



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto

***TARPTAUTINĖS VERSLO VADYBOS PROGRAMOS
VADOVAMS (621N90004) VERTINIMO IŠVADOS***

EVALUATION REPORT

***OF INTERNATIONAL EXECUTIVE MASTER OF
BUSINESS ADMINISTRATION (621N90004)***

STUDY PROGRAMME

at Vytautas Magnus University

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Tarptautinė studijų programa vadovams</i>
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Studijų sritis	Socialinių mokslų
Studijų kryptis	Verslas ir vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	1,5 (ištęstinės)
Studijų programos apimtis kreditais	104
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo ir vadybos magistras
Studijų programos įregistravimo data	2006-11-16

INFORMATION ON EVALUATED STUDY PROGRAMME

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State code	621N90004
Study area	Social sciences
Study field	Business and management
Kind of the study programme	University studies
Study cycle	Second
Study mode (length in years)	1,5 (part-time)
Volume of the study programme in credits	104
Degree and (or) professional qualifications awarded	Master of Business and Management
Date of registration of the study programme	16-11-2006

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I. INTRODUCTION

Vytautas Magnus University (VMU) was re-established in 1989 after some 50 years. The study programme for this evaluation is the International Executive Master of Business Administration (International EMBA) offered and registered by the Faculty of Economics and Management (FEM). The Faculty represents VMU in an international consortium of five business schools that work together at the Baltic Management Institute (BMI) for delivering the International EMBA second level master programme. The BMI was set up in 2003 and manages this study programme in Vilnius on behalf of VMU. Graduates of the programme receive a Master in Business and Management degree from VMU and also a Certificate from BMI signed by all five consortium schools.

A self-evaluation report (SER) was produced by an international group ordered by the Vice-Rector of VMU in January 2013. The group was headed by Professor Kristina Levisauskaite, VMU's Head of Finance Department, and also included other VMU staff, representatives of BMI (from BMI itself, Norwegian School of Economics at Bergen, HEC Paris School of Management, Copenhagen Business School, IAG Louvain School of Management), EMBA alumni, and a current student. The SER was approved by the BMI International Academic Council.

This external evaluation by a team of international experts took place on Wednesday 22 May 2013 and included a site visit to the campus in Europa Tower in Vilnius. 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 Budvytis (business representative, Lithuania), and Mr. Dionis Martsinkevichus (student representative, Lithuania). The expert team wishes to thank all of the staff who travelled to Vilnius for the site visit, some making extensive journeys from abroad. All meetings were in English and extremely cordial.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

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

This BMI International EMBA programme is apparently based upon various other international MBA programmes. It was benchmarked against the EMBA programmes offered in the partner institutions and similar programmes at the London Business School. This EMBA programme is a response to the needs of diverse stakeholder groups. The aims and learning outcomes reflect the Lithuanian Qualification Framework, level 7. The main aim of this programme is to provide a comprehensive general business education focused on the specific skills and knowledge required by top managers in Lithuania, in the Baltic states, and beyond. The aims and learning outcomes are both defined and expanded upon in the SER (SER; table 2) and the programme learning outcomes are linked to the programme subjects (SER; table 4) and detailed in the subject descriptors (SER; annex 1). The SER was an interesting read and adhered to the Centre for Quality Assessment in Higher Education (SKVC) length guide. However, it lacked true evaluation in its summarising of the six areas. In future, much more openness is required.

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 programme caters for experienced business managers who are in employment and in the age group late 20s to late 40s. As such, it has attracted students from a broad area in Lithuania, and to a much lesser effect in Europe. One student was met from Riga. The language of instruction is English, so vital for international business and the official business language of the EU. The broad learning outcomes applicable to a wide range of business requirements comprise business knowledge and its application, research and analytical skills, intellectual skills, managerial skills, and personal skills of organisation and communication. These generic outcomes are reviewed every two years under VMU's Teaching Assessment Policy and agreed by the BMI International Academic Council. Paradoxically, in the SER there are no examples of subject specific learning outcomes. At VMU itself, the information on the possible suitability of the learning outcomes is also provided by surveys of the alumni, employers, and students. Consequently, the aims and learning outcomes are based to a certain level upon current professional and business needs in Lithuania and Europe. But, there is a serious lack of internationalisation in the learning outcomes that needs reviewing in respect of the programme's title, 'international'. Additionally, the terminology and presentation of the learning outcomes needs also reviewing in the light of the Bologna Accord and successive meetings; learning outcomes are expected to be outcomes focused on what the student is expected to attain at the end of the programme or module and not just the content covered.

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

This is a second level master programme; the aims and learning outcomes are generally consistent with the type and level of qualifications offered, the MBA and the BMI Certificate. They are, in general, similar to other Lithuanian and European master programmes in business administration. They are reviewed regularly by surveys of the students, the alumni and teachers and, if required, changes are made under the supervision of the International Academic Council. As indicated above, the expert team recommends that the lack of internationalisation of the learning outcomes is reviewed as to whether it is considered sufficient in view of the international consortium arrangements and the strong teaching focus on Europe.

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

The name of the programme is a standard one for this type of second level programme. However, the title includes the name 'international' and, as noted above, it is questionable if the learning outcomes reflect this sufficiently. It is interesting to note that those few students who do not hold a bachelor degree cannot be awarded an MBA from VMU and only receive a BMI Certificate on graduation after 1.5 years of study, though the expert team did not meet any such students during the site visit. It is surprising that the minimal background experience of such students allows them on to the programme; the accreditation of prior experience and learning (APEL) does not seem to be working effectively and this should be reviewed by the Faculty because only *bone fide* students should be recruited if programme quality and standards are to be maintained.

