



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS UNIVERSITETO TARPTAUTINIO VERSLO
MOKYKLOS

STUDIJŲ PROGRAMOS

TARPTAUTINIO VERSLO (valstybinis kodas – 612N12001)

VERTINIMO IŠVADOS

EVALUATION REPORT

OF INTERNATIONAL BUSINESS (state code – 612N12001)

STUDY PROGRAMME

At VILNIUS UNIVERSITY INTERNATIONAL BUSINESS SCHOOL

1. **Prof. Dr. Pandelis Ipsilandis (team leader), *academic***
2. **Assoc. Prof. Vitor Braga, *academic***
3. **Assoc. Prof. David. J. Pollard, *academic***
4. **Assoc. Prof. Danutė Rasimavičienė, *academic***
5. **Mr. Marius Rimkaitis, *representative of social partners***
6. **Ms. Vaida Spūdytė, *student representative***

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Tarptautinis verslas</i>
Valstybinis kodas	612N12001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3,5)
Studijų programos apimtis kreditais	210
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Tarptautinio verslo bakalauras
Studijų programos įregistravimo data	2001-08-02

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>International Business</i>
State code	612N12001
Study area	Social Sciences
Study field	Business
Type of the study programme	University studies
Study cycle	First cycle
Study mode (length in years)	Full-time (3,5)
Volume of the study programme in credits	210
Degree and (or) professional qualifications awarded	Bachelor in International Business
Date of registration of the study programme	2 August, 2001

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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 before, during and/or after the site-visit:

No.	Name of the document
1.	ISO Quality assurance system scheme
2.	Coherence of study programme expected learning outcomes and study subjects learning outcomes, teaching and evaluation methods

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

The Vilnius University International Business School (hereafter – VU IBS) is a non-state higher education institution established by Vilnius University, its sole owner in 1989. Vilnius University, the founder of IBS, is one of the oldest and prestigious higher education establishments in Eastern and Central Europe.

VU IBS is the first business school in Lithuania and the first educational establishment to launch international business curriculum during the beginning of Lithuania's transitional period. Having received support from the United Nations Development Program (UNDP), VU IBS rapidly moved forward and its active development gave rise to the emergence of Bachelor and Master Degree study programmes in 1996.

Recently, after its first institutional assessment (2012), VU IBS initiated significant operational and managerial changes aiming at quality improvements. Such actions include among others: the implementation of ISO 9001 and ISO 14001 quality systems, the development of a portfolio of academic regulations, alignment with the standards of the European Higher Education Area (EHEA), updating and monitoring learning outcomes of offered programs, continuous upgrading of its learning resources and infrastructure, improvements in staff management and personnel development.

As part of the "Strategic Development Directions 2013-2018", VU IBS decided to "concentrate study potential" by cutting down the number of study programmes.

With respect to this strategic goal, the International Business (hereafter – IB) programme was updated and upgraded, by establishing specialisations of International Business Management, International Tourism Business, and International Marketing within the programme.

Currently, VU IBS offers two academic programmes in English language: the Bachelor in International Business programme, which is the programme under review, and the Master in International Project Management. Several other programmes in business and management are offered in Lithuanian language.

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 24th September, 2015.

1. Prof. dr. Pandelis Ipsilandis (team leader), Vice President of Technological Education Institute of Larissa and Professor at the Department of Project Management, School of Business and Economics, Greece.
2. Assoc. Prof. Vitor Braga, assoc. prof. at Porto Polytechnic, School of Technology and Management of Felgueiras, Felgueiras, Portugal.
3. Assoc. Prof. David J. Pollard, Reader in Technology Transfer and Enterprise at Leeds Business School, United Kingdom.
4. Assoc. prof. Danutė Rasimavičienė, Dean of the Faculty of Business Management, Vilnius College, Lithuania.
5. Mr. Marius Rimkaitis, Founder and Strategic Planner at No Horror Creative Digital, Lithuania.
6. Ms. Vaida Spūdytė, 2nd year master student at Kaunas University of Technology, Lithuania.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme aims in preparing students for professional careers, and developing their knowledge and capabilities to lead and work in a multinational and global business environment.

Learning outcomes (hereafter – LO) at programme level, both special and general, are consistent with the programme aims and objectives and are described comprehensively and in few cases too extensively with unnecessary reprises (*e.g. able to communicate / capable of clear and coherent communication, apply modern data analysis / employ methods of quantitative and quantitative analysis etc.*).

Relative information about the programme's LO is also provided at the Lithuanian and English pages of the VU ISB web-site, where the expected competencies and skills to be acquired by the graduates of the programme (shorter and perhaps more pragmatic), along with a description of the various types of potential employment positions are described.

The review team feels that there is a need to review the description of programme LO in order to express them in a more coherent form, and maintain consistency with the public information. Minor inconsistencies were found in the names of the programme courses (*e.g. Fundamentals of International Negotiation, Introduction to Business & Career Management; Corporate Communications, European Economic Integration*).

According to the SER, the programme responds to the demand for management specialists which is ranked among the highest professions in the country, as evidenced by the statistics of the Lithuanian Labour Exchange, and the Lithuanian Higher Schools.

The management team argued that the aims of the programme address these needs by providing knowledge, skills and capabilities that other university programmes in this area fail to provide because of their strong but one-sided theoretical orientation. The discussion with students, alumni and social partners categorically confirmed these arguments. Social partners emphatically pointed out the clear distinction of this programme from other university programmes.

Several programmes with similar objectives that are offered in other countries have been identified and listed in the SER. The review team suggests that a formal benchmarking against those considered as the best is taken in an upcoming programme review.

The aims and LO are generally set at proper level for a first cycle programme, according to Dublin Descriptors, the Lithuanian Qualifications Framework, and other relative regulations.

