STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ALEKSANDRO STULGINSKIO UNIVERSITETO
STUDIJŲ PROGRAMOS
LOGISTIKA IR PREKYBA (valstybinis kodas – 612N10006)
VERTINIMO IŠVADOS

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EVALUATION REPORT
OF *LOGISTICS AND COMMERCE (state code – 612N10006)*
STUDY PROGRAMME
At ALEKSANDRAS STULGINSKIS UNIVERSITY

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Išvados parengtos anglų kalba
Report language - English

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2014

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Logistics and Commerce*
State code	612N10006
Study area	Social Sciences
Study field	Business
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (3,5), Part-time (5)
Volume of the study programme in credits	210
Degree and (or) professional qualifications awarded	Bachelor in Business
Date of registration of the study programme	15 June, 2012, No. SV6-22

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1.   Background of the evaluation process

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

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

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

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

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

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

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

1.2.   General

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

No.	Name of the document
1.	Protocols of Study Programme Committee meetings

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

Aleksandras Stulginskis University (hereafter – ASU) is a public university located in Akademija near Kaunas. It was established as an Agricultural Academy on September 1924, following the restructuring of the Kaunas-based Agronomy-Forestry Department of the University of Lithuania and the Dotnuva Agricultural College in Vilnius. In 2011 it was renamed in honour of Lithuania's first agricultural minister and second President Aleksandras Stulginskis.

Today, ASU has five faculties (Agronomy, Economics and Management, Forest Sciences and Ecology, Agricultural Engineering and Water and Land Management), two centres and 34 infrastructure and service units. Slightly more than 5,000 students are currently enrolled in 23 Bachelor programmes and 19 Master programmes.

ASU is Lithuania's only higher education institution (hereafter – HEI) with a strong focus on the agricultural sector and natural resources. Research and teaching in these fields are conducted through a variety of disciplinary angles, including natural sciences, engineering, social sciences and economics as well business studies, while maintaining a comprehensive interdisciplinary approach. The university's mission is to contribute to the creation and dissemination of scientific knowledge in the aforementioned fields, and to offer opportunities for personal and professional improvement for students and staff for the benefit of the Lithuanian society. Moreover, the university is in the process of implementing an internationalisation strategy.

The Logistics and Commerce study programme is a first cycle programme of 3.5 years duration – 5 years for part-time students – with a credit value of 210 ECTS. It is associated with and organized by the Faculty of Economics and Management.

1.4.   The Review Team

The review team was assembled in accordance with the *Expert Selection Procedure*, approved by Order No 1-55 of 19 March 2007 of the Director of the Centre for Quality Assessment in Higher Education, as amended on 11 November 2011. The Review Visit to HEI was conducted by the team on 29th September, 2015.

1. Prof. dr. Andreas Knorr (team leader), Professor of Economics at German University of Public Administrative Sciences Speyer, Germany.

2. Assoc. Prof. Kristiina Tonnison, Director of EuroCollege, University of Tartu, Estonia.

3. Assoc. Prof. Zoltan Sipos, Chairman of Institute of Economics and Management Sciences At King Sigismund College, Hungary.

4. Mr. Giedrius Romeika, Lecturer at Kaunas College and Mykolas Romeris University; Director of JSC "Dautera", Lithuania.

5. Mr. Tadas Medineckas, Director of Business Development at JSC „DLG", Lithuania.

6. Mr. Rimvydas Labanauskis, PhD student of Economics at Vilnius Gediminas Technical University, Lithuania.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme is organized according to all necessary legal acts issued by Ministry of Education and Science of Lithuania and meets their formal requirements. The aims and intended learning outcomes of the Logistics and Commerce study programme are well presented in the description of the programme, both in the Self-evaluation report (hereafter – SER) and on the faculty's website (in Lithuanian: http://asu.lt/wp-content/uploads/2015/06/logistikos_ir_prekybos_3_5_m_bakalauras_2013.pdf; in English: http://asu.lt/wp-content/uploads/2015/06/logistics_and_commerce_b_201403_en.pdf). The objectives of the programme are based on professional requirements for personnel in this field. The knowledge and abilities to organize and manage logistics and commerce activities are emphasized in the description of the programme.