2. Curriculum Design

2.1 The curriculum design meets legal requirement.

This programme volume is 104 ECTS credits and the studies cover 1.5 years. This is within the Lithuanian Ministry of Education's 2010 requirements for awarding second cycle degrees (Order No.V-826). The programme comprises 20 compulsory and three optional subjects. This structure follows the rules set by VMU in its Academic Regulations whereby compulsory subjects for at least 60% including research papers (85% in this programme) and electives form at least 15% (15% in this programme). The students enjoy the shortness of this programme, but possibly more time is required for the intensive China Visit and the addition of any other possible future international exchanges.

2.2 Study subjects and/or modules are spread evenly, their themes are not repetitive.

The student workload is spread reasonably evenly over the three seminars of the 1.5 years, plus some time for the master paper in the final semester. All subjects are 3 or 4 ECTS credits with independent study some 60% to 65% total hours per subject. Table 3 of the SER sets out the study programme comprising an Introductory Session (team building; accounting refresher – optional) then Seminar 1 (30 ECTS) containing Economics of the Firm and Finance, oddly including 'Global Economic Environment'. Seminar 2 (32 ECTS) comprises Market-Driven Management and Strategy and Entrepreneurship. There is a week-long Module Abroad based in China – the China Visit. Seminar 3 (12 plus 30 ECTS) includes Organisation and Leadership and finally the master Diploma Paper.

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

The curriculum, in general, reflects the type and level of the studies. It is progressive, for example in finance and accounting where the subject region moves from the Accounting Refresher course to Financial Accounting, to Management Accounting and Control, to Corporate Finance, and then to Financial Performance and Company Valuation. Thus, it starts at a basic level for less experienced students and progresses to a high second cycle level, all within Semester 1. This, in total, is a specific focus consistent with a specialist master programme. Possibly, in view of the programme title, the Department could consider including International Accounting. It is an interesting approach that all accounting is concentrated semester 1 and is not spread across the programme. This early focus should be given further consideration by the administration to ensure the subject is continuously accommodated later in the programme.

There are detailed course/subject descriptors. These contain helpful information on source materials and e-book collections. However, the subject content often consists of just a list of topics. This minimal information needs reviewing if it is to be truly helpful to students. Additionally, some of the subject pre-requisites in semester 1, for example, 'Global Economic Environment', 'Management Accounting and Control', are vague and need to be more specific if these are to be helpful.

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

The content of the curriculum and the teaching methodology are, in general, appropriate for attaining the stated learning outcomes, as indicated by the subject descriptors. The China Visit,

in part, reflects the international approach and the programme's title as does the employment of internationally eminent teachers. The teaching variety in the use of lectures, seminars, case-study group work, project work, student presentations, and the week in China should engage and enthuse the students in their studies and help with the attainment of the programme and subject learning outcomes. It is mooted by the expert team that consideration be given to having a slightly longer period abroad; maybe two weeks would help capture the programme title and the aims more thoroughly and swing the overall balance more towards internationalisation and the programme's title.

2.5 The scope of the programme is sufficient to ensure learning outcomes.

The scope of the programme is indicated by Table 3 (SER). The relevant learning outcomes are allocated to the subjects in Table 4 (SER) and are also indicated in the Subject Descriptors. The range of learning outcomes are spread across the range of the curriculum and culminates with the production of the master paper. It is unfortunate, and as noted above, in view of the programme's title, that there is only a limited focus on internationalisation, including in the limited wording of learning outcomes. There seems a significant focus on finance, particularly in the early part. The scope should be carefully considered by the administration and possibly more international subjects added to enthuse the students such as International Economics or International Business.

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

The SER outlines aspects of programme review including the intended learning outcomes. As mentioned, maybe two years is too long to consider changes to learning outcomes as economic matters move very quickly and need a rapid response within the curriculum. However, several appropriate changes have recently been made. For example, in 2007 'Operations Management' and 'Supply Chain Management' were merged into 'Operations and Supply Chain Management', a logical move and one supporting later project work. In 2012, it was appropriate that the 'Project Management' course was introduced in the China module. These are examples of modernising the programme; significantly, and the relevant learning outcomes remain correlated with the programme learning outcomes, the teaching methodology, and assessment criteria. In addition, new staff have been introduced bringing with them new international practices and knowledge. The students indicated to the expert team that they value equally both the international staff and those from VMU at Kaunas.

3. Staff

3.1 The study programme is provided by the staff meeting legal requirements.

3.1 The teaching staff establishment of 30 persons meets the legal requirements according to the Ministry's Order No.V-826 of April 2010 relating to second cycle degrees. Nineteen lead the programme and 11 support as coaches, advisers, and assessors. Some 37% are full professors at their home institution (order states not less than 20%), a further 47% are associate, adjunct, or affiliate professors. All of these staff hold doctoral degrees (some 83% of all staff; requirements state at least 80%). The remaining five non-academic lecturers have professional qualifications and significant work experience, for example, in law firms, in international banks, and in management consultancies. Most teachers have interesting CVs with wide qualifications and

business experiences; those coming from the other partner schools in Belgium, Denmark, France, and Norway have very extensive CVs indeed and are internationally eminent in their subject areas. All are appreciated by the students and graduates.

