents for the competition is discussed at the Departments of Management; selected candidates are approved by the Faculty Council and VMU Senate and the current academic staff of the Graduate Study Programmes.

3.5 the higher education institution creates conditions for the professional development of the teaching staff necessary for the provision of the programme;

There is a suggestion that the motivation and development system is clearly communicated to the Faculty. But the expert team suggests that not only scientific research, but also pedagogical educational achievements may be seen and awarded by the Faculty of Management. A good tool for planning and controlling the process or improving academic results would be some sort of Individual Plan (CPD). However, the assessment system as well as particular tools should not be treated only like a formalistic obligation dictated by law and it would be a good idea to incorporate more feedback from the side of subordinates.

The progress of internationalisation is too slow: there are activities worth supporting and developing. Opportunities have been provided for staff to spend periods abroad and some efforts have been made for participating in EU projects. From the teaching staff resumes it is evident that all teachers were involved in about 3-4 small projects (mostly funded by EU) during the last 5 years. In order to concentrate and integrate scientific research, a scientific entity – a cluster was established in the Department of Management in 2012. Its aim is to develop the research in management of organizations, significant for social sciences that would have practical, applied value for Lithuanian organizations of different size and nature. Among all Lithuanian universities, participating in the LLP/Erasmus exchange (43 agreements with universities in the Management field) VMU is regularly ranked third confirming its focus on the expansion of academic staff and students' mobility. Yearly more than 71 % (12 of 17) of the full-time teachers of the MO Study Programme participate in LLP/Erasmus programmes or use other opportunities for academic mobility (e.g. direct exchange agreements for delivering a series of lectures, exchanges based on teachers' individual professional relationships, etc). However, longer periods of international exchanges are recommended to internationalise this master programme more fully.

Students of the MO Study Programme opinion surveys have been undertaken on the regular basis. Each member of the teaching staff was evaluated according to 10 criteria reflecting the quality of teaching. The results of the students' survey confirmed high teachers' competencies and qualification. The majority of teachers' teaching quality was evaluated as very good (9-10 points from max. 10).

3.6 the teaching staff of the programme is involved in research (art) directly related to the study programme being reviewed.

There is a good research culture in the faculty which is passed to the students. During the period of 2008-2012 years the teachers of this Study Programme had participated in international scientific conferences in Lithuania and other countries. They made 123 presentations in scientific conferences (52% – in Lithuania, 48 % – in other countries: Latvia, Estonia, France, Italy, Austria, Slovakia, Ukraine, Mexico and China). The majority of those presentations were made in scientific conferences, organized by universities (83 %). Teachers of the Study Programme have participated in the project meetings or internships, which greatly intensified in 2012. In 2008, teachers participated in internships and projects in Estonia, Finland and the United Kingdom, in 2009 - Finland, Germany, the conjunctiva Kingdom, Belgium, Latvia, in 2010 - Spain, Germany, Poland, in 2011 – in the Netherlands, Belgium, and in 2012 - in Italy, Spain, France, Belgium, Latvia, France, the Netherlands, Spain. The experience acquired is constantly demonstrated in the renewal of the courses' contents and the development of new courses. Teachers apply their knowledge and initiate new projects or they are invited to join other EU projects or conferences organized at the university, where research relations are further developed. Teaching staff of the MO Study Programme are active in organizing and participating together with the European Management Association. This internationalisation is good but it is not sufficient overall; an international culture needs to be developed.

Thus, the place for improvement in the area of development is for a very much wider internationalization of both research and teaching activities.

4. Facilities and learning resources

4.1 the premises for studies are adequate both in their size and quality;

There are four small classrooms (for 12 – 25 students) for lectures and seminars, one computer classroom for 30 students, also there are areas for group work and six big classrooms (for 100-140 students) for other events in the Faculty building. Students also study in other main VMU buildings and there are all the necessary auditoriums, classrooms, computer labs, training rooms and social rooms (canteen, studio of students' radio), etc in these premises. Overall access to the facilities for the students is good and they have adequate size and quality.

4.2 the teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality;

The teaching and learning equipment is adequate. All the teachers and staff of the Programme can use all the available technical equipment and necessary devices. Majority of these devices are installed directly in the classrooms. Each classroom is equipped with such technical devices as multimedia projector and computer, also internet access is ensured. Other technical devices are brought in by a technical employee when necessary. The administrative staff of FEM produces copies of materials, necessary for lectures and supply stationery for the department. There are 68 computers and 10 laptops in FEM: the teachers of Faculty can use 12 computers in the teachers' rooms, 10 – in the classrooms, 10 computers are available for them in administrative offices of the Faculty, as well. All computers are connected to the Internet and integrated into the University intranet. The necessary printing is ensured by the use of 12 laser printers. Each student of the Faculty can use one of the 24 modern computers, which are in the computer class of the FEM and library reading-rooms. In 2011, there were six additional computers installed in the open area in the 3rd floor.

4.3 the higher education institution has adequate arrangements for students' practice;

The Career and Competences Centre at VMU provides a special service for students that are willing to include the expertise and skills gained through participating in different workshops, internships, and volunteer activities in to their learning achievements. However, the Students' Opinion Survey (May 2012) indicates that students wish to have more opportunities to gain professional skills aside from the programme while still studying at VMU.

It is strongly advised to create proper arrangements for students' practice. The working students (majority) should have a formal system of assessment of learning outcomes gained during their professional activity at their workplace. Non-working student should have not only support in internships' search, but also systematic assessment of progress in achieving the learning outcomes. It is advised to develop the placement service for these students.

4.4 teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible.

The VMU has reasonable library facilities. Students and academic staff have free access to almost 30 scientific databases of articles and e-books, such as Academic Search Complete (EBSCO Publishing); Business Source Complete (EBSCO Publishing); Cambridge Journals Online; eBooks on EBSCOhost; eBooks on ScienceDirect; Emerald Management eJournals Collection and others.