The objectives of the Logistics and Commerce study programme is to educate students "…with profound erudition who will be capable of using theoretical knowledge in business and management and respective business skills in commerce and logistics in developing socially responsible businesses with a competitive edge in the national and in international markets." (SER, p. 6) This objective might be too ambitious taking into account the subjects taught. Currently there is a need to coordinate intended learning outcomes of the programme with the learning outcomes of the concrete subjects. There are a total of 22 learning outcomes that might become confusing/ overlapping and could be subsumed under fewer outcomes. Examples of unnecessary overlaps and redundancies can be found in the core business and entrepreneurship courses (e.g.: "The students will know and understand economic, social, and technological business resources, processes and problems, and the importance of addressing problems in planning, forecasting, and making evaluations of the development and results in logistics and trading business" vs. "The students will be able to set up business companies, to organise, pursue and evaluate their activities, to decide on the resources, to implement business development projects, and to apply legislation governing the operations and business activities." (http://asu.lt/wp-content/uploads/2015/06/logistics_and_commerce_b_201403_en.pdf, p. 4). Accordingly, the study process might benefit from fewer and more concrete learning outcomes.

Programme content is consistent with the type and level of the studies. In the interviews with various stakeholder groups, reviewers were satisfied to learn that programme management is committed to attempt to constantly improve the content with more emphasis on practical issues and knowledge. That is happening in accordance with the idea of a higher education where specific practical skills are more emphasized than generalized and/or theoretical knowledge. Hence, both the students and alumni emphasised that even more practical orientation of the programme would be useful.

In principle the programme is relevant to the needs of labour market. According to the SER the need for this type of specialists is constantly rising. This was confirmed by the review team's interview with employers. Hence, this increase is highly related to current developments in EU/around the world. The Logistics and Commerce as a field has tremendously changed and often requires totally new skills and knowledge, e.g. innovative work methods, understanding about ecological issues, knowledge to proceed with cluster management etc. The need for the specialists with such specific knowledge is especially high.

The academic and professional requirements are appropriate for the first cycle of higher education studies. Students are required to obtain and demonstrate appropriate levels of generic and specialist knowledge and competences for a bachelor's award in the subject area of Logistics

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and Commerce. The objective and learning outcomes of the study programme are publicly available in various educational sites.

On the other hand the study field of the programme does not reflect enough the international aim (ERASMUS student exchanges were not accomplished as much as the management would like to see). Especially in the field like Logistics and Commerce some bigger international touch should be strongly encouraged to be included. This may take the form of international internship – ideally mandatory ones -, substantially more student and staff participation in exchange programme, more international conferences and by increasing the number of visiting lecturers from foreign partner universities and of guest lecturers from international logistics and commerce companies doing business in Lithuania and, in particular, the Kaunas region. Representatives from the latter two groups should also become more actively involved as stakeholder representatives in curriculum design.

There is also little evidence that students could obtain all intended learning outcomes based on the literature used and suggested by the teachers (mostly in Lithuanian language and/or written by Lithuanian authors). Limited knowledge of English among the staff and students might hinder actual achievement of the programme aims. Students need to be encouraged to draw upon the valuable sources of international databases and publications to broaden and deepen their understanding about the programme aims and outcomes.

The review team came to the conclusion that learning outcomes should be more focused and they should be more connected to learning outcomes of concrete subjects. Still, the programme aims and learning outcomes are consistent with the type and level of studies and the level of qualification offered. The reviewers is convinced that learning outcomes are generally updated and that programme members are involved in the evaluation. After having studied some final theses, the reviewers found them adequate for the programme in question.

2.2. Curriculum design

The curriculum of the study programme meets all legal requirements.