Overall, the programme's aims and objectives and its learning outcomes meet the requirements of a first level academic programme in business studies. Some overstatements (*e.g. research of*

international business patterns, analyse and assess business risks, make strategic decisions on .. development of international markets, etc.) should be re-examined as they are rather suitable for a second level programme.

The title of the programme, its aims and objective and the associated LOs are generally compatible with the offered qualification. The programme attempts to distinct itself from similar programmes in business by putting special emphasis in international aspects of modern businesses and by offering students the opportunity to get themselves better prepared for a successful future career by specializing in a specific field of international business (business management, tourism, marketing studies). Overall the programme has a clear international focus in many dimensions (i.e. content, partial delivery in English, providing skills for a 2nd language, participation of foreign professors, opportunities for dual degrees), although some of its distinctive elements like participation of international academic staff in the delivery of the programme, international student exchanges seem to slightly fade over the last years and should be reinforced.

The review team is concerned as to whether the programme offers to students who are taught in Lithuanian (see also section 2.5) the same learning experiences and opportunities to achieve the programme's LO to the same extent as students who are taught in English, because of the limitations in international interactions caused by the language barrier.

Strengths

- ✓ A business programme that is fully aligned with the strategy of the institution with strong emphasis in the international aspects of today's business.
- ✓ The programme's learning outcomes, combine on providing students with strong academic knowledge along with the necessary skills and capabilities that respond to market needs.
- ✓ Being well positioned in the market, the programme is considered by students, graduates and social partners as one of the top programmes offered in its field.

Weaknesses

- ✓ Inevitable disparities between the two delivery modes. Learning outcomes concerning students' skills and competencies for functioning in an international environment cannot be achieved to the same extent in the programme taught in Lithuanian compared to the English language taught programme. (see also section 2.5)
- ✓ The International Tourism Business and the International Marketing specialization are offered only in Lithuanian language.

2.2. Curriculum design

The curriculum structure conforms to the ECTS system, meets legal requirements and the programme fully complies with the General Requirements of Lithuanian regulations for Higher Education.

The total programme workload of 210 credits is allocated equally among 7 semesters. Each of first six semesters includes 6 study subjects of 5 ECTS credits each, while the last semester comprises a mandatory internship and the writing of bachelor thesis, each one accounting for 15 ECTS credits. General university education subjects contain 15 credits, major subjects of the study programme weigh in at 170 credits, and specialization subjects of the study programme provide another 25 credits. The study subjects follow a smooth progression in terms of building knowledge and competencies. In the third year of studies, students are given an opportunity to specialize in one of the three specializations of the programme and study aspects of strategy and entrepreneurship. Students mentioned enjoying the flexibility in choosing at least one elective subject per semester, from a list of various subjects mainly in the business and management area. Study of a second language, in addition to English, is obligatory for all students. The programme study committee may evaluate a suggestion made by few students and social partners to include the Russian language as an option, since a considerable part of Lithuanian business activities with neighbouring Russian speaking countries exists.

It seems that a great amount of work with excellent results went into developing descriptors for each course of the programme. The descriptors clearly state the learning outcomes of the corresponding subject, the content and the learning activities that support the learning outcomes, indicative self-study effort related to learning activities, methods of assessment and assessment criteria. As long as this work reflects a collective effort of the majority of the staff, it provides the right basis for further development.

The review team would like to emphasize the need for continuous monitoring and review of the association between assessment methods and learning outcomes, and advise towards the employment of a multitude of assessment methods with less weight given to final exam to the favour of other forms of assessment. Also, the course descriptors should continuously be updated so that teaching materials include recent books and e-books and especially recent articles from business and scientific journals that reflect new developments and trends in economy and business.

A scheme that maps subject specific learning outcomes and the corresponding methods of teaching and assessment into programme's learning outcomes was presented during the visit of the review team. This well-designed scheme is an effective instrument that can be of great value in ensuring the coherence of programme's learning outcomes and monitoring their achievement during periodic reviews of the programme by the study programme committee and the teachers.

Discussions during the review visit revealed that both lecturers and social partners have a genuine interest and are very keen in contributing to programme reviews for continuous improvement. The review team would like to emphasise the importance of a team work approach that involves all stakeholders in this process.

The curriculum provides a good foundation of general knowledge in core subjects. Study area subjects cover the typical topics in business functions and management, with a strong orientation towards business in an international environment. The internship and the writing of Bachelor thesis serve to integration of knowledge with practice and in building research skills.

Regarding the later, the curriculum provides for the development of research skills progressively, starting with an introduction to “Business Research” methodologies in the fourth semester and continuing with the subject “Course Paper” in the fifth semester, before they get engaged in writing the Bachelor Thesis during the final semester. The sequence of these subjects provides students with a solid background in research methodologies, and prepares those who may want to continue for their studies at post graduate level. The review team was very pleased to hear that social partners are actively engaged in this process by proposing topics (besides those proposed by academic staff) for the thesis work. The whole process is described in the Quality Assurance (hereafter – QA) (see section 2.5) document and controlled by the Programme Study Committee. Evidence from the sample of thesis work that was presented to the review team during the visit indicates that the process operates very effectively with excellent results of high quality thesis work – some being at publishable level.

Overall the scope of the programme provides the breadth and the depth needed to achieve the learning outcomes. Discussions with the study programme manager, the lecturers and social partners showed their interest and alertness for reviewing and improving the curriculum structure (e.g. consolidation of subjects, modular structure). Regarding the scope of the curriculum, the review team asks that consideration may be given to enhance the study area of European studies (i.e. EU integration, politics, reforms, economic policies, etc.) in a more coherent approach - perhaps included in one specific course rather than being fragmented in various courses.