Many teachers use e-textbooks accessible for students and encourage them to search for scientific articles in databases. Several virtual learning environments (VLE) and collaboration systems are available for the students and Faculty academic staff.

A lot has been done in that area, however, there are more possibilities of supporting students. First of all, the broader application of multimedia and e-learning tools is advised to bring learning into the 21st century. It is not enough just to inform students and teachers that Moodle is available, they should be able to actually use it. There is a need to organise trainings in this area. Although the library gives access to hard copies of books, journals and different databases, it should have sufficient number of hard copies or e-books for the group of master students, both for courses taught in Lithuanian and in English. The opening hours of library could be reconsidered, especially in the context of access for part-time students (perhaps even 24 hrs, 7 days per week access). There is also a suggestion of installing more effective air conditioning system in the library.

5. Study process and student assessment

5.1 the admission requirements are well-founded;

The admissions criteria for the MO programme are consistent, clear, communicated publicly and well-founded. Admission to this Graduate Study Programme is organized according to the requirements stated in the Law on Higher Education as well as the University's Admission Rules, approved by the VMU Rector. The admission rules for Master programmes are published at VMU and the departments' websites. The quotas for the admission to state-funded Master study programmes are distributed among different science areas, including social sciences, and are assigned for individual higher education institutions by the order of the Minister of Education and Science. The VMU distributes the places among existing Master programmes according to the scheme.

According to the general procedure, admission to the state-funded positions in this Graduate Study Programme is granted to the best graduates from higher education institutions. Admission decisions are based on the applicant's position in the queue. Those who wish to pay for their studies themselves are enrolled as self-funded students by applying the university procedure for contest queue forming, which is the same as the procedure for those wishing to have state financing. Entrants to this Graduate Study Programme are required to have a university bachelor degree in the same or relevant study programme. Graduates of other study areas or of the same area but non-university programmes can participate in the contest after finishing a special individually tailored supplementary study programme. Such a supplementary programme is offered by the Faculty since 2010. Unless they have a certificate with higher university education, graduates from other institutions of higher education are required to take a test of English language.

5.2 the organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes;

The study process is well thought out and enables the achievement of the learning outcomes. As stated earlier in this report modules seem to be spread evenly. Master's studies in FEM take two years (4 semesters), all students of the Graduate Study Programme of MO take nine compulsory

courses. Each semester is composed of 30 credits (3 compulsory courses + 1 elective course + 1 term paper per each of the 1st-3rd semesters, and the Master's thesis in the 4th semester). Themes and content of the modules are not repetitive.

The course descriptions show that at present (with exception of the term paper and Master thesis) usually 30 hours (earlier 45 hours) of the student contact time are allotted for lectures in all MO courses. The majority of lectures are organized in a problem-based learning form. Students have to prepare for the lectures by studying the teacher's proposed literature and cases.

During the period of the self-assessment 60 students of full-time studies and 187 of part-time studies have successfully completed their Master studies in this MO programme. During the last two years 20 full-time and 46 part-time Master students prepared and successfully defended Master thesis in this MO Graduate Study Programme.

There is a need of increasing the level of standardization and control in term papers and Master thesis assessment. The assessment criteria of students' effort are too different and depend on the teacher.

5.3 students are encouraged to participate in research, artistic and applied research activities;

Students of the Study Programme are provided with opportunities to take part in organizing and taking part in various academic and professional training seminars, conferences and public lectures organized at the Department of Management, the Faculty and VMU, and also by partner institutions. Students are encouraged to join and assist in research projects conducted by their teachers. Master students are invited to take part in joint workshops organized with partner universities, as in activities of "Kitas variantas", Kaunas Round Table, etc. Students are encouraged to take part in different academic activities. For instance, every year a conference for master and doctoral level students is being organized in FEM, where students from different universities make their presentations and their papers are being published in the conference proceedings.

Part of the students need stronger encouragement to provide deeper research for the needs of the empirical part of their Master theses. The students who make a choice of case-study method to illustrate the analysed research question should use more empirical data and more inquiry methods (e.g. not only Internet sources). In other words, there is a need to expect more from the methodological part of many Master theses and to improve the quality of research methods used.

5.4 students have opportunities to participate in student mobility programmes;

The mobility of VMU students is implemented via the LLP/Erasmus Exchange Programme and bilateral agreements with other universities in Europe. During the analyzed period 14 Master students of MO took part in LLP/Erasmus internship. Students were granted LLP/Erasmus or other exchange scholarships for their studies at the University of Tampere (Finland), University of Piraeus (Greece), Rennes International School of Business (France), and the University of Copenhagen (Denmark). Programme students have been active in other international mobility programmes, including the Nordplus programme. In the academic year 2009-2010, two- students attended intensive course in 'Media, Gender and Sexuality' at Oslo University College in the framework of the Interlinks10.net network cooperation.

However, although there is some progress in the student mobility compared to the last accreditation in 2005, it is advised to search for more new possibilities of international student

exchange. As indicated, cooperation with the different programme International EMBA could be very helpful and should be promoted.

5.5 the higher education institution ensures an adequate level of academic and social support;

The student support at VMU can be regarded as sufficient. It includes:

- 1) Assuring easily accessible and timely information on the study programme (study plans, list of elective courses, timetables, consultation hours, etc.) in order to enable students to make choices and selections within the study programme according to their individual needs and preferences;
- 2) Recognizing and evaluating their informally acquired competencies via different workshops, internships, company visits, and volunteer activities;
- 3) Providing students with all other necessary support at the University, including some scholarships and financial support.

The VMU Regulation on Studies and other documents at the University define the procedures of studies, assessment of achievements, students' exams retake and possibilities to repeat the courses. Evaluation of study achievements is pursued according to the VMU Regulation on Studies.