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

As indicated, 25 of the teaching staff hold doctoral degrees (SER; annex 2); the remaining five hold professional qualifications and have wide business experience. In addition, the establishment contains foreign staff bringing in international expertise. In total, the staffing establishment is sufficiently qualified and experienced to ensure the learning outcomes are attainable by the students. The gender breakdown is 60% men and 40% women. Recent surveys of the students and alumni show fair satisfaction with the teaching staff, however, students told the expert team that not all teaching is effective. In speaking to the students and graduates, some felt there is occasional variability in the quality of teaching and the level of challenge, including some teaching by the guest teachers, for example, it was deemed 'too flat' or 'too simple' at times. But overall across the programme, the students and graduates felt that the quality and standards of teaching and learning are high.

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

The total number of teaching staff is 30. Ages range from 35 to 63 years indicating an appropriate age spread with some 66% being in the 40-60 age range. The average age is 49 years. As indicated above, the vast majority have sound academic and pedagogical backgrounds covering the main areas of the curriculum. Staff with international experience have been introduced and, to some extent, this helps to support the internationalisation of this programme. The expert team recommends that this focus should be continued if more international graduates are to be produced from this master programme. Overall, the staffing establishment is adequate to ensure the learning outcomes.

3.4 Teaching staff turnover is able to ensure an adequate provision of the programme.

According to the SER (SER; p.16) the staff turnover is low; apparently only one or two new staff are needed each year to replace those who retire, move into administration, or whose teaching skills are no longer satisfactory according to student surveys. Indeed, the students informed the expert team that overall the quality of the teaching is good, but, as indicated above, not in every case. New staff usually come from BMI partner schools or are recommended. VMU appoints its full-time staff in Lithuania after public competition and after approval by the FEM Council and the VMU Senate. Teaching certification, where required, is provided by the VMU's Certification Committee. It is interesting to note that BMI does not appoint full-time new staff in Lithuania who may eventually require a state pension.

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

Prior to selection as new staff, the applicant must demonstrate at least satisfactory teaching skills. The Academic Dean, appointed at BMI, oversees this activity; the Academic Dean keeps FEM informed about academic policies and current priorities at BMI for the pedagogical development of the programme and its teaching. The expert team recommends that there is an

annual appraisal of staff, their workload, and their continuing professional development (CPD). Detailed records should be kept, counter-signed by the individual teacher, and be on file for all teachers including the guest and international teachers.

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

It is clear from the SER and staff CVs (SER; annex 3) that significant research activity takes place. All teachers of this programme with PhDs are involved in researching the fields that they teach (SER; annex 2). For example, Professor E. Walsh who actively researches international economics and is a consultant to the International Monetary Fund (FME), teaches 'Managerial Economics and Global Economic Environment'. Professor J. Bessis, who was head of research at Fitch Ratings and is involved with researching risk management in banking, uses his wide experience to teach 'Corporate Finance' and also 'Financial Performance and Company Valuation'. Additionally, staff contribute to Baltic business journals and write relevant books, for example, lecturer Keld Jensen's 'The Negotiation Manual' used for his teaching of 'Negotiation Skills'.

4. Facilities and learning resources

4.1 The premises for studies are adequate both in their size and quality.

The premises for this programme are in the Europa Tower, Vilnius and are modern with quality furnishings. This site is central and readily accessible. However, the BMI office is on 13th floor whilst the teaching auditorium is on 31st floor. The office is open from 8am until 5 pm, though this can be extended on request by students. This seems inadequate as the students are part-time. This office contains a students' study room with some computers and a small library of both course and support publications. Past master papers are stored and can be read if not confidential. There is a small conference room for group work. There are some 50 cohort students attending during any one week on this programme thus the 31st floor auditorium with seating for this number is just about sufficient. Overall, the premises are very minimal and cramped. There is a lack of rooms suitable for group and case-study work; the teaching staff also indicated this to the expert team. It is now right that moves to other more suitable spacious premises are seriously considered, but as yet Europa Tower remains the campus.

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

The teaching and learning equipment in Europa Tower are minimal. There are just 'several' computers with internet access. Textbooks are provided to students as part of their fee. The staff considers equipment updates on a regular basis. Overall, it seems that the teaching and learning equipment have issues. The students rated it as 8.4 and for the use of IT in teaching as 8.2. Serious consideration of these rating is needed by the administration.

4.3 The higher education institution has adequate arrangements for students' practice.

As such, there is no practice within this master programme's curriculum. The students are part-time and enter with a business background. They are still working as they study. Their current jobs form the basis of a practice. It is important, however, that consideration be given to adding a formal practice to this programme for any students in future who may be without sufficient

business experience or current jobs. Case-studies, of course, are used in part to simulate current jobs. The students expressed a desire to the expert team that they wanted to have more regular and extended company visits and particularly with prestigious international companies.

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

The library at the BMI premises in Europa Tower is minimal. The students have access to the full VMU library and on-line libraries. With this VMU library at Kaunas, some 1.25 hours driving time away, the opening hours are 9am to 7pm weekdays, 9am to 4pm Saturdays, and 9am to 4pm during examination time on Sundays. 24-hours opening should be considered to more fully support student studies; this is now prevalent amongst many university libraries in Europe and America where the libraries form the focal point of learning.

As is the norm, students now rely on databases for information. There is free access to key international databases such as EBSCO, Emerald, Sage, and Oxford Journal Online. Course details are readily available on the BMI intranet. It is vital that with the wide use of electronic support, student work is rigorously and continually checked for plagiarism.