The presence of courses like: *Knowledge and Innovation management, Entrepreneurship, Business ethics and Social responsibility, Digital marketing, Emerging markets, Comparative Economics, and others as business electives* in the curriculum, definitely shows that current trends in management, business and economy as well as achievements in technology are reflected in the programme. In addition, lecturers reported that they are encouraged and they do invite industry specialists to present contemporary topics in their classes, a practice that students evaluate as a very valuable aspect of their learning. Finally, the list of topics of the student bachelor thesis during the last three years shows that students, in their majority, do address contemporary issues in today’s business world.

Strengths

- ✓ The clear and coherent structure of the curriculum, which guarantees smooth progress of students through its courses, being well balanced between strong analytical and theoretical foundation and applied business topics.
- ✓ An extensive mapping scheme of subject LO and assessment methods to overall programme learning outcomes, along with detail descriptors for each subject that provide a basis for further development.
- ✓ Strong interest from teachers and social partners to contribute to further development of the programme’s curriculum
- ✓ Reflection of current trends and developments in business and economy in the content, the participation of invited industry experts in the delivery of the programme, and the involvement of social stakeholders in the bachelor thesis.

2.3. Teaching staff

The composition of the teaching staff on the study programme International Business fully complies with the requirements set by Lithuanian regulations for first cycle study programmes, specifically “*At least half of the subjects in the study field must be taught by scientists or scholars*”. The list of the 40 lecturers (62 according to the SER, 40 according to Annex 2-List of Teachers) who teach in the programme includes 23 staff members with a Ph.D. degree (professors, associate professors, lecturers), 5 lecturers who currently pursue studies towards a doctor’s degree and only 12 lecturers without a Ph.D. degree.

The programme is supported by an adequate number of lecturers both academic and practitioners. Overall, the composition of the staff presents a strong advantage for the programme, as almost all of the lecturers have over 10 years (much more for some) in teaching and/or professional activity experience, in fields that suit the programme’s disciplines and provides a rich blend of ages, academic and contextual backgrounds and a balanced representation of experiences both in established approaches and current trends in business and management.

The participation of practitioners in the roster of the teaching staff is highly commended by the students who seem to appreciate their contribution in transferring practical knowledge and opportunities for exploration of current business development trends, which obviously strengthens the programme. Equally important is the fact that lecturers do invite industry experts to deliver specific topics within their subjects.

Foreign lecturers have been invited as visiting professors or under the Erasmus mobility scheme and have delivered certain courses or parts of it. Their presence enhances the multi-cultural environment that is a necessity for achieving the programme’s aims. It has been observed that the number of visiting professors has been decreasing over the last two years because of reduced funding (mainly caused by lower student enrolment) as explained by the programme committee. Although the review team understands the financial burden associated in inviting visiting professors, it believes that the programme management team should explore alternative ways to maintain a strong presence of foreign lecturers in the programme. In addition the review team feels that the benefits of the participation of foreign academics should also be extended to students who select to study the programme in Lithuanian language.

Regardless of the discrepancies in the reported number of teaching staff, as pointed out before, the ratio of students to full time equivalent staff for the 2014/15 academic year (similar ratios for previous years) is less than 12 to 1 (9.7 to 1 according to SER calculations), an excellent ratio compared to international standards.

Almost 75% of the staff is employed on a part-time basis on fix-term contracts. This approach presents certain advantages for the programme, since VU IBS can attract best qualified academics and scientists / practitioners to teach on the programme. Although the large number of

part-time staff (approximately half of them with 50% or less workload) could result in reduced interaction among teachers and weaker sense of programme ownership by the staff, the review team did not observe such disposition among the teachers during the visit.

The impression of the review team is that both the management of VU IBS and the management of the programme recognizes the importance of staff management and development. Many initiatives that were introduced during the last years, were welcomed by the staff and show evidence of a good working climate between the academic staff and the management. Indicatively: QA staff management documents, System of qualification requirements, Annual staff development plans, with input from students' evaluations, Induction process for new staff at the beginning of each academic year, Informal peer reviews, Informal students assessment feedback in the middle of the semester, Training sessions in the areas of didactics, use of IT in teaching/learning, research methodologies, etc.

Students' portray staff as very responsive to their needs, encouraging communication both through formal channels but also informally (e-mails, phone calls, etc.), open to suggestions but at the same time professional and fair. Students feel that their assessments of the staff are taken into consideration by both teachers and administration. Some teachers were more fluent in teaching their course in native language and lacking skill set of delivering the same quality to English learning students. Students confirmed this during the site visit. The programme committee should consider to include English language skills to its staff development plans.

Professional development of the staff is also achieved by participation in research conferences, teaching exchange visits and research and development projects. It is worth noticing that five (5) of the lecturers are currently pursuing doctoral studies. Initiatives of this kind, even when started as part of personal interest for professional development should be encouraged and supported by the programme administration and the institution's management.

The academic staff of the programme is well informed about opportunities for teaching at universities abroad and a significant number of them (7 – 8 each year) have spent a period of teaching at a foreign university.

The research activity of the teaching staff over the last three years shows that individual members of staff have their own research interest and pursue research activities accordingly. Based on the list of VU IBS staff scientific publications, it is noted that the publications of the academic staff of the programme under review account for the 34% of all scientific publications of VU IBS staff. However, these contributions are attributed to a relative small number of 10 lecturers, 7 of which belong to the 50 – 60 age group, and therefore attention and incentives should be given to enhance research activities within the younger group of academic staff.

The Innovation and Entrepreneurship Centre of VU IBS plays a very crucial role in promoting research among staff members. The staff members who met with the review team reported several instances, where they have been conducted by the innovation and entrepreneurship centre to initiate or participate in research projects. At programme level a more direct cooperation with the Research and Innovation Centre of the VU IBS should be contemplated. Increasing the engagement of more academic staff in research activities and formation of common research

interest groups will strengthen the research identity of the programme, facilitating partnerships with international research consortiums, generating additional research funding from national and EU sources, while at the same time create opportunities for the students.