5.6 the assessment system of students' performance is clear, adequate and publicly available;

Evaluation is carried out according to the accumulative score achievement system. Students' study achievements are evaluated by a colloquium, final examination and minimum of one more mean. At VMU, the final grade integrates interim assignments' and final examination grades. Final examination grade is worth not less than 50% of the final grade. In general, assessment system can be regarded as suitable.

The only remark concerns scores calibration. In assessment of several members of teaching staff there is a tendency to give relatively too high scores to the students. These grades not always can be justified. Thus, it is recommended to pay more attention to the assessment of the Master thesis and term papers.

5.7 professional activities of the majority of graduates meets the programme providers' expectations.

Professional activities of the graduates are not monitored on a systematic basis. The relative size of the programme and close contact of teachers with graduates allows the Faculty to know informally about many cases when professional activities of the majority of graduates meets the programme providers' expectations. However, in order to check progress more accurately there is a need of a formal system of monitoring graduates careers and progress. Having regular meetings of Alumni Association and Faculty members could also help to track graduates' professional development and progress.

6. Programme management

6.1 responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated;

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated in most of the cases, however there is a need to create an adequate staffing plan to meet the strategic objectives of VMU, FEM and the MO programme. The main administrative bodies (structural units) responsible for the management of Graduate Study Programme of Management of Organizations and for taking part in the decision-making processes are:

- Study Programme Committee (SPC),
 - Head of Department of Management,
 - Administration of Faculty of Economics and Management – Faculty Dean’s Office
- Faculty Board.

Decision-making procedures of the Study Programme management are described in the SER and there are different means available in the Study Programme to ensure that all teachers have equal conditions to be involved in the decision-making. The teachers and students of the Study Programme (as well as all employees related to its implementation) are encouraged to give Study Programme update suggestions to the Study Programme Committee (SPC).

6.2 information and data on the implementation of the programme are regularly collected and analysed;

The high quality of Graduate Study Programme of MO (as all other at VMU) is brought about by the VMU Internal Study QA System which includes the evaluation and improvement of study programmes, courses, and teaching quality. The system uses and combines quantitative and qualitative evaluation approaches, and standardized instruments supplemented by teachers, students, and social partners. The usage of VMU Internal Study Quality Assurance System (which is based on student assessments) enables regular improvement of the Study Programme and the quality assurance system itself.

Further actions must be undertaken to limit the possible unethical behaviour, plagiarism and cheating from the side of students. It should be done first of all by training staff and students fully, stronger control of paperwork and checking the thesis by special software.

6.3 the outcomes of internal and external evaluations of the programme are used for the improvement of the programme;

In the spring semester of every academic year the SPC, on the basis of the data provided by the study QA system and the research studies (both quantitative and qualitative evaluations by students) performed by the CQI, presents information to the Department of Management and the Dean of FEM about the main drawbacks in the Study Programme revealed during this year and proposes the solutions for their elimination.

The SPC, together with the Department of Management, performs the self-assessment of the Study Programme at least once in three years (in the spring semester). They evaluate the aim of the Study Programme, Study Programme outcomes, composition, staff, material resources, study

process and Study Programme management. The SPC, together with the teachers of the programme, updates the Study Programme and course descriptions at least once in three years in the spring semester.

Also the last accreditation from SKVC had been discussed by the Faculty and some improvements in the MO programme have been introduced. The main recommendations from 2005 assessment report concerned:

- Establishing a Faculty wide committee should be established in order to consider future demand and the review of program on a regular basis,
- The Faculty should use its expertise in marketing to analyze its own market place and develop a strong brand image in order to establish a stronger position,
- The Faculty should ensure that all syllabuses are based on current texts,
- Efforts should be made to increase the level of practical work in the programme.

The recommendations from assessment 2005 have been partly taken into account by the Faculty, but the name and brand of the programme and the recommendations of providing more practical experience are still the challenges.

6.4 the evaluation and improvement processes involve stakeholders;

Involvement of the stakeholders in the process of Study Programme of MO evaluation and improvement takes different forms. At the moment, one social partner is involved in the SPC activity. Another form of the involvement manifests itself when social partners are included into the MA thesis defense committees. Other involvements are based on informal relationships of teachers. Currently, the Faculty has established a Steering Group for the recovery of the Alumni, which aims at increasing contacts with the Faculty's graduates more directly to include them as social partners from the next semester in order to regularly participate not only in the independent work defenses, but also in the study process and in the evaluation and suggestions for the improvement of the Study Programme.

6.5 the internal quality assurance measures are effective and efficient.

Internal Study QA system includes the evaluation and improvement of study programme, courses, and teaching quality. The system uses and combines quantitative and qualitative evaluation approaches, and standardized instruments supplemented by teachers, students, and social partners.

A working group has been initiated at University level to create a teaching quality evaluation information system. This system is aimed at integrating teaching quality evaluation results and teachers' academic activity into teachers' incentives. Also the work group aims to create a University teaching quality evaluation database that would allow public announcement of the data. The Quality Management Committee established at VMU in 2010 aims to observe and evaluate the implementation of the University strategic goals and communication processes of the academic community. The CQI, established after reorganizing the Centre for Study Quality, includes the function of regular maintenance of the internal quality assurance system.

The QA system should be more formalised, better discussed and explained to the internal stakeholders. Both teachers and students should be aware of the students' questionnaire results. Assessment of lectures, lecturers and material resources should be reflected and better communicated across the Faculty and its stakeholders.

In the QA system there is a need to calibrate the assessment of the Master theses and term papers of students. As already noted, in some cases the grades are exaggerated and vice versa some of them are too severe.