5. Study process and student assessment

5.1 The admission requirements are well-founded.

The applicants need at least five years management experience, a university degree (over 50% have a master degree), clear career aims, enthusiasm, team-working abilities, and effective communication abilities. Additionally, applicants should have good English abilities – written and oral; applicants undergo a writing and oral test. An employer's recommendation is also needed. The expert team confirms this is all happening. There is a detailed screening process culminating in a personal interview in English by the Admissions Committee made up of representatives from VMU, BMI partner schools, BMI administration, and from the business world. An overall score of '7' is needed to be admitted to the programme. Recently, there are some 150 pre-screened applications leading to an enrolment of some 50 students. The entrants represent a wide range of industries with IT/telecommunications, the service industries including retail, and the financial sectors often being paramount. It is surprising that the intakes include so few foreign students, just 10% in recent classes. This is disappointing in comparison with other similar international MBA programmes in Vilnius and in Riga and the expert team strongly recommends an examination of this with the intention to improve the foreign intake and the full internationalisation of the programme.

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

As indicated in the SER, the International EMBA programme is delivered fully in English over 1.5 years of part-time studies by staff from VMU and from the BMI partner schools. Students attend on-site for one week every fifth or sixth week with lectures Thursday-Friday and Monday-Wednesday, with Sundays free. Classes are from 9am to 4.30 pm plus one evening per module for group work or guest speakers. This study process is supported by the part-time students as it allows them to continue working whilst studying. The workplace is a current source of relevant data for project work and the master paper. This supports the successful attainment of the learning outcomes. The drop-out rate is some two to five students per cohort i.e. 5-10%,

apparently mainly due to changes to personal or business lives. This attrition needs careful examination as also does the defence of the master paper on time (on average only 72%) (SER; table 8). However, some later return to their studies making the overall completion rate for a cohort on a five-year average over 90%.

5.3 Students are encouraged to participate in research, artistic and applied research activities.

The students utilise their knowledge and experience of their workplace to provide raw data for the master paper. Here, they are able to analyse a real-life management issue, though this is sometimes confidential. Consequently, because only a small minority of students come from abroad the master papers reflect mainly Lithuanian situations, for example, developing a business strategy for Vilnius airport or innovation introduction in the Lithuanian market; only very few have an international approach in such businesses in Greece or Belarus, for example in the 2012 theses. The papers cover a range of marks, for example, between 6 and 10 in 2012, the vast majority lie between 8 and 9. This spread is a reasonable one for the cohort intakes selected. In addition to the master paper, the students undertake group project work also requiring research activities and presentations.

5.4 Students have opportunities to participate in student mobility programmes.

To date and other than the China Visit, student mobility is very limited. The managers are aware of this lack of mobility and are introducing the 'Individual Mobility Programme'. This may allow International EMBA students to attend modules at other international schools and vice versa. Ties are being mooted with possible schools in Poland, Russia, Germany, etc. The development of this planned mobility needs careful monitoring. The expert team recommends the increase in student mobility for this programme; the current students expressed their desire for it too. Hopefully, something will be introduced by the administration.

5.5 The higher education institution ensures an adequate level of academic and social support.

The students are supported academically in a series of ways. Importantly, they have advice from the professors and other staff involved in the master paper process. Students are also able to select an adviser for this research paper either from VMU or from another BMI school. The master paper is also reviewed by a second reader from another school thus ensuring not only rigour in marking but also objectivity. If the first reader is from VMU then the second reader must be from another BMI school and vice versa. In the course work, the students are supported by a series of guest speakers, some company visits, networking events, and from the alumni associations. In the student surveys 2005-2013, significantly the highest rating is for administrative support and communication with students. Interestingly and what suggests the need for some examination are the lower and more variable student ratings for class discussions, quality of project work, library resources, class size and, surprisingly, the quality of the guest speakers. The expert team recommends that these aspects of the study programme are examined and kept under on-going review.

5.6 The assessment system of students' performance is clear, adequate and publicly available.

There is a range of assessment methods reflecting the form of work to be assessed and the learning outcomes. These include standard 90 minutes written examinations (normally accounting for 50% of marks; model answers are provided in advance), both closed-book and

open-book examinations, take-home examinations, group project work with presentations, and the master thesis paper at the end of the programme. The Academic Dean oversees that the assessment methods used are appropriate for assessing the work. The diverse range of methods used allows students to perform under various conditions and this helps produce a fair, accurate and unbiased overall assessment. There is a grading appeal process for the students that can involve the teacher, EMBA Programme Director, and finally a second reader. Additionally, there are non-graded assessments of 'soft skills' such as courses involving leadership and case analysis. Here, there are feedbacks from peers and teachers. Integrity and ethics are considered vital with all EMBA students provided with BMI's written policy on plagiarism; this is underscored orally. Thus, the assessment methods and criteria are clear to all incoming students and also to the teaching staff.

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

The aim is to produce corporate leaders, for both the domestic and international markets. The SER claims that the EMBA graduates are highly regarded by business. Consequently, several key companies send managers to this master programme and continue their employment after graduation, often in a higher position. Such companies include SEB Bankas in Lithuania, Omnitel, Svyturys Utenos alus, and the Baltic law company LAWIN. Internationally, some alumni are now working, for example, in Switzerland (Philip Morris International), Denmark (Electronic House), and USA (TEVA Biopharmaceuticals). Some graduates work in the public sector, for example, as Members of Parliament. In general, the job outcomes meet the expectations of both VMU and BMI. It is difficult to fulfil the international aims of this programme because there are so few international students enrolled. Most students follow a career in Lithuania though the expert team did meet one graduate who intends to expand his company's work into the United States.