Benefits for the programme are also derived by the active involvement of members of the teaching staff in significant EU and National projects related to economic and business development in Lithuania and the Baltic region, thus bringing their experiences in the classroom. Student involvement in research and development projects activities should also be encouraged. Practices like organizing events where research work of students and professors is presented to academic and business community can increase research opportunity awareness among participants, enhance links with industry and also help in promoting the programme.

Strengths

- ✓ The flexibility of the institution in developing their own policies regarding lecturers' qualification and recruitment which enables selection of highly qualified teaching staff from both academia and industry who fit with the programme's profile.
- ✓ A group of dedicated staff who care about the quality of their output, are concerned about how the programme is evolving and willing to contribute in its further development.
- ✓ An excellent organization of staff management and staff development policies who are well accepted by the staff and seem to work effectively and efficiently thus creating a very constructive work environment.

Weaknesses

- ✓ Lack of research strategy at the institutional level and research orientation at the programme level. Development of research agenda will give the programme significant advantage in its international status, will provide better opportunities for staff and students.
- ✓ Limited involvement of students in research and development projects and activities.

2.4. Facilities and learning resources

The facilities of the VU IBS that are used for the delivery of the programme are adequate, technologically modern, and available to students. The administrative functions, the students support functions (study office, career office, international office, etc.), and the students union are housed in well-equipped roomy offices.

VU IBS facilities also include canteen, cafeteria, staff recreation room, guarded parking lot. The lack of private offices for the staff is considered a deficiency, although the academic staff can meet with students at the staff recreation room or at the programme administration office and no indication about communication obscurities among staff or between staff and students was noticed. The review team would recommend the allocation of more space for the academic staff

to enhance their feeling of belonging to the programme and increase their involvement in processes related to planning and review of programme and study process as well as research incentives.

The review team shares the view of the SER committee regarding the need for creating space for the operation of a business innovation laboratory that will host students' experimental-entrepreneurial activities and considers this as a top priority action given that building entrepreneurial spirit has been one of the main objectives of the programme.

VU IBS students also have access to the infrastructure of VU: the Library, E-learning and Examination Centre, sports facilities, dormitories.

Overall the premises provide a very pleasant and safe environment for staff and students.

Wireless internet access is provided on all premises, while IT facilities include Microsoft licensed server and MS Office software, as well as other applied educational software such as statistical packages. Current plans are to upgrade the IT facilities by moving to full Microsoft CLOUD and Office 365 Service for the students, the faculty and the staff in order to provide a whole range of new or improved IT services for the faculty and the students.

The Moodle system provides staff with facilities to provide teaching material and also to present assessment material for students. Older students commended the across-the board use of Moodle by all lecturers.

The institution also uses the facilities provided by the Study Information System of the parent Vilnius University for services like plagiarism detection.

Discussions with students revealed shortfalls with regard to limited number of the available licences for the SPSS software. Because the available workspaces with SPSS accessibility are not enough, in many instances students cannot work individually but must share a workspace. Since SPSS is used extensively in the development of bachelor thesis, immediate care should be taken to increase the number of SPSS licences or alternatively move over to other compatible open - software packages that are available for free and used widely by the academic community (e.g. R-Statistics).

Students' internship is a part of the study programme during which the basic professional knowledge, skills and abilities acquired by a student from the study programme are consolidated, adapted and developed in professional activities. The relevant arrangements are described comprehensively and clearly in the document "*Procedures for Organising Student Internship*" which is publicly available. A supplementary document describes arrangements got internship under the Erasmus programme. The objectives and associated tasks, the eligibility criteria, performance criteria, the monitoring process, the role of the institutions and supervisors, the assessment process, and the reporting requirement are stated clearly. The review team observed a great interest of social partners to employ IBS students for their practical training and an active involvement in the improvement of the process. All internship positions are approved by the programme's study committee and a supervisor is designated for each placement. Students have

also the opportunity to choose an international placement under the Erasmus programme. Twenty two (22) students have taken internship positions abroad in 2014.

VU IBS students have access to use the VU Library resources 24 hours a day, 7 days a week. VU library continually subscribes to 54 databases at the same time and has additional test databases, which are available to all members of the community of VU. Virtual Private Network allows IBS students and teachers to access VU IBS subscribed electronic databases (Academic Search Complete (EBSCO), Business Source Complete (EBSCO), Emerald Management eJournals, Taylor&Francis, Ebrary Business and Economics Collection) as distance users.

Evidence from discussions with students and from the review of the bachelor thesis that were presented to the team confirms the use of the electronic database resources in the study process.

Despite the large size of the VU library and the plethora of available facilities, students face some difficulties in certain periods of the academic year where the library is “jammed”. This discomfort could be aroused because current students were used to access the local facilities before they moved and integrated with the VU library in an adjacent campus. Nevertheless care should be taken to explore this issue further and take proper action if any adequacies in library services exist.

Strengths

- ✓ Pleasant and spacious premises and overall a nice and safe environment attractive to students and academic staff.
- ✓ Availability of the VU infrastructure for to the academic community of VU IBS, including the Library.
- ✓ A robust learning management and support environment in Moodle for the entire programme which is used by all lecturers.
- ✓ Extended coverage of various electronic learning resources (Databases, e-journals, e-books) that are used in the study process
- ✓ Excellent organization of the internship

Weaknesses

- ✓ Lack of private offices for academic staff.
- ✓ Limited number of user licences in scientific software.
- ✓ Complications caused by the integration of the VU IBS library to the main library of the VU.

