SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universiteto Panevėžio instituto

VERLSLO ADMINISTRAVIMO PROGRAMOS
(612N10002)

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *BUSINESS ADMINISTRATION* (612N10002)

STUDY PROGRAMME

at Kaunas University of Technology, Panevezys Institute

Grupės vadovas: Team leader:	John Cusack
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Išvados parengtos anglų kalba
Report language - English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Verslo administravimas*
Valstybinis kodas	612N10002
Studijų sritis	socialiniai mokslai
Studijų kryptis	verslas
Studijų programos rūšis	univesitetinės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinės (4), ištęstinės (6)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	verslo bakalauras
Studijų programos registravimo data	**1997-05-19**

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Business administration*
State code	612N10002
Study area	Social sciences
Study field	Business
Kind of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4), Part-time (6)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Business
Date of registration of the study programme	19-05-1997

CONTENTS

I. INTRODUCTION

Kaunas University of Technology consists of 13 Faculties, including the Faculties of the Panevezys Institute, in which there are 73 Departments, 27 Centres, 6 Institutes and 15 Research Laboratories, as well as other key facilities and resources appropriate to an institution of this standing. The mission of the University is õto engage in qualitative studies and research, the education of the younger generation, applied, innovative, cultured, and educational activities, fostering of national culture and democracy, creation of a knowledge society and the rise of peopleøs welfare for Lithuaniaøs well-being and the favourable development of world culture and science.ö The staff team of the University includes 960 teachers and 146 researchers (as at December 31, 2011).

The Faculty of Social Sciences is responsible for the implementation of the Bachelor study programme in Business Administration, the first of its type in Lithuania and the subject of this evaluation. The Department of Business Administration coordinates the programme, and five of the eight Departments within the Faculty are involved in its implementation.

There has been a significant decline in the number of students applying to join the programme over the past 5 years. The number of students accepted in 2011/2012 was 68, approximately 25% of the total enrolment in the academic year 2008-2009. Student retention averaged 70% over the period 2007-2010 and 62% over the period 2008-2011. The number of students who did not complete the programme is much greater amongst the part-time cohort. The efforts of the University to reduce the drop-out rate are ongoing. Examples of initiatives introduced for this purpose include flexibility in timetabling to allow for public transport arrangements, the availability of most classes in the central part of town, and the transfer of more complex subjects to later semesters.

This programme is also delivered under the Faculty of Management and Administration in the Panevezys Institute (the Institute), and is the subject of this evaluation report. The Faculty was founded in 1998 and consists of two Departments; the Department of Economics, and the Department of Management Sciences. There are 57 staff members working in the Faculty, 39 of who are employed on a full-time basis. The current enrolment is 1,075 students, 306 of whom are engaged in full-time study and the remainder in part-time study. Both Bachelor and Masterøs degree programmes are provided by the Institute. The Bachelor degree programme under review is implemented by the Department of Management Sciences which has

established strong relationships with the various stakeholders for the purpose ensuring high quality standards.

The expert panel conducted the review of this Bachelor programme in accordance with the guidelines and procedures of the SKVC. Prior to the panel visit, the Institute had provided the necessary documentation, in accordance with legal requirements. During the visit, panel members discussed different aspects of the programme with relevant stakeholders and assessed the learning environment which is provided for students. The review was conducted in accordance with the established criteria,a and suggestions/recommendations regarding improvements in this already well-established programme are included below.

The panel members wish to thank the staff of the Institute and the other stakeholders who participated in the discussions on the occasion of the site visit, which took place on 27 February, 2013. The courtesy and cooperation of all concerned is appreciated.

II.   PROGRAMME ANALYSIS

1. Programme Aims and Learning Outcomes

In the self-assessment review document provided by the Institute prior to the visit by the expert panel, the aim of the programme is described as õto prepare Business Bachelors who possess basic knowledge of management and economics as well as other sciences relevant for business practice (psychology, mathematics, informatics, and others); understand conceptions, principles and methods of business development, management and expansion; apply the acquired knowledge, understanding, and abilities in making socially responsible business decisions in a constantly changing business environment; are able to apply complex information, mathematical, analytical, research and other abilities in surveying, analysing and evaluating environment of a business enterprise processes; are effectively communicating with employees and their teams in professional environment, build social relationships beyond the enterprise; consider universally recognized values and have developed abilities of meta learning, creativity and problem-solution, teamwork necessary for professional and personal development.ö

The programme aims and learning outcomes are appropriate, integrated, compatible with the curriculum content, and focused upon helping the student to acquire and develop:
        ó Knowledge and its Application

ó Research Skills

ó Subject-Specific Skills

ó Social Skills

ó Personal Skills.