6. Programme management

6.1 Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated.

The International EMBA is administered by BMI, a partnership of VMU (FEM) and the four other international BMI business schools (HEC; CBS; IAG-LSM; NHH). VMU has the strategic role, particularly in the delivery of the programme in Vilnius and the governance of the programme. VMU and BMI's International Academic Council are responsible for quality assurance matters. BMI is led by its Director General who is the authorised representative of BMI and its Governing Board. In the name of BMI, he can sign employment contracts, oversees the implementation of strategy, is concerned with marketing and finance, combines the international schools together, and links to the business world. VMU sees that this EMBA programme meets the Lithuanian legal requirements and academic standards. The International Academic Council meets twice per annum and reviews and approves any changes to EMBA's curriculum (reconfirmed in 2009) and oversees the work of the Academic Dean. There is a plethora of groups and committees for overseeing and operating this EMBA programme and this takes time; a slimmer, more responsive, quicker and effective management structure should be considered.

6.2 Information and data on the implementation of the programme are regularly collected and analysed.

Data is regularly collected through a continual cycle of reviews and surveys. For example, there is regular feedback from students, graduates/alumni, FEM, and social partners/employers. The data is analysed and some action taken as necessary. For example, the timetable was recently adjusted to assist the part-time students with the dual role of working and studying.

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

This International EMBA programme was successfully accredited by EPAS for three years on behalf of the European Foundation for Management Development (EFMD) in Brussels. In 2010, this was renewed for a further six years (SER; p.27). Areas for improvement were quality assurance, teaching innovation, and assessment methods. Future development is to focus on internationalising the cohort, developing a resource strategy, and the programme's structure and content. In 2012, the EMBA programme was evaluated by two internationally experienced academics from the UK and Malaysia for two days. Extensive suggestions for consideration included programme duration, adding a new session on case study methods, better coordination of modules to avoid overlap, improving the timeliness and content of pre-course materials including course outlines, making the China Visit a fully assessed module covering part of the programme, better support for the master paper production, better use of data and improved collection of data for checking student progression and academic standards. Externally, also the programme is regularly evaluated by SKVC. The programme was registered with SKVC in 2006 and as such is expected to comply with Lithuanian laws and academic requirements. These are all confirmed by the expert team and any actions to be taken resulting from the 2012 evaluation are also supported by the expert team as continuous updating of this programme is required.

6.4 The evaluation and improvement processes involve stakeholders.

The programme is monitored and evaluated by stakeholders on a fairly regular basis, though in some cases this is every three years which is somewhat long and should be reviewed. The stakeholders involved comprise current students with questionnaires after each course and project, the alumni by three-years surveys, the business world using market research and benchmarking, and the other partner schools by formal surveys at least every three years. It is recommended by the expert team that a formal Alumni-Social Partner Committee is established; one that meets regularly and has a formal agenda and is minuted. The resultant information can then be sent formally to the administrators for possible action. This vital part of the quality and development process is the norm in virtually all universities.

6.5 The internal quality assurance measures are effective and efficient.

As a result of the student surveys, some changes have been made to the programme as noted above. The students commented adversely on the size of groups for case studies and for projects. Consequently, the International Academic Council maximised the groups at six students. The course 'Project Management' was rated lower than other programmes and the professor concerned was replaced. The programme has high ratings internationally for its quality and relevance from Eduniversal and is currently rated as on a par with other business Executive MBAs in Eastern Europe (SER). As mentioned, the programme is EPAS accredited, however, so

is a multitude of business programmes in Europe and world-wide all the time though this is the only one accredited by EPAS in Lithuania. Not enough potential students know about this programme; much more effective advertising needs to be undertaken nationally and internationally to enhance recruitment and student quality.

III. RECOMMENDATIONS

1. The SER is extensive and detailed, but there is a lack of true reflective evaluation in the end of area evaluations. Additionally, the learning outcomes need reviewing to reflect a more international outlook and also to show precisely what a student is expected to know and understand after completion of the programme or the module. These should be more clearly outcomes based.

2. The curriculum overall should reflect more the 'international' of the programme's title. Some subject curricula are somewhat basic for the more experienced students and some pre-requisites are vague and lacking in appropriate detail for some semester 1 subjects. These points need reviewing and action taken. The programme's descriptors are generally well produced but, in some cases, the curriculum content is merely listed, is very minimal, and lacks detail.

3. More teaching staff mobility is required to more fully internationalise this programme; more regular international exchanges are recommended. Additionally, it is appropriate if the Lithuanian teachers from Kaunas undertake teaching at the partner institutions on this EMBA programme; it should become an equal two-way process for staff in all of the five partnership institutions.

4. The premises used for this programme are of high quality and impressive overall. However, the area on two floors of Europa Tower is very cramped and its continued use should be seriously reviewed. The expert team agrees with those teachers who felt that more rooms are now needed. The VMU library space in Europa Tower is very cramped and minimal.

5. More international mobility is needed within this programme for the students. The trip to China is not sufficient. More foreign students should be encouraged to join this international programme; the current figure of 10% needs increasing to internationalise this master programme, as was also recommended by the teaching staff to the expert team. The accreditation of prior experience and learning (APEL) needs improvement to ensure that only the most suitable students are recruited, ones who are not going to drop out and ones who can complete the thesis on time. Currently, there is too much laxity in the process.