2.5. Study process and students' performance assessment

Admission requirements are set by the council of VU IBS and they are appropriate for the type and orientation of the study programme. To maximize the effectiveness of the study process admitted students are classified according to their profile in three main cohorts: a) Students who study the programme in English language (with additional admission criteria the English language level of knowledge), b) Students who study the programme in Lithuanian, and c) Working students who take evening classes also in Lithuanian language (with additional admission criteria at least two years of work experience).

The number of students admitted in the programme has been declining since the introduction of the programme. The SER committee attributes the main reasons for this decline to demographics, changes in state funding policy and increasing competition. Several actions that have taken by VU IBS (e.g. lowering minimum competence score for admission, offering full and part-time study modes, operating morning and evening sessions, delivery of the subject in intensive-teaching mode) eased this trend over the last three years, and the number of students enrolled is sufficient to sustain a strong academic student community.

The study process serves the aims and objectives of the programme. The participation of foreign professors, the right blend of academics and practitioners in the teaching staff, the additional involvement of specialists as guest lecturers, the international mix of students, the intensive mobility of students and teachers make clearly evident the international character of the studies.

The study process includes a plurality of learning activities which contribute to creation of a richer learning environment. The review team appreciates the interest of the academic staff in developing the study process further by introducing additional learning activities such as business games, case modelling, simulation, experimentation, case analysis methods, 'role-playing' games, etc.

The study process is characterized by mutual trust and respect between students and lecturers that contributes to excellent end-results. The quality of the students' final thesis and the confidence that students and graduates demonstrate regarding their capability to function in an international business environment is certainly an evidence of this excellence.

The student drop out numbers are relatively high and according to SER is due to academic failure. Although, the programme management has taken some action to offer the option of individual study plans to students who fail, they ought to further investigate the academic and non-academic reasons for high student failure / attrition rates (selection of admitted students programme aims, and study process) and take action accordingly.

The programme management team shows great care in monitoring and improving the study process so that it becomes more effective for student learning. A pilot transition to modular course delivery was introduced the last year for the working students. Although there is certain

value in this approach, which is frequently used in classes of working students, the review team would like to suggest the need for continuous monitoring and assessment of the transition process with the involvement of teachers and students, so that any introduced changes do not hurt the achievement of learning outcomes.

The participation of students in research is rather limited. Their main research activity is the writing of their bachelor thesis. Some other opportunities are offered by the Students' Union, and by individual lecturers. The development of the programme's research profile as part of a research strategy for VU IBS (section 2.3) will also enhance students' opportunities for engagement in research activities.

The VU IBS has established an extensive network of partner universities – 61 agreements under the Erasmus mobility scheme, 22 bilateral agreements and 5 agreements for double-degree studies. Mobility statistics show that a significant number of students of the programme have used these opportunities to study abroad.

Students are encouraged by lecturers to take mobility grants, while good practices of the international office such as events where students returning from spending a period abroad share their experience with new students result in raising students' interest in international mobility. Over the last three years about 60 students have studied abroad under the Erasmus programme, 36 students completed their practical training abroad, while 4 students studied under the double degree programme at Kedge Business School in France. About the same number of students from partner universities studied at VU IB.

As a result of the excellent mobility results, the programme is delivered in a real multicultural environment where students get a lot of opportunities to develop personal attitudes, skills and competencies needed in their professional life.

Initial student orientation is achieved through a first semester course *Introduction into business studies and career management* which introduces students to the studies at the IB study programme, library resources and procedure of their use, rules of work in computer classes, professional career perspectives, foreign exchange programmes, etc. A study programme manual containing information on the study programme and study process is also publicly available.

During the duration of the programme the programme coordinator provides consulting on matters related to the programme, while a certain amount of consulting hours is provided for each course which are used by lecturers for supporting their students. In addition all study related information material is available on the Moodle platform.

A wide scheme of scholarships of different types provide financial support to students. A significant percentage of students receive such support (e.g. in 2014, 134 students or 45% of the total 3 year enrolment received such scholarships). Support for getting internship or getting employment is provided by the VU IBS career and traineeship coordinator.

The Students' Union of the VU IBS is very active and promotes social life through students' clubs and implementation of various programmes with students, lecturers and administrative

staff involved. It is worth mentioning that the selection of most of the students that participated in the meeting with the review team during the site-visit was done by the student union.

A clear assessment scheme is provided in each course descriptor. Generally there is a plurality in assessment methods, appropriately chosen, based on the type of each subject, with a clear marking scheme. The course descriptors are publicly available and also uploaded in the Moodle.

Lecturers during the first class of each semester present the schedule of the topics, attendance requirements, teaching methods, examination requirements, assessment criteria, and final mark composition is followed by all lecturers, a practice that was praised by students.

Although final exam is mandatory for all courses, the review team suggests that assessment weight be shifted to other types of assessment, taking into consideration that assessments must confirm the achievement of all learning outcomes –not strictly the ones related to knowledge.

Recent results of the Vilnius Territorial Labour Exchange (VTDB) show that 97,5% of VU IBS graduates are employed in positions relevant to their studies. Institutional surveys among graduates show similar employability statistics.

There are no specific statistics regarding the employability of the graduates of the IB programme, but alumni and social partners commended the high employability of the graduates. In addition the social partners and lecturers –especially the practitioners– stated that a high percentage of graduates have started their own business.

Quality in practical trainings is seen and rightly so as an instrument for achieving higher employability of graduates. Meetings with representatives of enterprises, offering training placements, are organized periodically which resulted in a constant growth of the number of students (total of 379 in 2014) who were offered employment following their placement.