III. RECOMMENDATIONS

1. Programme aims should be clarified. The authorities and teaching staff of the Faculty need to reflect precisely the main idea, target group and outcomes of the programme. Also the Lithuanian and English name of the programme needs to be established and clearly communicated to all the internal and external stakeholders. This needs not only strategic decisions of management and engagement of the teaching staff but also a stronger concentration on the image and brand awareness from the side of the marketing (PR) department (“sale force”) of the VMU.
2. The programme is more internationalised comparing to last accreditation in 2005, but it is worth encouraging the teaching staff and Faculty management to introduce larger number of courses taught in English and work on the larger international exchange of students and international collaboration. The reputation of the programme on the Lithuanian but also international market should be increased.
3. In the curriculum of the programme an important role should be reserved for practice. Students who are working during their studies should be registered and their practice assessed from the point of view of value of their professional work experience for the fulfilling aims and outcomes of the programme. Those students that do not benefit from work during their studies should participate in professional practice. The formal system of acceptance of the learning outcomes coming out from professional work or practice will be of good value for this programme.
4. The key problem with the scope of the programme and curriculum is the lack of the benchmarks or even awareness of the need of benchmarking the programme. It is surprising because VMU and FEM for more than 10 years have cooperated in a different programme (International Executive MBA) with four experienced universities and their management departments. However, this experience does not produce the reflection in using the benchmarks in MO studies.
5. There is needed a wider use of Moodle, multimedia, simulations, laboratories and business incubators. The projected and present use of these modern tools is mainly concentrated on whether academic teachers are well prepared and trained in their use. In consequence, the training of using more modern e-learning and multimedia teaching methods is recommended, not only for making teaching more attractive for students, but also to stimulate academic staff for development.
6. There is a need to review the curriculum and find a place for the newest tendencies in contemporary management and organization, both nationally and internationally.
7. The teaching staff should be supported by internal motivation and a development system clearly communicated by the Faculty. Not only scientific, but also pedagogical educational achievements should be seen and provided by the Faculty management. Individual plans of Career Development may be seen as a good tool for planning and controlling the process for improving academic results. The assessment system and tools should not be treated only like a formalistic obligation coming from the law. More feedback from the side of subordinates is necessary for staff assessment and development; more students need to respond to the student surveys.
8. The premises are fulfilling basic obligations for the programme’s improvement. However there are more possibilities of supporting students. First of all, more widespread application of multimedia and e-learning tools are advised. Students and staff consciousness about use of Moodle is not satisfactory. There is a space for organise trainings and development. The library

should have sufficient number of hard copies or e-books for the group of master students, and at the same way for courses taught in Lithuanian and in English. The hours of opening of library could be reconsidered taking into account better access for part-time students. The possibility to install a more effective air conditioning system in the library should be considered.

9. Part of the students need stronger encouragement to provide deeper research for the needs of the empirical part of their Master theses. The students who make a choice of case study method to illustrate the analysed research question should use more data and more inquiry methods (e.g. not only Internet sources). In other words, there is a need to expect more from the methodological part of many Master theses and to work on the quality of research methods used.
10. Even though there is a progress in the student mobility comparing to the last accreditation in 2005, however it is still advised to promote international student exchange not only in EU but also in more English-speaking regions. In this area also experience of FEM from cooperation in a different programme (International EMBA) could be very helpful. The emphasis on good ability in English should be enhanced. Also it is worth offering to students the opportunity to learn Russian language.
11. The QA system should be more formalised and better discuss and explained to the internal stakeholders. Both teachers and students should be aware what is of value in the students questionnaire results. Assessment of lectures, lecturers and material resources is the basis for reflection and needs to be better communicated.
12. In the QA system there is a need to calibrate assessment of Master theses and term papers of students. Some of the assessment is exaggerated and some of them are too severe. It needs clarification.
13. In the QA system and programme development there is a place for a better system of monitoring graduates' careers' progress. In having regular meetings of the Alumni Association, the Faculty should track their professional development much better.
14. There is a need of further development for limiting the threat of unethical behaviour, plagiarism and cheating from the side of students. It needs the reflection of staff, students training, and maybe the introduction of the stronger control of paper work and the Master thesis by special software.

IV. SUMMARY

At Vytautas Magnus University management programmes are delivered within the Department of Management and the Faculty of Economics and Management (FEM). This enables broad based business programmes drawing on teaching staff from across this faculty and others. The aims of the programmes are to prepare students with a broad profile of business knowledge to enable them to contribute as administrators and managers in all sectors of the economy. The programme meets the Lithuanian requirements for a second level programme and aims to create well educated managers with creative thinking and skills for scientific research work. Elective courses enable students to broaden knowledge of marketing, economics or electronic business. However, the title, the branding, and more effective promotion of the Master programme is required.

The MO programme is well routed into academic and public needs. It is reasonably sustainable and has a long tradition. The learning outcomes are suitable for the programme, however they should be adjusted to the key aims of the programme. It is advised to make a more systematic research of the demand for this type of studies on the labor market. Study Programme aim and learning outcomes respond reasonably to the needs of today's social and technological changes; they also in main points correspond with developments of Lithuania's society and needs in the academic market. Generally, the programme aims and learning outcomes are consistent with the requirements for the second cycle management studies. All the legal and academic requirements are also fulfilled. However, the aims need further clarification, as does the programme title in English. The international benchmarking of this programme would also be beneficial.

The general number of courses, teaching hours is sufficient for ensure the learning outcomes. Also the sequence of the courses, their growing specializations and focus is characteristic to progressive programmes. The MO programme includes 7 professors by academic position (7 of them - professors by academic title), 9 associated professors (8 of them – associated professors by academic title), 1 lecturer. This seems to be the sufficient proportion between students and teaching staff guaranteeing not only formal requirements but also high quality standards. The teaching staff is appropriately qualified but there is no information in what areas they have practical experience. The analysis of the teacher resumes showed that in recent years 13 (76 %) of teachers in the Study Programme improved their teaching qualification. There is a suggestion that the motivation and development system is clearly communicated to the Faculty. The expert group suggests that not only scientific research, but also pedagogical educational achievements may be seen and rewarded by the Faculty.