6. As an important part of the programme development and quality assurance there should be established a formal Alumni-Social Partners Committee. It should meet on a regular basis with an agenda and minutes recorded. Its advice would help to continually improve and update the programme. This is the norm in most universities. Not enough potential students know about this master programme and what it offers; therefore advertising should be considerably improved, particularly across the Baltic states and the rest of Europe, to enhance recruitment and student quality.

IV. SUMMARY

1. Programme aims and learning outcomes

The aims and learning outcomes of this part-time MBA offered by both MVU and BMI reflect the Lithuanian Qualifications Framework, level 7. The programme aims to provide a comprehensive general business education as required by top managers in Lithuania and beyond. The language of instruction is, appropriately in English. The programme has been benchmarked against similar international programmes in the other partner institutions and also the London Business School. The learning outcomes correlate in that those at subject level reflect the programme's learning outcomes and this is correct. However, these learning outcomes need to represent the title, 'international' more directly and also the wording of some needs general review to state quite clearly what the outcomes are and what the student is expected to know and is able to demonstrate on completion. Overall, the SER does not truly evaluate the programme because the evaluations at the end of each area and in the main text are overly positive with very little true analysis.

2. Curriculum design

The design reflects the rules set by both SKVC and by VMU. The student workload is spread reasonably evenly over the 1.5 years. It is a progressive curriculum with, for example, subjects start at a lower level and move to a high masters level. Only in some cases are the subjects somewhat basic for those particular students having good experience of that subject. A range of teaching methods including the valued China Visit and enable all learning outcomes to be attained. Some appropriate changes have been made to the curriculum but more needs to be undertaken if it is to fully represent the 'international' in the programme's title. The programme needs continuous updating if it is to keep ahead of the competition. The subject descriptors are detailed and quite useful, but the subject content is often a mere list of topics and should be fuller if it is to be helpful to students. The learning outcomes provided need to be clearly outcome based, as per the Bologna guidelines.

3. Staff

The staffing establishment is sufficiently qualified and experienced to ensure that the programme is effective and the learning outcomes are attained. There is an appropriate balance between two areas of the staff, those from Lithuania at Kaunas and the international teachers from the partner institutions abroad. The international staff in particular hold impressive research records and are eminent in their teaching subject areas. The students value equally both groups of staff with those from Lithuania setting the international studies into a Lithuanian framework. More staff international exchanges are recommended for the Lithuanian teachers; they should seek to exchange with the partner institutions and teach on the EMBA programmes; it should become an equal two-way process. At the moment this does not occur.

4. Facilities and learning resources

The premises for this master programme are in Europa Tower, Vilnius, an impressive environment and readily accessible with sufficient parking below. The programme occupies two floors, 13th floor and 31st floor. This environment adds to the kudos of the programme and the master students enjoy this. The library is small but there is a full provision of international databases available to the part-time students. The wide use of such electronic sources means that student work has to be continuously checked for plagiarism. VMU'S main library in Kaunas is also available to the students and some use is made of this. More rooms are needed for seminar and case-study groups; more space generally would be advantageous as the Europa Tower environment is very cramped. Teachers also stated this. Consequently, serious consideration should be given to continuing on the current site.

5. Study process and student assessment

There is a detailed screening process before students are admitted to this MBA. The students have a business background to draw upon for project work and thesis. In addition, international and Lithuanian case-studies are used. The average student age is 34 years, all are working, and many already have a masters qualification. These are high quality students. The programme is structured with short intensive teaching blocks. This should make this MBA attractive to many more foreign students, particularly from adjacent countries who can travel easily. Unfortunately this is not the case with just 10% of students from abroad. This lack of internationalisation is also evidenced in the recent student theses where the vast majority are based only on Lithuanian business. There is the China Visit, but much more mobility is recommended and the current students and graduates also advocated to the expert team more international exchanges. The accreditation of prior experience and learning (APL) needs improvement; only *bona fide* students should be recruited to reduce the drop-out rate and guarantee the production of the theses on time. Currently, the process is too lax.

6. Programme management

The administration of this master programme is highly effective. The few who undertake this from the Director General downwards are to be commended for their energy and application. There is a range of quality assurance procedures operated by both VMU and BMI. But the plethora of committees and structures might be much streamlined to good effect, improving speed of action. The programme is accredited externally by SKVC and also EPAS. Consequently, the standards are rigorously maintained. It is important that fuller involvement is made of the alumni and the social partners. It is thus recommended that a formal Alumni-Social Partners Committee is set up, one that holds regular minuted meetings with a formal agenda. The outcomes would help the administration to offer the most relevant master programme for the 21st century and keep ahead of other providers. More potential students in Lithuania and beyond need to know about this programme and what it offers; it is recommended that advertising should therefore be considerably increased to enhance recruitment and incoming student quality.