Strengths

- ✓ A coherent study process characterized by mutual respect between teachers and students.
- ✓ Existence of clear procedures for student admission, progress, teaching and assessment of subjects, and master thesis.
- ✓ Excellent organization of practical training with strong involvement of social partners with high impact in student employability.
- ✓ Students receive sufficient academic support during their studies, while various instruments of financial support are in place, some of which are based on academic performance criteria and others on social needs. The student union is active and enhances the social life on campus.
- ✓ International mobility of teachers and students is intensive and well positioned within the programme.

Weaknesses

- ✓ Students' involvement in research and development projects is rather weak and could be enhanced within the scope of a first degree programme.
- ✓ High student drop-out rates. Needs to be further investigated.
- ✓ Structure of assessments should be leveraged better with strategic approach since weights of 50/60% for final exam may be somewhat too stressful for students to handle

2.6. Programme management

VU IBS strategy is aligned with that of Vilnius University which is its sole owner. VU IBS operation complements and in a way extends that of the parent university by offering programmes in the area of business and management. This strong association which is reflected on strategic management decisions obviously presents many benefits to the programme and its management, but in certain instances it could have adverse effects. At the time of the review visit the review team was told that the approval of the new statutes of VU IBS has been delayed because they must to be approved by the academic board, the appointment of which is a bureaucratic process at the parent university.

Nevertheless, at programme level a coherent programme management structure is in place with clear allocation of duties and responsibilities. The direct involvement of the VU IBS director in the programme study committee ensures the alignment of the programme's aims and objectives to the VU IBS strategy. All programme stakeholders (teachers, students, alumni and social partners) are represented in the committee.

Both the VU IBS director and the study programme manager provide strong leadership for the programme which has been on a continuous development path over the last three years. Indicatively actions include:

- The quality management system processes were updated.
- A portfolio of regulations and guidelines regarding staff development was introduced IBS academic personnel management was established.
- A VU IBS strategic plan for the period of 2013-2018 was introduced and approved by the parent university.
- The ERASMUS "Diploma Supplement Label" was awarded to VU IBS.
- A contract was concluded with the Institute of Foreign Languages of Vilnius University seeking to offer extended opportunities to learn foreign languages for IBS students.
- A new functional structure was implemented.
- VU IBS was awarded with three palms in the World EDUNIVERSAL university ranking and was assigned to the category of "Excellent Business School".
- A new Statute of VU IBS was approved by the Rector of Vilnius University.

Data are collected regularly including subject assessment by students who felt that their feedback was taken into consideration by the programme management and led to improvements in the teaching process (e.g. use of Moodle, improvement of teaching methods, etc.). A set of key

indicators has been established to monitor the quality of the programme and take corrective actions. An indicative example is the decision to offer the option for individual study plan to students who fail to complete their studies during the established time period. The responsibility of collection and analysis of data and monitoring the key indicators lies with the academic quality group within the newly formed Academic Division.

The programme had undergone an external evaluation within the framework of SKVC three years ago. The programme management team has definitely responded to the recommendations of the expert team by taking corrective actions for all “negative aspects” listed in the 2012 report.

VU IBS has also sought institutional accreditation by CEEMAN (International Association for Management Development in Dynamic Societies) and received the CEEMAN IQA maximum accreditation for six years.

During the visit the review team had the opportunity to confirm the SER argument about the extended involvement of stakeholders in the development of the programme. Social partners and alumni have shown a great interest in contributing to the continuous development of the programme which is highly appreciated by the management of the programme.

Their involvement covers many aspects of the programme such as: participation in the programme study committee and the SER team, sharing experience with students at lectures and events, contribution in organization of practical training (an extension of the compulsory internship by one month was decided based on suggestion of social partners), panels of final thesis defence, .etc.

An established alumni club is actively helping the programme in maintaining constant contacts with business community and has a great interest to contribute to its further development. At the generous initiative of the Alumni Club, a special scholarship of EUR 800 was raised for a student from Ukraine.

Evidence collected during the site visit and the meetings with the management team, the SER team, the teachers and the students substantiates that the ISO QA system stated in the SER is fully functional and well accepted by students and staff. Several examples of improvements in various aspects of the programme which are listed in the previous sections provide evidence of the system’s effectiveness in quality improvements. The establishment of the Academic Division which encompasses an Academic Quality Group in the newly-approved organisational structure of the VU IBS indicates the importance that the management of the institution puts on the operation of QA processes.

Strengths

- ✓ Strong programme leadership. The managing team is in a position to apply professional and coherent management of the programme, to integrate the teachers into a team, to manage resources and to improve the quality of the programme.

- ✓ A quality assurance system that works efficiently and effectively under the management of an independent unit, the Academic Quality Group, which is well accepted by teachers and students.
- ✓ A strong community of interest involving all stakeholders (administration, teachers, students, graduates, and employers), some in many roles that contributes to continuous feedback for improvements to the programme.

Weaknesses

- ✓ Apparently, at the strategic level the decision making process of VU IBS is contingent on the overall strategies and priorities of VU, thus reducing its level of autonomy; although this could also be seen as a strength.
- ✓ Dissemination of information to students (directly or through the student union) ought to be extended to include summary outputs of the QA system, the self-evaluation report, and in general all information affecting their studies at VU IBS.