In order to ensure the continuing relevance of the programme, the University and the Institute have conducted extensive research amongst key stakeholders regarding the content, standard and relevance of the programme. The feedback received has helped to ensure the ongoing suitability of the qualification in preparing students for future employment and career development. Of particular significance in this context has been the recommendations contained in a survey of Lithuanian business enterprises (35) which was undertaken in June and July of last year, and the content of the report 'New Skills for New Jobs Now' produced by an expert group for the European Commission.

The aims and learning outcomes of the programme are supported by a carefully designed structure which allows for specialization, depending upon the interest and aptitude of the student. The panel considers these aims and learning outcomes to be, in general:

- ⚔ Clear, well defined, integrated and appropriate for a Bachelor degree in this discipline.
- ⚔ In fulfilment of the requirements of national and international regulations governing such programmes.
- ⚔ Consistent with the type and level of studies, both nationally and internationally.
- ⚔ Readily accessible, and related to the needs of the labour market, as evidenced by the success of graduates in obtaining suitable employment.

However, aspects of the terminology currently used to describe particular learning outcomes could be strengthened to ensure that all such descriptors reflect the nature and level of the programme. By way of illustration, it would appear that there is an over emphasis on the use of terms such as 'know' and 'understand' in relation to how certain learning outcomes are presented in English. Such wording can also be seen to appear in descriptors for a study programme at sub-Bachelor degree level.

2. Curriculum Design

Amongst the changes which have been introduced by the University since the last expert panel evaluation are the following:

Subjects withdrawn from the curriculum:

Administrative Language Culture

Evolution of European Integration

Sociology.

Subjects introduced into the curriculum:

Management Accounting

Business and Society

Human Resources Development

Management of Business Projects.

Other amendments which have been implemented since that evaluation include:

-The amalgamation of Mathematics I and Mathematics 2 to form the subject Mathematics (Applied).

-The combination of Information Technology I and Information Technology 2 to form the subject Innovative Information Technologies.

-The subject title Social Statistics now reads Statistics.

-The subject Psychology of Communication now reads Psychology.

In terms of study programme structure, the following adjustments have been in place since September 2011:

-Core subjects are allocated not less than 165 credits (work practice, with an assignment of 18 credits, included).

-Subjects of the study field or minor study field are allocated not less than 60 credits.

-General subjects are allocated not less than 15 credits.

These changes are in accordance with the current aims and learning outcomes and are regarded by the panel as having strengthened the programme.

The programme study plan is structured in accordance with the existing legal regulations regulating higher education in the Republic of Lithuania, international requirements and University policy. A strong correlation exists between the programme's structure/content and

the prescribed aims and learning outcomes. The inclusion of topics such as social and civil competence, social responsibility and cultural awareness within the curriculum helps to enrich the programme and enhance the qualification.

In summary, the panel has concluded that:

- The scope of the programme is sufficiently expansive to enable the attainment of the identified learning outcomes.

- The curriculum is generally up to date and fit for purpose.

- There is no significant repetition or redundant content across the range of courses/subjects.

- The interdisciplinary nature of the courses/subjects and their orientation to business practice applications is evident. However, in terms of programme delivery, scope exists for further development in linking theory with practice.

- The inclusion of core business subjects in the first year, combined with the opportunity provided for specialisation later on, represents an important feature of the curriculum. Some higher education institutions include a module entitled 'Learning to Learn' in programmes of study such as this. The objective is cover topics such as different learning styles, note taking at lectures, time management, effective study skills, stress management, and how to prepare for and complete examinations/assessment tests. The outcome helps to develop self confidence, increase student motivation and can result in a better overall academic performance.

- In the context of programme quality and effectiveness, regular monitoring is necessary to ensure that students are not subjected to a multitude of assessment tests, some of which they may find difficult to relate to the learning outcomes of the particular course/subject or of the entire curriculum. Perhaps fewer assessment tests, with higher weightings, might be worthy of consideration by programme management. Currently, there appears to be a significant difference across courses/subjects in the weighting allocated to similar, if not identical, assessment tests. This aspect should be revisited by the University, together with the variation in the weighting of and emphasis placed upon final examinations.

- Topics which might be added to, or expanded upon, within the prescribed course syllabuses include health and safety at work, and business ethics.