V. GENERAL ASSESSMENT

The study programme *International Executive Master of Business Administration* (state code – 621N90004) 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	3
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:	18

*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 *VERSLO VADYBOS PROGRAMA VADOVAMS* (VALSTYBINIS KODAS
– 621N90004) 2013-07-18 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-286 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Verslo vadybos programa vadovams* (valstybinis kodas – 621N90004) 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	3
6.	Programos vadyba	3
	Iš viso:	18

* 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**1. Programos tikslai ir numatomi studijų rezultatai**

Šios iššęstinių studijų verslo vadybos magistrantūros programos, kurią siūlo VDU ir Baltijos vadybos institutas (BVI), tikslai ir numatomi studijų rezultatai atspindi Lietuvos kvalifikacijų sąrangos 7 lygį. Šia programa siekiama suteikti platų bendrąjį išsilavinimą verslo srityje, reikalingą Lietuvos ir užsienio vadovams. Todėl dėstomoji kalba yra anglų kalba. Programa palyginta su panašiomis tarptautinėmis programomis, kurias siūlo kitos institucijos partnerės ir dar Londono verslo mokykla. Numatomi studijų rezultatai susieti tarpusavyje taip, kad numatomi dalykų studijų rezultatai atspindėtų programos studijų rezultatus, ir tai teisinga. Tačiau šie studijų rezultatai turi tiesiogiai atspindėti pavadinimą („tarptautinė“), o kai kurių rezultatų formuluotes reikėtų iš esmės peržiūrėti ir aiškiai nurodyti, kokie tai rezultatai ir kokių žinių bei gebėjimų tikimasi iš baigusiųjų studijas. Iš esmės savianalizės suvestinėje programa nėra tinkamai įvertinta, nes kiekvienos srities vertinimai pagrindiniame tekste ir pabaigoje yra per daug teigiami, o tikrosios analizės labai nedaug.

2. Programos sandara

Sandara atspindi SKVC ir VDU nustatytas taisykles. Studentų darbo krūvis tolygiai paskirstytas per 1,5 metų. Tai nuosekliųjų studijų programa, kai bakalauro studijų dalykai aiškiai orientuoti į magistro studijų dalykus. Tik kai kurie dalykai atrodo kaip įvadiniai tiems studentams, kurie jau turi gerus to

dalyko įgūdžius. Dėstyimo metodų įvairovė, įskaitant tuos, su kuriais susipažinta taip vertinamo vizito į Kiniją metu, sudaro galimybę pasiekti visus numatomus studijų rezultatus. Buvo atlikti keli programos pakeitimai, bet jų turi būti daugiau, jei norima, kad programa atitiktų pateisintų savo pavadinimą („tarptautinė“). Programą reikia nuolat atnaujinti, norint, kad ji būtų konkurencinga. Dalykų aprašai yra išsamūs ir gana naudingi, bet dalykų turinys – tai dažnai tik paprastas dalykų sąrašas; jis turėtų būti išsamesnis, kad būtų naudingas studentams. Numatomi studijų rezultatai turi būti aiškiai pagrįsti Bolonijos gairėse nurodytais studijų rezultatais.

3. Personalas

Personalas pakankamai kvalifikuotas ir patyręs, kad galėtų užtikrinti programos veiksmingumą ir numatomų studijų rezultatų pasiekimą. Dėstytojų iš Lietuvos (Kauno) ir užsienio institucijų partnerių dėstytojų santykis tinkamas. Dėstytojų, ypač užsienio, atliktų mokslinių tyrimų skaičius įspūdingas; jie žinomi kaip geri savo dėstomo dalyko specialistai. Studentai vienodai vertina abiejų grupių dėstytojus; Lietuvos dėstytojai tarptautines studijas įkelia į Lietuvos sistemą. Lietuvos dėstytojams rekomenduojama aktyviau dalyvauti mainų programoje; jie turėtų siekti keistis su institucijomis partnerėmis ir dėstyti tarptautinio verslo vadybos magistrantūros programas vadovams; tai turėtų būti tolygus abipusis procesas. Šiuo metu taip nėra.

4. Materialieji ištekliai

Šiai magistrantūros programai skirtos patalpos yra Vilniuje, Europos bokšte, kurio aplinka įspūdinga, pastato apačioje yra daug vietos automobiliams. Programai skirti du aukštai – 13-as ir 31-as. Ši aplinka prisideda prie programos įvaizdžio, magistrantūros studentams ji patinka. Biblioteka maža, tačiau joje studentai gali naudotis įvairiomis tarptautinėmis duomenų bazėmis. Dažnas naudojimas šiais elektroniniais šaltiniais reiškia, kad studentų darbą reikia nuolat tikrinti, ar jis neplagijuota. Pagrindinė VDU biblioteka yra Kaune, ir kai kurie studentai ja naudojasi. Trūksta patalpų seminarams ir atvejų tyrimo grupėms; apskritai vietos Europos bokšte labai mažai, galėtų būti daugiau. Ir dėstytojai tai paminėjo. Todėl reikėtų rimtai apsvarstyti, ar šioje vietoje turi būti tęsiamos studijos.

5. Studijų eiga ir jos vertinimas

Prieš priimant studentus į šią verslo vadybos magistrantūros programą atliekama išsamaus tikrinimo procedūra. Studentai turi remtis verslo pagrindais vykdydami projektus ir rašydami magistro baigiamuosius darbus. Be to, naudojamosi tarptautiniais ir Lietuvos atvejų tyrimais. Studentų amžiaus vidurkis – 34 metai, visi dirba, daugelis jau turi magistro laipsnį. Tai studentai, turintys gerą pradinį pasirengimą. Programa suskirstyta į trumpus intensyvius studijų blokus. Dėl to ji turėtų tapti patrauklia didesniai užsienio studentų skaičiui, ypač kaimyninių valstybių studentams, kurie gali dažnai važinėti. Deja, tai netinka likusiems 10 proc. užsienio studentų. Šią internacionalizacijos stoką rodo ir paskutiniai studentų baigiamieji darbai, kuriuose remiamasi tik lietuvišku verslu. Buvo surengtas vizitas į Kiniją, tačiau mobilumą rekomenduojama didinti, nes ir dabartiniai studentai ekspertų grupei minėjo, kad norėtų gausiau dalyvauti tarptautiniuose mainuose. Ankstesnės patirties ir mokymosi akreditacija yra tobulintina; studijuoti pagal šią programą reikėtų priimti tik *bona fide* studentus, kad sumažėtų nubyrijimo lygis ir būtų užtikrinta, kad baigiamieji darbai bus parašyti laiku. Dabar šis procedūra palyginti negriežta.