There is a good research culture in the faculty which is passed to the students. Among all Lithuanian universities, participating in the LLP/Erasmus exchange (43 agreements with universities in the Management field) VMU is regularly ranked third confirming its focus on the expansion of academic staff and students' mobility. Yearly more than 71 % (12 of 17) of the full-time teachers of the MO Study Programme participate in LLP/Erasmus programmes or use other opportunities for academic mobility (e.g. direct exchange agreements for delivering a series of lectures, exchanges based on teachers' individual professional relationships, etc). However, longer periods of international exchanges are recommended to internationalize this master programme more fully. The progress of internationalization is too slow; there are further activities worth supporting and developing; the international culture is not present across this programme.

The teaching and learning equipment is adequate. All the teachers and staff of the Programme can use all the available technical equipment and necessary devices. The Career and Competences Centre at VMU provides a special service for students that are willing to include in their learning achievements the expertise and skills gained through participating in different workshops, internships, and volunteer activities. However, the Students' Opinion Survey (May 2012) indicates that students wish to have more opportunities to gain professional skills aside from the programme while still studying at the University. Professional activities of the graduates are not monitored on a systematic basis. It is strongly advised to create proper arrangements for students' practice. The working students (majority) should have a formal system of assessment of learning outcomes gained during their professional activity at their workplace. Non-working student should have not only support in internships' search, but also systematic assessment of progress in achieving the learning outcomes. It is advised to develop the placement service for these students

The admissions criteria for the MO programme are consistent, clear, communicated publicly and well-founded. The study process is well thought of and enables the achievement of the learning outcomes. The VMU Regulation on Studies and other documents at the University define the procedures of studies, achievement evaluation, students' exams retake and possibilities to repeat the courses; these rules are respected by the Faculty and programme staff.

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated in most of the cases however there is a need to create an adequate staffing plan to meet the strategic objectives of VMU, FEM and the MO programme.

Main strengths:

1. There is a long term tradition and reasonable sustainability of this general business Master programme.
2. Study programme meets requirements for the second level study programmes and is on a par with other similar Master programmes in Lithuania.
3. The intended learning outcomes are attainable.
4. Overall access to the facilities is good and these facilities are of adequate size and quality. The library book stock is appropriate for the number of Master students together with the availability to the students of a range of international databases, though the possible purchase of e-books and the library opening hours should be reviewed..
5. The qualifications of teaching staff are appropriate for the programme (however, more courses taught in English would be beneficial to internationalize this Master programme).
6. There is the development of new teaching and learning methods, for example, team working, better communication, small group working.
7. The students seen during the site visit are engaged with their studies and have good liaison with their teachers including 'new blood' appointments.
8. The students grade the quality of teaching and learning highly.
9. The students are able to combine studying and working and strongly approve of this system.
10. There is a good research climate within the University that includes the Faculty staff.
11. There is 'slow growing' progress in the internationalization process for this programme since 2005 (however, it still needs to be encouraged).
12. The first activities limiting the danger of plagiarism and unethical behavior have been done (however, more can be done to develop a common approach across the Faculty).

13. There are a few written agreements with social partners (though much more is needed).

Key weaknesses and areas for improvements:

1. There are a lack of practice and systems of approval of students' learning outcomes from their professional work; both these need positive action taken. Practice should be added to the curriculum and to the learning outcomes.
2. The title and brand of the programme is not efficiently marketed and established. regionally, nationally, or internationally.
3. The changes in the programme are not correctly communicated to all stakeholders.
4. Lack of benchmarking the programme; this needs positive action and advantage taken of the Faculty's links with four European universities.
5. Teaching staff has no clear motivational system supporting their development and assessing teaching effectiveness; an effective continuing professional development (CPD) is required.
6. Learning materials (Curricula, Syllabuses) for full-time English MO programme could be improved; much more is needed also in order to advertise the courses taught in English. More courses in English would be beneficial and possibly other languages to internationalise this programme better.
7. The QA system is not developed enough in the case of both assessment of student learning outcomes and more formal monitoring of the careers of the graduates is required. The Alumni Association should be more involved, as is mooted by the Faculty.
8. There is relatively small network of companies cooperating with the University within the context of this programme; there should be much more formal involvement with these social partners, particularly major international companies.

V. GENERAL ASSESSMENT

The study programme *Management of Organizations* (state code – 621N90005) at Vytautas Magnus University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	2
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	17

*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. Lukasz Sulkowski

Assoc.prof. dr. Rong Huang

Dr. Saulius Būdvytis

Mr.Dionis Martsinkevichus

**VYTAUTO DIDŽIOJO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ
PROGRAMOS *FIRMŲ ORGANIZAVIMAS IR VADYBA* (VALSTYBINIS KODAS –
621N90005) 2013-07-18 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-285 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Firmų organizavimas ir vadyba* (valstybinis kodas – 621N90005) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	17

* 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

Vadybos programos Vytauto Didžiojo universitete dėstomos Vadybos katedroje ir Ekonomikos bei vadybos fakultete (VEF). Tai suteikia galimybę pasitelkti ir kitų fakultetų dėstytojus. Šių programų tikslas – parengti įvairaus profilio verslo žinių turinčius studentus, kurie galėtų dirbti visų ekonomikos sektorių administratoriais bei vadybininkais. Ši programa atitinka Lietuvos reikalavimus antrosios pakopos programoms, ja siekiama parengti išsilavinusius vadovus, kūrybingai mąstančius ir gebančius dirbti mokslo tiriamąjį darbą. Studijuodami pasirenkamuosius dalykus studentai gilina žinias rinkodaros, ekonomikos ar elektroninio verslo srityse. Tačiau reikia populiarinti šios magistrantūros programos pavadinimą, didinti jos žinomumą.