3. Teaching Staff

The composition, age and qualifications of teaching staff meet the requirements of national legislation. Within the staff team, there is a balance between theoretical knowledge and practical experience related to the subjects being taught. In the self-assessment review document provided by the Institute, 32 full-time staff members are listed as having an involvement in the delivery of the programme, supported by 5 guest teachers. Amongst the academic staff team there are 17 members with a Doctoral qualification, 5 of whom are also Associate Professors. The average duration of teaching experience amongst the academic staff is 14 years, while the average duration of their practical experience is 8 years.

The workload of some members of academic staff may be militating against their involvement to a fuller extent in research and personal development. Perhaps, a greater emphasis could be placed on research activities for those members of the team whose strengths are demonstrably in this area. Such an approach would provide greater scope for their colleagues to concentrate more on pedagogy and personal development, without neglecting essential research related to their subjects/courses and to programme delivery.

The opportunity to share the output of research findings amongst staff and students should be availed of to the maximum extent. During the period 2007-2012, teachers produced 4 textbooks, 20 teaching aids, and 7 other methodical aids which had relevance to the programme. Staff participation in international academic exchange programmes is a feature of ongoing staff development which could be expanded further and focused upon the attainment of particular learning objectives. Teachersøprofessional improvement regulations require each individual to raise his/her qualification once every five years. Staff is in the process of fulfilling this obligation. However, in a wider context there appears to be no clearly defined motivational system towards encouraging professional development amongst the academic staff team. Student feedback to the panel on the occasion of the site visit reflects favourably on the commitment and performance of teaching staff.

4. Facilities and Learning Resources

The learning environment provided for students includes a sufficient number of auditoriums and computer laboratories, designed to ergonomic standards. In order to improve the quality of facilities, dedicated international business and economics and finance auditoriums have been

built, while access facilities for people with disabilities and other special needs are also in place.

The Institute continues attempts to upgrade and expand the number and variety of relevant textbooks published in English, and the panel strongly recommends that additional funding be allocated towards such efforts. The low volume of recommended and up-to-date reading material available for some courses is a cause of concern. The range of computer hardware and software provided is also open to expansion and updating. While the Moodle system is in operation, its usage could be extended and encompass a wider range of courses/subjects across the curriculum. Further collaboration with the library service provided by the University is seen as necessary and highly desirable. The stock of computers/printers available for student use is also worthy of enhancement.

Work practice is considered an integral part of the learning process, and this element has been assigned 18 credits. Closer collaboration between the Institute and employers who provide practical student placements continues to be developed. The outcome is expected to be a stronger focus on the learning dimension of this compulsory work experience, resulting in added value in terms of student motivation and employer commitment to the process. Students also have the opportunity to perform the work practice abroad.

5. Study Process and Student Assessment

Admission to the study programme meets legal requirements and accords with the academic rules and regulations of the University. The organisation of the study process ensures that the programme provision is adequate and the achievement of learning outcomes is attainable.

Within the curriculum, the student is given the opportunity to specialise in one of two areas; Service Management or International Business. The inclusion of topics such as 'Principles of Sustainable Development' and 'Corporate Social Responsibility' reinforces the study and learning processes. The provision of a greater number of lectures in English should be considered a priority in the future delivery of this programme. In terms of programme content, business ethics should be referred to explicitly, as appropriate, within the curriculum.

In the area of student assessment, it is necessary to review the value of each project/assignment, the extent to which the student is aware of the link between learning outcomes and the related

assignment(s), and the relative weighting allocated to each element of the assessment process. While the marks allocated to the final theses are relatively high, the standard of this work suggests scope for improvement. The motivation of students to produce better quality work might be increased if this aspect were to be given a higher credit weighting. The current efforts to encourage independent research on the part of students are praiseworthy and should be extended, along with attempts to motivate students to become involved to a greater extent in Erasmus exchange schemes. Perhaps the length of the work experience report which the student is expected to produce could also be reduced, without any adverse consequences for the quality of this assignment..

The Institute provides a high level of academic support for students, and opportunities for consultation with lecturers are available in different ways. A strong positive working relationship, based on mutual respect, seems to exist between staff and students. In terms of resources, the purchase of additional specialised software is recommended for inclusion in future budgetary plans, as is an enhancement in the stock of updated library material.

The University (and the Panevezys Institute) do not tolerate any form of academic dishonesty. However, the documentation made available to the panel did not provide any detailed information regarding how such integrity is achieved or the penalties which exist to discourage students from attempting to cheat. The acceptance by the Institute that there is õa lack of measures to capture all potential cheated facts and academic dishonestyö points to the necessity to strengthen procedures in this area. Equally, the penalties must be sufficient to ensure that adequate deterrents are in place.