6. Programos vadyba

Šios magistrantūros programos administravimas labai veiksmingas. Reikėtų pagirti generalinį direktorių ir tą nedidelę grupę žmonių, kurie šį darbą atlieka, už jų energiją ir pastangas. VDU ir BMI taiko nemažai kokybės užtikrinimo procedūrų. Bet daugybė komitetų ir struktūrų galėtų dirbti veiksmingiau ir paspartinti veiksmus. Programos išorinį vertinimą atlieka SKVC ir Europos vadybos plėtros fondas (angl. EPAS). Todėl taikomi griežti standartai. Svarbu, kad aktyviau dalyvautų absolventai ir socialiniai partneriai. Taigi rekomenduojama įsteigti oficialų Absolventų ir socialinių partnerių komitetą, kuris reguliariai rinktųsi į posėdžius ir turėtų oficialią darbotvarkę. Rezultatai padėtų administracijai pasiūlyti XXI amžiui tinkamiausią magistrantūros programą ir aplenkiti kitus programos teikėjus. Apie šią programą ir apie tai, ką ji siūlo, turi sužinoti kuo daugiau studentų Lietuvoje ir už jos ribų; rekomenduojama sustiprinti reklamą, kad padidėtų stojančiųjų skaičius ir atvyktų gerą pradinį pasirengimą turintys studentai.

III. REKOMENDACIJOS

1. Savianalizės suvestinė yra plati ir išsami, tačiau trūksta tikro analitinio sričių įvertinimo pabaigoje. Be to, reikia peržiūrėti numatomus studijų rezultatus, kad jie labiau atspindėtų tarptautinį požiūrį ir būtų tiksliai nurodyta, ką studentas turėtų žinoti ir suprasti baigę programą ar modulį. Programa ir moduliai turėtų būti labiau pagrįsti rezultatais.

2. Apskritai programoje turėtų labiau atsispindėti tarptautinis programos pavadinimo aspektas. Kai kurie programos dalykai yra tarsi įvadiniai magistro studijų programos studentams, o kai kurie reikalavimai, taikomi pradedant kursą, yra nepagrįsti ir netiksliai nurodyti kai kuriems pirmame semestre dėstomiems dalykams. Šiuos punktus reikia peržiūrėti ir imtis veiksmų. Programos aprašai dažniausiai geri, bet kartais tik išvardytas dalykų turinys; jis minimalus, neišsamus.

3. Norint kuo labiau internacionalizuoti šią programą, reikia, kad akademinis personalas būtų labiau judus; rekomenduojama skatinti tarptautinius mainus. Be to, būtų gerai, jei dėstytojai iš Kauno imtųsi dėstyti šią tarptautinę verslo vadybos programą vadovams institucijose partnerėse; tai turėtų būti tolygus abipusis procesas, kuriame dalyvautų visų penkių institucijų partnerių akademinis personalas.

4. Šiai programai naudojamos patalpos kokybiškos ir apskritai įspūdingos. Tačiau dviejų aukštų plotas Europos bokšte yra labai mažas, taigi reikėtų rimtai apsvarstyti, ar jis gali būti toliau naudojamas. Ekspertų grupė pritaria dėstytojams, kurie mano, jog dabar reikia daugiau patalpų. VDU bibliotekos plotas Europos bokšte taip pat labai mažas, tiesiog minimalus.

5. Šios programos studentų tarptautinis judumas turėtų būti didesnis. Vien kelionės į Kiniją nepakanka. Reikėtų labiau skatinti užsienio studentus prisijungti prie šios tarptautinės programos studijų; dabartinius 10 proc. reikia padidinti ir taip internacionalizuoti šią magistrantūros programą, kaip ekspertų grupei sakė dėstytojai. Reikėtų tobulinti ankstesnės patirties ir mokymosi akreditavimo tvarką, siekiant užtikrinti, kad įstotų tik labiausiai tinkantys studijuoti asmenys, tie, kurie nenubyrės ir kurie laiku parašys baigiamąjį darbą. Dabar ši procedūra labai neapibrėžta.

6. Svarbi programos tobulinimo ir kokybės užtikrinimo dalis būtų oficialus absolventų ir socialinių partnerių komiteto sukūrimas. Komitetas turėtų reguliariai posėdžiauti, turėti darbotvarkę, o jo posėdžiai turėtų būti protokoluojami. Jo patarimai padėtų nuolat tobulinti ir atnaujinti šią programą. Taip daroma visuose universitetuose. Ne visi galimi studentai yra susipažinę su šia magistrantūros programa, nežino, ką ji siūlo, todėl programą reikėtų geriau reklamuoti, ypač Baltijos ir kitose Europos valstybėse, siekiant paskatinti stojimą ir pagerinti studentų pradinį pasirengimą.

<...>

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.