The structure of the curriculum combines standard contents and methods of logistics and commerce with some new, experimental structural elements. Generally speaking, the curriculum displays a reasonable good balance between logistics and commerce contents and subject. The reviewers found no signs of repetitive educational practices, neither in terms of contents, nor in term of methodology. Course contents, teaching and learning methods as well as learning outcomes are fully adequate for a bachelor programme. However, at 22, the sheer number of learning outcomes is clearly too high, gives rise to some redundancies, and should therefore be substantially reduced to render more effective programme management's job of ensuring that all learning outcomes are indeed achieved. Finally, reviewers found for some courses no strong link between contents and learning outcomes which ought to be realized through them.

The review team also found that room for improvement exists in some other areas, in particular with respect to the sequencing of courses and the overall composition of programme contents. For example, logistics and international logistics seem to be very important for the regional demand, as one representative of the social partners has expressed very definitely. Nevertheless, logistics courses are relatively scarce in the curriculum compared to commerce contents; there are only 4 of them and practical training has to compensate for this shortcoming partly. International business and international logistics are totally missing from the structure of the curriculum.

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In addition, despite its growing importance, an international perspective to the field of the study programme is currently only represented by a very theoretical course. Marketing is present in the course list, but important specialisation such as Services Marketing and Business to Business Marketing courses are missing. Moreover, due to the fact that the university has a strong and long-standing tradition in agricultural studies, the absence in the curriculum of an agriculture and rural development course is striking although it would be potentially highly beneficial for the graduates who are educated to work in logistics and commerce companies in this sector. So reviewers believe that such contents should be offered, at least as an elective. This would also broaden the scope of programme-relevant topics covered by electives; according to student opinions, elective courses currently are significant only in the field of languages. However, as proficiency in the Russian language had been mentioned repeatedly as an important set of knowledge in this field by the employers interviewed during the visit, it is recommended to make Russian language a mandatory subject for all students.

2.3. Teaching staff

The reviewers checked and can confirm that the study programme is provided by teaching staff who are at least meeting and often exceeding all legal requirements. Moreover, both the composition of the teaching personnel – i.e. the mix of senior and junior staff members as well as the mix between academic and practical skills and experience among lecturers - is more than adequate to achieve the learning outcomes at the Master's level.

In total, 29 teaching staff are involved in delivering the programme, and according to the data provided in the SER (p. 20) more than half of the courses are taught by PhD holders. Currently, 2 lecturers are professors, 12 are associate professors and one holds a scientific doctoral degree. The ratio between students and lecturers in the programme is therefore very good at, currently 11.4 (SER, p. 21); this is up from 4.2 in the 2012/13 study year. Programme management should therefore keep an eye on maintaining a similar ratio in the forthcoming study years.

Also, teaching staff's workloads were verified to be adequate and commensurate with desired programme objectives and learning outcomes. Visiting lecturers from foreign partner university complement the local teaching staff on a regular basis.

In discussion with lecturers on the programme during the on-site visit, reviewers found a good overall level of staff satisfaction. In the area of programme-related research outputs, teaching staff meet at least the minimum qualification requirements and the majority of them exceed them considerably. This is demonstrated by the high number of quality publications as well as of conference presentations and the involvement in a substantial number of large-scale research projects. Moreover, it could be confirmed that teaching staff is primarily involved in research activities which are directly related to the study programme being reviewed. It became also clear to the reviewers that teaching staff members have very good connections to both the local and regional business community and public administration bodies through a variety of activities which are described in detail in the self-evaluation report. Both aspects combined ensure that the programme benefits strongly from state-of-the-art theoretical and practical inputs by teaching staff.

Teaching staff turnover was low during the period under consideration by reviewers for the accreditation, while the average age of teaching staff is 42 years, with professors reaching on average 49 years of age. While the low turnover rate ensures stability in the delivery of existing programme contents and learning outcomes, it may be a disadvantage with respect to the need to regularly update programme contents and learning outcomes to reflect changing labour market requirement or the most advanced theoretical insights in logistics.