The endorsement which the Institute receives from graduates (formerly both full-time and part-time students) reflects favourably on the knowledge, skills, and attitudes which they acquired while completing this Bachelor degree programme in preparation for employment and future career development. In the context of feedback, it would seem that potential exists to involve social partners to a greater extent in the programme. The introduction of an awards scheme whereby outstanding achievements by alumni would be recognised could enhance both the reputation and the promotion of this programme.

6. Programme Management

The management of the programme complies with national regulations, as well as University and Institute policies. As referred to above, the Faculty of Management and Administration at the Institute implements this programme on behalf of the Faculty of Social Sciences at the University. Students are involved in the decision-making process at every level. The Study Programme Committee, a formal group within the overall structure, functions in accordance with the prescribed legislation. As a University committed to quality, KTU and the Institute regularly assess the programme at various levels. The Institute is represented in discussions and evaluations at University level. The feedback provided by alumni and other social partners is beneficial in helping to maintain appropriate quality standards and ensure the effectiveness of the programme.

Amongst the areas identified in the last expert panel review report which have been receiving attention are the following:

- The inclusion of core subjects in the first year of the curriculum.
- The involvement of a greater number of foreign lecturers and practitioners in aspects of the programme.
- A wider use of national and international case studies.
- The introduction of stronger incentives to encourage students to go abroad.

The strengths of the programme are the focus on quality and the delineation of responsibilities for its review, implementation, and improvement. However, it is appreciated that major changes cannot be made by management within the Institute acting independently of the parent University. The ongoing analysis of the quality of the programme should include consideration of the suggestions provided above and the recommendations proposed below.

III. RECOMMENDATIONS

The panel wishes to make to make the following recommendations:

- ✠ There is a necessity to expand the law content of the programme, in accordance with international best practice for Bachelor degree programmes in business disciplines. Similarly,the Accounting/Finance elements could be extended to cater for those students who wish to practise and, perhaps, qualify as professional accountants at a later stage.

- ✠ The proposal to manage the studentsø work experience more effectively is strongly endorsed by the panel. Each placement should have clearly defined learning objectives, in accordance with the needs of the student and of the employer, and be in harmony with the aims and objectives of the programme. The effectiveness of the work practice component depends heavily on the perception of the employer regarding its importance- a factor influenced largely by the extent of the direct involvement of academic staff in the process.

- ✠ The recognition afforded to prior learning/prior experiential learning could be developed and expanded to give prospective students recognition for previous achievements/attainments. A comprehensive policy in this regard should attract additional students and would shorten the duration of the programme for those students who have already met some of the learning outcomes.

- ✠ In the context of promoting the programme, an expansion in the delivery by distance learning mode would also be of benefit. Equally, a further expansion of the electronic business/electronic commerce content of the curriculum should increase its relevance and attractiveness for both existing and prospective students, and also lead to enhanced employment prospects for graduates.

- ✠ Study programmes such as this degree can include a module entitled ̶Learning to Learnø or similar in certain higher education institutions. The intention of this module is to concentrates on helping the student to gain knowledge and develop skills regarding aspects such as; different learning styles, note taking at lectures, time management, effective study skills, stress management, and how to prepare for and complete assessment tests/examinations. The objective is to help students to develop greater self-

confidence and a stronger level of commitment to their studies. They are subsequently likely to achieve a better overall academic performance.

IV. SUMMARY

This programme is impressive and effective, and the Paneveyzs Institute is committed to the maintenance of high quality standards in its development, delivery and review.

Amongst the strengths of the programme are the relevance of the subjects/courses and the attention paid by staff to ensuring a successful outcome for each student. Stakeholders demonstrate substantial goodwill towards helping to ensure that the programme remains up to date and relevant, thereby enhancing both initial employment and further career prospects for holders of the qualification. A positive learning environment seems to exist within the Institute, and relations between staff and students appear to be friendly and mutually respectful.

Suggestions for further improvement and development have been outlined above. In addition to these, there is a strong recommendation that the extent of communication between teachers of the same subject in KTU and in the Institute should be improved. This would result in a greater sharing of knowledge and expertise for the benefit of students and staff in both institutions.