III. RECOMMENDATIONS

1. English and Lithuanian courses should be leveraged better so quality of both are on the same level delivering outcomes. Providing additional English language training, replacing some Lithuanian taught courses with English language courses, participation in Erasmus IPs, encouraging international mobility among them, are some indicative actions that could work in that direction.
2. It is recommended that the transition of the study process to a modular form is phased in with great care and continuous monitoring, review, and assessment of its intended effectiveness in consultation with teachers and students. Ensuring the achievement of learning outcomes and the enhancement of the international character of the programme should be the top priority of the transition process.
3. The review team strongly recommends the development of the research activity within the programme through the establishment of a programme research profile aligned with the VU IBS and the programme's objectives. The development of common research interest groups within the programme will increase team coherence, enhances the identity of the programme, enables staff to join research consortiums and exploit research funding that is available at European level, and will create opportunities for the students. A more direct cooperation at the programme level with the Research and Innovation Centre of the VU IBS will be beneficial to attain this goal.
4. It is suggested that the study descriptors would be updated so that they the suggested literature is updated and enhanced with relative articles from professional and scientific journals that deal with the state of art in each area.
5. It is further suggested that all aspects of EU related studies (EU history, politics, integration, economic, social and regional policies, etc.) would be covered in an integrated approach.
6. It is recommended that academic staff who is employed full-time would have offices at the premises so that they develop a sense of programme ownership that will be beneficial to the programme (stronger involvement in the programme's activities, exploitation of research opportunities, etc.).
7. More recommendations / suggestions are listed in the main body of the report. An issue that needs immediate attention is the problems reported regarding the limited availability of the statistical software and the "jams" in the library facilities.

IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)

1. Excellent organization and continuous development of the provisions for high quality practical training with strong involvement and closed co-operation of social partners with academic staff that leads to excellent results as evidenced by the constant growth of the number of students who were offered employment following their placement.
2. Plethora of initiatives and support provided for staff development.
3. Well organized multi-dimensional (ERASMUS, Bilateral agreements, Double degree programmes) international mobility scheme that gives plenty of opportunities which have been properly exploited by students and staff.

V. SUMMARY

Positive aspects

The International Business programme of VU IBS aims in preparing students for professional careers, and developing their knowledge and capabilities to lead and work in a multinational and global business environment. In this context, the programme is targeted to building specific competencies needed in the international business environment with special emphasis in the development of communication and entrepreneurial skills.

The programme attempts to distinct itself from similar programs in business by putting special emphasis in international aspects of modern businesses and by offering students the opportunity to get themselves better prepared for a successful future career by specializing in a specific field of international business (business management, tourism, marketing studies). Overall the programme has a clear international focus in many dimensions (i.e. content, partial delivery in English, providing skills for a 2nd language, participation of foreign professors, opportunities for dual degrees).

The programme is well accepted by students, alumni and social partners who strongly believe that is a distinct programme offered in Lithuanian higher education and that it is well positioned in the market.

The curriculum follows a smooth progression in terms of building knowledge and competencies and provides a good foundation of general knowledge and covers the typical topics in business functions and management, with a strong orientation towards business in an international environment and entrepreneurship.

Overall the scope of the programme provides the breadth and the depth needed to achieve the learning outcomes. Discussions with the study programme manager, the lecturers and social partners showed their interest and care for continuous reviewing and improving the curriculum structure (e.g. consolidation of subjects, modular structure).

Admitted students have the flexibility to select enrolment in the English taught or Lithuanian taught programme while working students with two year work experience can choose evening classes.

The study process is characterized by mutual trust and respect between students and lecturers that leads to excellent end-results. The quality of the students' final thesis and the confidence

that students and graduates demonstrate regarding their capability to function in an international business environment is certainly an evidence of this excellence.

During their studies students receive sufficient academic support, while financial scholarships is available in various forms as award to excellence and also based on students social needs. An active student union enriches the social life on campus. International mobility of teachers and students is intensive and well positioned within the programme.

The programme is supported by an adequate number of lecturers both academic and practitioners with a very good ratio of students to teachers. The composition of the staff and provides a rich blend of ages, academic and contextual backgrounds and a balanced representation of experiences both in established approaches and current trends in business and management which is a strong advantage for the programme.

The programme has the flexibility to attract highly qualified academics and practitioners and places strong emphasis in staff selection and ongoing staff development having put in place effective policies. As a consequence the programme is supported by a group of dedicated staff willing to contribute in its further development.

The programme has a strong leadership that provides professional and coherent management of the programme, and takes action for its continuous development and quality enhancement. The processes of the quality assurance system are well accepted by teachers and students and operate efficiently and effectively.

A strong community of interest involving all stakeholders (administration, teachers, students, graduates, and employers), some in many roles that contributes to continuous feedback for improvements to the programme.

Negative aspects

The programme may not offer to students who are taught in Lithuanian the same learning experiences and opportunities to achieve the programme's learning outcomes to the same extend as students who are taught in English, because of the limitations in international interactions caused by the language barrier.

A continuous monitoring and review of the association between assessment methods and learning outcomes, increasing the plurality of assessment methods, downgrading the weight given to exams to the favour of other forms of assessment will further enhance the effectiveness of the study process.

More recent articles from business and scientific journals that reflect new developments and trends in economy and business should be included in the lists of teaching materials, which must continuously be reviewed and updated.

Lack of research strategy at the institutional level and research orientation at the programme level. Development of research agenda will give the programme significant advantage in its international status, will provide better opportunities for staff and students.

Most of the academic staff is part-time lack private office space at the VY IBS premises, which does not help in the development of programme ownership.

Deficiencies in the use of learning facilities such as limited number of user licences for scientific software and access of the VU central library should be removed.

Student drop out numbers are relatively high and the management ought to further investigate the academic and non-academic reasons for high student failure / attrition rates (programme aims, admissions, and study process) and take action accordingly.