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Staff development opportunities exist and are communicated well to teaching staff. These include conference participations as the principal form, as well as traineeships and workshops. However, most teaching staff members choose staff development activities which take place in Lithuania due to funding issues and, most importantly, due to lacking foreign language skills.

2.4. Facilities and learning resources

Aleksandras Stulginskis University has newly renovated and modern premises, which are well adapted for students with disabilities. Reviewers could verify that auditoriums are equipped with computers and visualization equipment, as well as internet connections and computerized workplaces for lecturers. Moodle is comprehensively used in the learning process, and students use it routinely for downloading study material, homework. There are auditoriums adapted for distant learning or video conferences, and universally, auditoriums are spacious enough to accommodate all students of all programme-related courses. During the site visit reviewers were introduced to computer classes, with one computer being available for every student. Students of the programme are able to use modern software during the study process: Kontora, Statistica, SPSS, ArcGis, EpiINFO. Premises are equipped with elevators, so access for handicapped students and staff is fully ensured. Students were praising university for having enough parking spaces and accommodation in the dormitories.

Reviewers could verify that the university has adequate organizational and methodological conditions in place for students to create and develop entrepreneurial skills through the practical business training program. The review team visited the facility with 32 fully equipped workplaces for the HansaWorld program where students create and simulate businesses. The available software is used for business prognostic simulation and business entities' (enterprises') activities risk simulation. Students can choose either to establish a real company, or a virtual one. The virtual company has all departments of a real one, while selling goods virtually, and runs a dedicated website. The number of workplaces is sufficient for all Faculty students to carry out the planned practice of enterprise training.

The University has a new exhibition center, the Park of Agricultural Science and Technologies, whose premises host both local and international exhibitions and other events. Another important advantage of the university's facilities is the opening of a business incubator aimed at incubating 40 companies. It creates opportunities for a sustainable partnership between science and business.

The reviewers also visited the library, which has ample supplies of programme-related scientific literature, including all relevant textbooks, journals, and periodicals. There is access to various electronic databases, for example, ScienceDirect, Springer, Taylor&Francis, Academic Search Complete, Emerald, Business Search Complete. The virtual library of the University (ASU VB) offers students, scientists and lecturers comprehensive information search services, both from the university's premises and from their own computers at home. WiFi access is ensured on campus, and students have access to a sufficient number of workplaces for individual and group laboratory.

2.5. Study process and students' performance assessment

In general, it can be stated that all necessary documentation for the study process exists and is made available to enrolled and prospective students alike through the website and in written documents.

The admission rules for students to enter the University are annually approved by the University's Senate and requirements are fully in line with Lithuanian laws and regulations. Admission is based on a competitive score of applicants. Calculation of the competitive score structure for the entering students was changed in 2013 and 2014. While admission to the Logistics and Commerce study programme takes place by the competitive score point's amount in fact, there is no real competition among the entering students as most of the admitted students pay tuition fees for their own studies. Enrolment numbers have more than doubled during the period of the analysis. The number of admitted students was 54 in 2012, 67 in 2013 and 120 in 2014, while it increased from 33 to 57 in the case of part-timers; SER, p. 28).

The organization of study process is adequate in terms of study forms (i.e. full time and part time studies) and in terms of classroom and individual learning organization for the students of the different study forms. Theoretical classes usually take place in the morning time, while afternoon sessions are devoted to seminars, laboratory workshops and individual learning. On average, individual studies comprise about 50 percent of the total study time (workload).

The review team was provided with and could verify on site the information about students' involvement in scientific activities. These mainly take the form of presentations at conferences at ASU or partner universities. While such opportunities do exist in an adequate form, the review team learned in their interviews with students and alumni that only a minority of students are in fact active in this area. Students are active in visiting thematic exhibitions for their studies. University also provides students with a wide range of after-class activities in sports and the arts.