Firmų organizavimo ir vadybos programa atitinka akademinis bei visuomenės poreikius. Ji tvari ir turi ilgalaikę tradiciją. Numatomi studijų rezultatai atitinka šią programą, tačiau juos reikėtų suderinti su pagrindiniais programos tikslais. Patariama dažniau tirti šios rūšies studijų paklausą

darbo rinkoje. Studijų programos tikslas ir numatomi studijų rezultatai pakankamai atitinka būtinus šios dienos socialinius bei technologinius pokyčius; be to, jie iš esmės atspindi Lietuvos visuomenės raidą ir mokslo rinkos poreikius. Apskritai programos tikslas ir numatomi studijų rezultatai atitinka reikalavimus antrajai vadybos studijų pakopai. Be to, laikomasi visų teisinių ir akademinų reikalavimų. Tačiau tikslams dar trūksta aiškumo, kuris būdingas programos pavadinimui anglų kalba. Taip pat būtų naudinga palyginti šią programą su kitomis tarptautinėmis programomis.

Bendras studijų dalykų ir dėstytojų valandų skaičius yra pakankamas numatomiems studijų rezultatams pasiekti. Dalykų seka, didėjantis specialiųjų dalykų skaičius ir dėmesys jiems būdingas pažangioms programoms. FOV programą vykdo 7 etatiniai profesorai (visi septyni turi akademinį profesoriaus vardą), 9 docentai (8 iš jų turi akademinį profesoriaus vardą), vienas lektorius. Panašu, kad šis studentų ir dėstytojų santykis yra geras; jis rodo, kad laikomasi ne tik formalių reikalavimų, bet ir aukštų kokybės standartų. Akademinis personalas yra tinkamos kvalifikacijos, tik nėra informacijos, kokių sričių praktinę patirtį jie turi. Dėstytojų anketinių duomenų pateiktą savianalizės suvestinėje analizė parodė, kad pastaraisiais metais 13 (76 proc.) šios studijų programos dėstytojų pagerino dėstytojų kvalifikaciją. Patartina aiškiai pranešti fakultetui apie motyvacijos ir tobulinimo (*skatinimo ir kvalifikacijos kėlimo*) sistemą. Ekspertų grupė mano, kad fakultetas turėtų atsižvelgti ne tik į mokslinius tyrimus, bet ir į pedagoginius bei edukacinius pasiekimus, ir už juos atlyginti.

Fakulteto mokslinių tyrimų kultūra gera, ir ji perduodama studentams. Tarp visų Lietuvos universitetų, dalyvaujančių mokymosi visą gyvenimą / Erasmus mainų programoje (43 susitarimai su universitetais vadybos srityje), VDU nuolat užima trečią vietą, tuo įrodydamas savo dėmesį akademinio personalo ir studentų mobilumo didinimui. Kiekvienais metais mokymosi visą gyvenimą / Erasmus programose dalyvauja ar kitomis akademinio mobilumo galimybėmis pasinaudoja (pvz., tiesioginių mainų susitarimai dėl paskaitų ciklo dėstytojų, asmeniniais profesiniais dėstytojų ryšiais pagrįsti mainai) daugiau kaip 71 proc. (12 iš 17) visu etatu dirbančių FOV programos dėstytojų. Tačiau rekomenduojama, kad tarptautinių mainų laikotarpiai būtų ilgesni, siekiant visiškai internacionalizuoti magistrantūros programą. Internacionalizavimo procesas pernelyg lėtas; verta remti ir gerinti kitą veiklą; šiai programai nebūdinga tarptautinė kultūra.

Mokymui ir mokymuisi skirta įranga yra tinkama ir jos pakanka. Visi programos dėstytojai ir kiti darbuotojai gali naudotis visa turima technine įranga ir būtinomis priemonėmis. VDU Karjeros ir kompetencijų centras teikia specialią paslaugą studentams, norintiems į savo mokymosi pasiekimus įtraukti patirtį bei įgūdžius, įgytus dalyvaujant įvairiuose seminaruose, stažuotėse ir savanorystės veikloje. Tačiau studentų nuomonių tyrimas (atliktas 2012 m. gegužės mėn.) rodo, kad studentai nori turėti daugiau galimybių įgyti profesinių įgūdžių (ne tik iš šios programos) nenutraukdami studijų universitete. Absolventų profesinė veikla nėra nuolat stebima. Griežtai rekomenduojama sudaryti tinkamus susitarimus dėl studentų praktikos. Dirbantiems studentams (dauguma) turėtų būti taikoma oficiali numatomų studijų rezultatų, pasiektų vykdant profesinę veiklą darbo vietoje, vertinimo sistema. Nedirbantiems studentams turėtų būti padedama ne tik susirasti vietas praktikai, bet ir reikėtų nuolat vertinti jų pažangą siekiant numatomų studijų rezultatų. Patariama teikti šiems studentams įdarbinimo paslaugą.

Priėmimo į FOV programos studijas reikalavimai nuoseklūs, aiškūs, viešai skelbiami ir pagrįsti. Studijų eiga gerai apgalvota ir užtikrina studijų rezultatų pasiekimą. VDU studijų reglamente ir kituose universiteto dokumentuose nustatyta studijų, pasiekimų vertinimo, studentų egzaminų perlaikymo tvarka ir nurodytos kurso kartojimo galimybės; fakultetas ir programą įgyvendinantis personalas laikosi šių taisyklių.

Daugeliu atveju aiškiai paskirstyta atsakomybę už sprendimus ir programos įgyvendinimo, stebėjimą, tačiau reikia parengti tinkamą personalo įdarbinimo planą, laikantis VDU, EVF ir FOV programos strateginių tikslų.