V. GENERAL ASSESSMENT

The study programme Business administration (state code – 612N10002) at Kaunas Technical University, Panevezys Institute is given a positive evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	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: John Cusack

Grupės nariai:
Team members: Prof. Habil. Dr. Csaba Forgács

Dr. Kristiina Tõnnisson

Stasys ™agfldys

Eglė Seili t

KAUNO TECHNOLOGIJOS UNIVERSITETO PANEVĖŽIO INSTITUTO PIRMOS PAKOPOS STUDIJŲ PROGRAMOS *VERSLO ADMINISTRAVIMAS* (VALSTYBINIS KODAS – 612N10002) 2013-05-27 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-156 IŠRAŠAS

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V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno technologijos universiteto Panev flio instituto studij programa Verslo administravimas (valstybinis kodas ó 612N10002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities vertinimas, balais*
1.	Programos tikslai ir numatomi studij rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji i–tekliai	3
5.	Studij eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	**18**

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

1.   IV. SANTRAUKA

ᵀᴹ programa sp dinga ir veiksminga, o Panev flio institutas siekia i–laikyti auk–t jos tobulinimo, vykdymo ir perfli ros kokyb .

Tarp programos stiprybi min tini dalyk / kurs aktualumas ir personalo skiriamos pastangos s kmingiems kiekvieno studento rezultatams ufltikrinti. Socialiniai dalininkai demonstruoja didel geranori–kum pad dami ufltikrinti, kad programa i–likt moderni ir aktuali, taip stiprindami tiek absolvent pirminio sidarbinimo perspektyvas, tiek tolesnes karjeros pl tros galimybes. Institute vyrauja teigiama mokymosi aplinka, o personalo ir student santykiai atrodo draugi–ki ir abipusiai pagarb s.

Pasi lymai d l tolesnio programos tobulinimo ir gerinimo pateikti auk– iau. Be to, labai rekomenduojama pagerinti komunikacij tarp t pa i dalyk d stytoj i– KTU ir Instituto. Taip b t labiau dalijamasi fliniomis ir praktine patirtimi ir atne–t naudos abiej institucij studentams ir personalui.

2.   III. REKOMENDACIJOS

Ekspert grup nori pasi lyti –ias rekomendacijas:

- ⚔ Reikia i–pl sti teisini aspekt nagrin jim programoje remiantis tarptautiniais verslo disciplin bakalauro laipsnio program gerosios patirties pavyzdfliais. Reik t perfli r ti

apskaitos / finans dalyk turin ir nustatyti, ar jis pakankamas tiems studentams, kurie po studij nor s tapti profesionaliais apskaitininkais tiek Lietuvoje, tiek ufsienyje.

⚔ Ekspert grup labai pritaria pasi lymui veiksmingiau valdyti student praktin patirt . Kiekviena praktika turi tur ti ai–kiai apibr fltus ufldavinius, tenkinan ius student bei darbdavi poreikius ir atitinkan ius programos tikslus bei ufldavinius. Profesin s praktikos komponento veiksmingumas labai priklauso nuo to, kaip darbdavys suvokia jo svarb , ó –iam veiksniui didel s takos turi tai, kiek universiteto personalas yra tiesiogiai sitrauk s proces .

⚔ Ankstesnio mokymosi / patirties pripaflinimas gal t b ti tobulinamas ir i–ple iamas tiek, kad b t pripaflinti b sim student ankstesni pasiekimai. I–sami politika –iuo klausimu tur t pritraukti daugiau student ir sutrumpint programos trukm tiems studentams, kurie jau yra pasiek tam tikrus studij rezultatus.

⚔ Reklamuojant program praverst platesnis nuotolini studij paslaug teikimas. Taip pat i–pl tus programos elektroninio verslo / elektronin s prekybos turin , programa tapt aktualesn ir patrauklesn tiek esamiems, tiek b simiems studentams; padid t absolvent   sidarbinimo perspektyvos.

⚔ Auk–tojo mokslo institucijos gal t   tokias studij programas kaip –i traukti modul šMokymasis mokytisõ ar pan. ™Yo modulio tikslas ó pad ti studentams gyti flini ir i–siugdyti g dfli , susijusi su tokiais aspektais kaip skirtingi mokymosi stiliai, konspektavimas paskaitose, laiko valdymas, veiksmingo mokymosi g dfliai, streso valdymas, pasiruo–imas testams / egzaminams ir j laikymas. Ufldavinys ó pad ti studentams i–siugdyti didesn pasitik jim savimi ir didesn atsidavim studijoms. Tai gali pad ti pasiekti geresni akademini rezultat .

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