The number of the outgoing students participating in international mobility programmes during the period of analysis, at only 6 for the Erasmus exchange programme in the period from 2012 until 2014, was very low in the study programme. Among those who participated, first year students were the largest group (SER, p. 29). According to the students who were interviewed by the reviewers, this is mostly due to the fact most students work alongside their studies. The rather low level of foreign language skills was named by students as the second main reason for the low mobility rates. Thus seeking to reap the benefits of international mobility, ASU should try to attract more international students and more actively encourage its own students to go abroad for a certain period of studies by offering more comprehensive foreign language training throughout the programme.

To assure the provision of academic and social support the faculty appoints a lecturer as the academic groups' curator for full-time students. These are provided with all programme- and study-relevant information through the university website, the Moodle system and bulletin-boards at the Faculty.

The Career Centre is an active body in helping the students with their career planning. The Centre organizes meetings with representatives of employers that help in preparation for job and internship interview with employers. The Quality and Innovation Centre permanently organizes surveys and analyses feedback from the students on their studies and individual lecturers. The results are regularly used to update the programme and individual courses.

Students are provided with a social support in the form of a scholarship from the State or one from the university. Other State support measures (loans, allowances) are also available for eligible students. The campus and (hostel) dormitories in town are convenient for students and their needs.

In the area of student assessment, the Faculty organizes interim monitoring of students' achievements. Insufficient learning process (measured through students' results) routinely triggers remedial action by lecturers. Moreover, the University uses cumulative score to assess the students' achievements. However, a 60% weight of the total evaluation for the final exam seems too high as it may distort the idea of consistent work during the entire semester. In general the study process is flexibly organized and corresponds to the students' needs as (mostly) working persons. Drop-out rates are less than 10 per cent of the enrolled students and are therefore insignificant during the analysed period; on average 10 students dropped out in each study year, at least half of whom decided to do so in the first year of study; for part time studies this number even less – about 5 students annually (SER, p. 33.). Based on their interviews with stakeholders, the review team could verify that in most cases, it is due to a lack of motivation.

The SER states that student learning outcomes assessment accountancy and control are done by the Dean of the Faculty. But during the meeting, no evidence could be gathered by the review team on this point. Also, a lack of lecturers' involvement in defining and measuring the achievement of students with respect to learning outcomes students was noticeable.

Currently, there are no graduates of the study programme. The point "professional activities of the majority of graduates meet the programme providers' expectations" (as stated in SER) is therefore not yet verifiable for the Logistics and Commerce study programme.

2.6. Programme management

Programme management decision-making and enforcement procedures are regulated by the Statute of the University and the legal acts of Republic of Lithuania. Descriptions of processes related to the implementation, improvement and accreditation of study programmes integrated in the Quality Handbook, the Description of the System of Internal Assurance of Study Quality. There are three bodies highlighted in SER which provides major role on programmes management activities: The Faculty of Economics and Management, the Business and Rural Development Management Institute, and the Study Programme Committee. There is a precise description of the allocation of responsibilities for all programme-related decisions and the monitoring of the implementation of the programme and as well as for interacting with other interested parties (e.g. Faculty Council, Lector Attestation Commission, Student Representation of the University, Student Council of the Faculty and etc.) provided in presented SER. Nevertheless during evaluation interviews respondents couldn't clearly explain how programme management system is working, briefly describe main process of programme management or even provide best practice samples. Therefore, as a matter of urgency and an area of high priority for programme management, internal coordination should be enhanced so as to be brought more in line with the established formal procedures of internal quality assurance and programme management. This should include, but is not limited to, measures to better inform on a regular basis all parties involved both of the existence of the relevant formal procedures and to evaluate, based on stakeholders' pertinent feedback, regularly their effectiveness. In this context it might be advisable to use "flow charts" which describe in simple for all relevant formal procedures. These should be disseminated among all stakeholder groups.

According to the SER, and verified during the visit by the reviewers, information and data on the implementation of the programme are regularly collected at the level of the whole University.

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Reviewers were presented a list of programme-related data in the SER (e.g. on student admission, student mobility, student learning outcomes, graduate employment, master's final theses and dissertations), on the contact data of the graduates, the systematic surveys of social stakeholders - students, lectors, graduates, employers - which are available for analysis for programmes management activities. However, based on their interviews on site, reviewers are convinced, that the outcomes of internal and external evaluations of the programme could be used more comprehensively and systematically in curriculum (re)design and programme improvement activities.