Pagrindinės stiprybės:

1. Šios bendrosios verslo magistrantūros programos tradicija yra ilgalaikė ir tvari.
2. Studijų programa atitinka antrosios pakopos studijų programoms keliamus reikalavimus ir nenusileidžia kitomis panašiomis Lietuvoje dėstomomis magistrantūros programomis.
3. Numatomi studijų rezultatai yra pasiekiami.
4. Apskritai materialiosios bazės prieinamumas yra geras, ji tinkamo dydžio ir kokybės. Bibliotekos knygų išteklių magistrantūros studentams pakanka, be to, jie turi galimybę naudotis daugeliu tarptautinių duomenų bazių, nors, galbūt, reikėtų įsigyti daugiau e-knygų ir pakeisti bibliotekos darbo valandas.
5. Akademinio personalo kvalifikacija yra tinkama programai įgyvendinti (tačiau būtų tikslinga daugiau dalykų dėstyti anglų kalba ir taip internacionalizuoti šią magistrantūros programą).
6. Kuriami nauji dėstymo ir mokymosi metodai, pavyzdžiui, komandinis darbas, geresni ryšiai, darbas mažomis grupėmis.
7. Studentai, su kuriais vertinimo grupė buvo susitikusi vizito metu, stropiai studijuoja ir palaiko draugiškus ryšius su savo dėstytojais, įskaitant naujai priimtus dėstytojus.
8. Studentai gerai vertina dėstymo ir studijų kokybę.
9. Studentai sugeba suderinti studijas ir darbą ir tvirtai pritaria šiai sistemai.
10. Universiteto aplinka palanki moksliniams tyrimams, juos remia ir fakulteto darbuotojai.
11. Šios programos internacionalizavimo procesas nuo 2005 m. po truputį greitėja (tačiau jį dar reikia skatinti).
12. Imtasi pirmųjų veiksmų plagijavimo ir netinkamo elgesio pavojui sumažinti (tačiau reikėtų labiau pasistengti formuojant bendrą viso fakulteto požiūrį).
13. Pasirašyti tik keli susitarimai su socialiniais partneriais (nors reikėtų daugiau).

Pagrindinės silpnybės ir tobulintinos sritys:

1. Studentams trūksta praktikos, be to nesukurta studentų numatomų studijų rezultatų, pasiektų profesiniame darbe, patvirtinimo sistema; šiuo atžvilgiu reikia imtis tinkamų veiksmų. Praktika turėtų būti įtraukta į programą ir į numatomus studijų rezultatus.
2. Programos pavadinimas ir jos *išskirtinumas* nėra nustatyti ir veiksmingai reklamuojami regioniniu, nacionaliniu ar tarptautiniu lygmeniu.
3. Socialiniai dalininkai negauna tikslios informacijos apie programos pokyčius.
4. Programa nelyginama su kitomis programomis; reikia imtis veiksmų ir pasinaudoti fakulteto ryšiais su keturiais Europos universitetais.
5. Akademiniam personalui netaikoma aiški skatinimo sistema, kuri palaikytų jų tobulėjimą ir pagal kurią būtų vertinamas dėstymo efektyvumas; būtinas nuolatinis ir veiksmingas profesinis tobulėjimas.
6. Metodiniai ištekliai (mokymo planas, mokymo medžiaga), skirti FOV programos nuolatinių studijų studentams, galėtų būti geresnė; reikia pasistengti daugiau reklamuoti dalykų dėstymą anglų kalba. Norint labiau internacionalizuoti šią programą, reikėtų, kad daugiau dalykų būtų dėstoma anglų ir, galbūt, kitomis kalbomis.
7. Kokybės užtikrinimo sistema nepakankamai tobula studentų numatomų studijų rezultatų Studijų kokybės vertinimo centras

vertinimo, ir absolventų karjeros kelio stebėjimo atžvilgiu; šis stebėjimas turėtų būti oficialsnis. Šioje veikloje turėtų aktyviau dalyvauti Absolventų klubas.

8. Programos klausimais su universitetu bendradarbiauja tik nedidelis įmonių tinklas; ryšys su šiais socialiniais partneriais, ypač su svarbiausiomis tarptautinėmis įmonėmis (*jų dalyvavimas*), turėtų būti daug oficialsnis.