According to the SER, the Study Programme Committee and the Commission for Final Work Assessment include at least one representative of social partners, i.e. employers. There is a described teachers and students representative (Student Representation of the University, Student Council of the Faculty) involvement to process of programme management. During the evaluation interviews on site, it was, however, difficult to find clear evidence of stakeholders' having been regularly and systematically involved in the evaluation and improvement of the programme. Instead, most of the best practice samples provided to the review team during the interviews was based on informal agreements and discussions between particular persons rather than on a systematic approach which could have proved the existence of an efficiently functioning programme management system.

The University implements a concept based on the model of European Foundation for Quality Management and evaluates programme quality according to 5 key criteria determining the study conditions plus 4 "results" criteria. Details on these criteria are provided in several documents (Description of the Policy of Internal Assurance of the University Performance Management Quality; Description of the System of Internal Assurance of Study Quality; Quality Handbook). All these documents are publically available via internet. All persons interviewed by reviewers were indeed aware of the existence of the Study Programme Committee as the key player in this context. Nevertheless, most of them could not recognize and describe the functional relations between the Study Programme Committee and the Institute responsible for programme implementation. Therefore reviewers feel that the effective role of the Study Programme Committee should be strengthened by providing more detailed and universally available information on its functions and responsibilities to all stakeholders. Based on the protocols of Study Programme Committee meetings protocols which were made available to reviewers, it seems that its approach is static and meetings more episodic than regular.

III. RECOMMENDATIONS

1. While the study programme has great potential due to its strong focus on the agricultural community, the curriculum should emphasize more strongly key contents like international logistics, service marketing and the specific features of the agricultural business.
2. Learning outcomes need to be better linked to individual courses. In addition, their number should be substantially reduced to make them better achievable and more manageable for program management, teaching staff and students.
3. Social partners should be informed better about the contents of the programme to help them monitor how effectively their inputs are integrated into the curriculum.
4. Students should be strongly encouraged to participate in research activities.
5. Internal coordination should be enhanced so as to be brought more in line with the established formal procedures of internal quality assurance and programme management.
6. The weight of the final examination in the calculation of the final grade should be reduced. Instead, more weight should be given to the grades of the individual courses.
7. Student participation in international mobility programmes and their knowledge of the English and Russian languages should be enhanced by offering more courses in these languages throughout the study programme or by promoting internships abroad. In this context, it would also be worth considering whether the relevant course material should include more foreign language items/databases.
8. Faculty and university should try to attract funding to encourage teaching staff to undergo professional development activities not only in Lithuanian, but also abroad.

IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)

The university deserves praise for its efforts to flexibly react to fundamentally changing local and regional labour market conditions by offering bespoke new study programmes including the Logistics and Commerce programme under review here. The strong focus on the needs of the local and regional labour market is visible throughout the programme.

Overall, facilities are in very good condition, and students benefit strongly for the business simulation unit.

Theoretical and practical contents are well-balanced and well-integrated in the programme.

V. SUMMARY

To summarize, the study programme fulfils an important role for the local and regional economy and is well-designed for graduates to meet the professional requirements of local business and municipal employers. The strong support by the local and regional community and its principal stakeholders for the university in general and the programme is a strong asset to continuously ensure high levels of employability of graduates.

Room for improvement exists with respect to adding some agriculture-specific contents to the programme, the formalisation of processes in programme management, which is considered by reviewers to be still work in progress, the definition and most of the numbers of learning outcomes (which should be reduced) and their linkage to individual courses (which should be clarified and strengthened).

Finally, more focus should be placed on enhancing overall the foreign language skills of students (Russian) and lecturers (English) as well as on measures to intensify the internationalisation of the programme.