III. REKOMENDACIJOS

1. Programos tikslai turėtų būti patikslinti. Fakulteto vadovybė ir akademinis personalas turi tiksliai apibrėžti programos pagrindinę idėją, tikslinę grupę ir numatomus studijų rezultatus. Be to, reikia apsispręsti dėl lietuviško ir angliško programos pavadinimo ir pranešti apie jį visiems vidaus ir išorės socialiniams dalininkams. Tam reikia ne tik, kad vadovybė priimtų strateginius sprendimus dalyvaujant akademiniam personalui – VDU marketingo katedra („*sale force*“) turi daugiau dėmesio skirti įvaizdžiui, programos žinomumui.
2. Ši programa turi žymiai daugiau tarptautinių aspektų, palyginti su paskutinį kartą 2005 m. akredituota programa, bet akademinį personalą ir fakulteto vadovybę reikėtų paraginti siekti, kad daugiau dalykų būtų dėstoma anglų kalba, daugiau studentų dalyvautų tarptautiniuose studentų mainuose ir būtų labiau skatinamas tarptautinis bendradarbiavimas. Reikėtų populiarinti programą ne tik Lietuvoje, bet ir tarptautinėje rinkoje.
3. Svarbus vaidmuo turėtų būti skirtas praktikai. Studentus, kurie ne tik mokosi, bet ir dirba, reikėtų registruoti, o jų praktiką įvertinti atsižvelgiant į tai, kaip jų profesinio darbo patirtis padeda įgyvendinti programos tikslus ir pasiekti numatomus studijų rezultatus. Studijų metu darbo patirties neįgiję studentai turėtų atlikti profesinę praktiką. Oficiali numatomų studijų rezultatų, kuriuos lėmė profesinis darbas arba praktika, patvirtinimas būtų programos privalumas.
4. Pagrindinė problema, susijusi su programos ir studijų dalykų apimtimi, yra palyginimo su kitomis panašiomis programomis nebuvimas arba netgi nesupratimas, kad tai reikalinga. Tai stebina, nes VDU ir Ekonomikos ir vadybos fakultetas (EVF) daugiau kaip 10 metų bendradarbiauja su keturiais patirtį turinčiais universitetais ir jų vadybos katedromis įgyvendinant kitą programą (tarptautinę verslo vadybos magistrantūros programą vadovams). Tačiau ši patirtis neprivertė susimąstyti, kad reikia atlikti firmų organizavimo ir vadybos programos studijų palyginimą.
5. Reikia daugiau naudotis Moodle, multimedija, simuliacijomis, laboratorijomis ir verslo inkubatoriais. Numatomas ir dabartinis šių modernių priemonių naudojimas priklauso nuo to, ar akademinis personalas gerai pasirengęs ir apmokytas jomis naudotis. Todėl rekomenduojama išmokyti taikyti daugiau šiuolaikinių e-mokymo metodų ir naudotis daugialype terpe, ir ne tik tam, kad studijos taptų patrauklesnės studentams, bet ir siekiant paskatinti akademinį personalą tobulėti.
6. Reikia peržiūrėti programos studijų planą ir atrasti vietas naujausioms tendencijoms šiuolaikinio firmų organizavimo ir vadybos srityje, nacionaliniu ir tarptautiniu lygmeniu.
7. Akademinis personalas turėtų būti remiamas pagal Fakulteto aiškiai pateiktą vidaus skatinimo ir tobulinimo sistemą. Fakulteto vadovybė turėtų suvokti ir užtikrinti ne tik mokslinius, bet ir pedagoginius bei edukacinius pasiekimus. Individualūs karjeros galimybių didinimo planai galėtų būti gera akademinų rezultatų gerinimo proceso planavimo ir kontroliavimo priemonė. Vertinimo sistema ir priemonės neturi būti laikomi tik formalia pareiga, kurios laikytis verčia įstatymas. Reikia užtikrinti didesnę socialinių dalininkų grįžtamąjį ryšį personalo vertinimo ir tobulinimo klausimais; studentų apklausose turėtų dalyvauti daugiau studentų.
8. Patalpos atitinka pagrindinius reikalavimus, susijusius su programos gerinimu. Tačiau yra ir daugiau galimybių padėti studentams. Visų pirma, patartina plačiau išnaudoti multimedijos ir e-mokymo teikiamas galimybes. Studentų ir darbuotojų žinios apie Moodle nepatenkinamos. Dar yra ko mokytis ir ką tobulinti. Bibliotekoje turėtų būti pakankamai spausdintinių kopijų arba e-knygų,

reikalingų magistrantūros studentams ir tuo pat metu dalykams dėstomiems lietuvių ir anglų kalbomis. Bibliotekos darbo valandas, galbūt, reikėtų pakeisti atsižvelgiant į tęstinių studijų studentų poreikius. Reikėtų apsvarstyti galimybę bibliotekoje įrengti geresnę oro vėdinimo sistemą.

9. Kai kuriuos studentus reikia labiau paraginti, kad jie pateiktų gilesnę mokslinę analizę savo magistrantūros baigiamojo darbo empirinėje dalyje. Studentai, nagrinėjant moksliniam klausimui iliustruoti pasirinktą atvejo tyrimo metodą, turėtų naudotis didesniu duomenų ir apklausos metodų kiekiu (pvz., ne tik interneto šaliniais). Kitaip tariant, reikia sustiprinti daugelio magistrinių darbų metodinę dalį ir pagerinti taikomų mokslinių tyrimų metodų kokybę.

10. Nors studentų mobilumas didėja palyginti su paskutiniąja, 2005 m., akreditacija, vis dėlto tarptautinius studentų mainus rekomenduojama skatinti ne tik ES, bet ir kituose angliškai kalbančiuose regionuose. Šiuo atžvilgiu galėtų būti labai naudinga EVF bendradarbiavimo kitokioje programoje (Tarptautinė verslo vadybos magistrantūros programa vadovams) patirtis. Reikėtų skatinti gerai išmokti anglų kalbą. Be to, būtų naudinga suteikti studentams galimybę išmokti rusų kalbą.

11. Reikėtų geriau apsibrėžti kokybės užtikrinimo sistemą, giliau ją apsvarstyti ir išaiškinti socialiniams dalininkams. Ir dėstytojai, ir studentai turėtų žinoti, kas vertinga studentų klausimyno atsakymuose. Paskaitų, dėstytojų ir materialiuųjų išteklių vertinimas yra pagrindas apmąstymui; apie jį turėtų būti informuojama.

12. Siekiant užtikrinti kokybę, reikia suvienodinti studentų magistrinių darbų ir semestrinių darbų vertinimą. Kai kurie vertinimai išpūsti, kiti – per griežti. Tai reikia paaiškinti.

13. Programos kokybės užtikrinimo ir programos tobulinimo tikslais reikėtų sukurti geresnę absolventų karjeros kelio stebėjimo tvarką. Nuolat susitikdama su Absolventų klubu fakulteto vadovybė turėtų geriau sekti absolventų profesinės karjeros kelią.

14. Reikia toliau mažinti studentų neetiško elgesio, plagijavimo ir sukčiavimo grėsmę. Reikia apsvarstyti darbuotojų ir studentų mokymo ir galbūt griežtesnės studentų rašomųjų darbų bei magistro baigiamųjų darbų kontrolės naudojant specialią programinę įrangą klausimą.

<...>

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

Vertėjos rekvizitai (vardas, pavardė, parašas)

¹ Žin., 2002, Nr.37-1341.