VI. GENERAL ASSESSMENT

The study programme *Logistics and Commerce* (state code – 612N10006) at Aleksandras Stulginskis University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	2
	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:	Prof. Dr. Andreas Knorr
Grupės nariai: Team members:	Assoc. Prof. Kristiina Tonnisson
	Assoc. Prof. Zoltan Sipos
	Mr. Giedrius Romeika
	Mr. Tadas Medineckas
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ALEKSANDRO STULGINSKIO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *LOGISTIKA IR PREKYBA* (VALSTYBINIS KODAS – 612N10006) 2016-01-13 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-30 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Aleksandro Stulginskio universiteto studijų programa *Logistika ir prekyba* (valstybinis kodas – 612N10006) vertinama **teigiamai**.

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

Apibendrinant galima pasakyti, jog studijų programa atlieka svarbų vaidmenį vietos ir regiono ekonomikoje ir yra gerai parengta, kad absolventai galėtų patenkinti profesinius vietos verslo ir savivaldos darbdavių reikalavimus. Universitetą apskritai stipriai remia vietos ir regiono bendruomenė, pagrindiniai socialiniai dalininkai, o studijų programa yra didelis turtas nuolat užtikrinant aukštą absolventų įsidarbinimo lygį.

Patobulėti reikėtų keliose srityse: įtraukti į studijų programą su žemės ūkiu susijusio turinio, oficialiai įtvirtinti programos vadybos procesus – šis darbas, ekspertų nuomone, dar nėra baigtas, peržiūrėti studijų rezultatų formuluotę, skaičių (sumažinti) ir jų sąsajas su atskirais dalykais (patikslinti ir sustiprinti).

Galiausiai daugiau dėmesio reikėtų skirti bendram studentų užsienio kalbos (rusų) ir dėstytojų užsienio kalbos (anglų) žinių gerinimui, imtis priemonių stiprinti programos tarptautiškumą.

<…>

III. REKOMENDACIJOS

1. Nors studijų programa turi didelį potencialą dėl to, kad joje didelis dėmesys skiriamas žemės ūkio bendruomenei, studijų turinyje turėtų būti labiau akcentuojami pagrindiniai

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turinio dalykai, pavyzdžiui, tarptautinė logistika, paslaugų rinkodara ir specifiniai žemės ūkio verslo bruožai.

2. Studijų rezultatai turi būti geriau susieti su atskirais dalykais. Be to, jų skaičių reikėtų gerokai sumažinti, kad būtų geriau pasiekiami ir programos vykdytojams, akademiniam personalui ir studentams būtų lengviau su jais susidoroti.

3. Socialiniai partneriai turėtų būti geriau informuojami apie studijų programos turinį, kad galėtų geriau stebėti, kaip efektyviai jų indėlis integruojamas į studijų turinį.

4. Studentus reikėtų aktyviau skatinti dalyvauti mokslinių tyrimų veikloje.

5. Rekomenduojama pagerinti vidinį koordinavimą, kad jis labiau atitiktų nustatytas oficialias vidinio kokybės užtikrinimo ir programos vadybos procedūras.

6. Reikėtų sumažinti baigiamojo egzamino svorį skaičiuojant baigiamąjį balą. Vietoje to daugiau svorio patartina suteikti atskirų dalykų įvertinimams.

7. Reikėtų didinti studentų dalyvavimą tarptautinio judumo programose ir gerinti jų anglų ir rusų kalbų žinias siūlant daugiau dalykų minėtomis kalbomis per visą studijų programos trukmę arba skatinant stažuotis užsienyje. Šiuo atveju būtų verta apsvarstyti galimybę į naudojamą mokymo medžiagą įtraukti daugiau medžiagos ir duomenų bazių užsienio kalbomis.

8. Fakultetas ir universitetas turėtų pasistengti pritraukti finansavimo, kad paskatintų akademinį personalą užsiimti profesinio tobulėjimo veikla ne tik Lietuvoje, bet ir užsienyje.

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

Vertėjos rekvizitai (vardas, pavardė, parašas)

Studijų kokybės vertinimo centras