VI. GENERAL ASSESSMENT

The study programme *International Business* (state code – 612N12001) at Vilnius University International Business School 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	3
2.	Curriculum design	4
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	4
6.	Programme management	4
	Total:	21

*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. Pandelis Ipsilandis
Grupės nariai: Team members:	Assoc. Prof. Vitor Braga
	Assoc. Prof. David J. Pollard
	Assoc. Prof. Danutė Rasimavičienė
	Mr. Marius Rimkaitis
	Ms. Vaida Spūdytė

**VILNIAUS UNIVERSITETO TARPTAUTINIO VERSLO MOKYKLOS PIRMOSIOS
PAKOPOS STUDIJŲ PROGRAMOS *TARPTAUTINIS VERSLAS* (VALSTYBINIS
KODAS – 612N12001) 2015-11-30 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-314
IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto Tarptautinio verslo mokyklos studijų programa *Tarptautinis verslas* (valstybinis kodas – 612N12001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	4
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	4
	Iš viso:	21

* 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

Teigiami aspektai

VU TVM studijų programos „Tarptautinis verslas“ tikslas – parengti studentus profesinei karjerai, ugdyti jų žinias ir gebėjimus vadovauti bei dirbti daugiatautėje ir globalioje verslo aplinkoje. Šiame kontekste programa siekiama suteikti specifinių kompetencijų, reikalingų tarptautinio verslo aplinkoje, ypač pabrėžiant komunikacijos ir verslumo įgūdžių lavinimą.

Nuo panašių studijų programų ši programa siekia išsiskirti ypač akcentuojamais tarptautiniais šiuolaikinių įmonių aspektais ir studentams siūloma galimybe geriau pasirengti sėkmingai karjerai ateityje, specializuojantis konkrečioje tarptautinio verslo srityje (verslo vadybos,

turizmo, rinkodaros studijos). Apskritai programai daugeliu požiūrių būdinga aiški tarptautinė kryptis (t. y. turinys, dalis programos dėstoma angliškai, suteikiama antrosios užsienio kalbos įgūdžių, paskaitas skaito užsienio profesūra, yra galimybė įgyti dvigubą laipsnį).

Studentai, alumnai ir socialiniai partneriai gerai vertina programą, yra tvirtai įsitikinę jos išskirtinumu Lietuvos aukštojo mokslo kontekste ir teigiamai vertina jos pozicijas rinkoje.

Studijų programa žinių ir kompetencijų kaupimo požiūriu plėtojama sklandžiai, suteikia gerą bendrųjų žinių pagrindą, aprėpia pagrindines verslo funkcijų ir vadybos temas, yra stipriai orientuota į verslą tarptautinėje aplinkoje ir verslumą.

Apibendrintai vertinant, programa pakankamai plati ir gili, kad būtų galima pasiekti studijų rezultatų. Kaip paaiškėjo iš pokalbių su studijų programos vadovu, dėstytojais ir socialiniais partneriais, jie nuolat domisi ir rūpinasi studijų programos vertinimu ir tobulinimu (pvz., dalykų stiprinimu, modulių struktūra).

Įstojusieji gali lanksčiai pasirinkti, pagal kurią – anglų ar lietuvių kalba dėstoma – studijų programą mokytis, o dirbantiems studentams, turintiems dvejų metų darbo patirties, yra galimybė lankyti vakarines studijas.

Studijų procesui būdingas studentų ir dėstytojų tarpusavio pasitikėjimas ir pagarba – tai leidžia pasiekti puikių galutinių rezultatų. Tai neabejotinai įrodo ir studentų baigiamųjų darbų kokybę, studentų ir absolventų rodomas pasitikėjimas savo gebėjimais veikti tarptautinio verslo aplinkoje.

Studijuodami studentai gauna pakankamai akademinės pagalbos, o įvairių formų piniginės stipendijos suteikiamos kaip premija už puikius studijų rezultatus, taip pat skiriamos atsižvelgiant į studentų socialinius poreikius. Aktyviai veikianti Studentų sąjunga praturtina socialinį universiteto gyvenimą. Tarptautinis dėstytojų ir studentų judumas – intensyvus, jam studijų programoje skiriama daug dėmesio.

Studijų programoje dalyvauja pakankamai daug akademinų lektorių ir praktikų, studentų ir dėstytojų santykis – labai geras. Personalo sudėtis – įvairi amžiaus, akademinės ir gyvenimo patirties požiūriu, subalansuotai atstovaujama laiko patikrintų verslo ir vadybos metodų bei šiuolaikinių tendencijų patirtis, o tai yra stiprus programos pranašumas.

Dėl lankstumo studijų programa pritraukia aukštos kvalifikacijos akademikų ir praktikų. Personalo atrankai ir nuolatiniam darbuotojų kvalifikacijos kėlimui skiriamas itin didelis dėmesys užtikrina vykdomos politikos veiksmingumą. Rezultatas – programą palaiko grupė atsidavusių darbuotojų, trokštančių prisidėti prie jos tolesnio tobulinimo.

Programos lyderiai – stiprūs, jie užtikrina profesionalią ir nuoseklią programos vadybą, imasi veiksmų jai nuolat tobulinti ir kokybei gerinti. Dėstytojai ir studentai gerai vertina šiuos kokybės užtikrinimo sistemos procesus, nes jie yra efektyvūs ir veiksmingi.

Visus socialinius dalininkus – administraciją, dėstytojus, studentus, absolventus ir darbuotojus – vienija tie patys interesai, dalininkai įvairiopa prisideda prie nuolatinio grįžtamojo ryšio, naudojamo programai tobulinti.

Neigiami aspektai

Dėl ribotos tarptautinės sąveikos, kurią lemia kalbos barjeras, lietuviškai besimokantiems studentams programa veikiausiai neužtikrina tos pačios studijų patirties ir nesuteikia tiek galimybių pasiekti tokių pat studijų rezultatų kaip tiems studentams, kurie ją klauso angliškai.

Studijų proceso efektyvumą toliau užtikrintų nuolatinis stebėjimas ir vertinimas, kaip vertinimo metodai siejasi su studijų rezultatais, vertinimo metodų įvairovės didinimas, egzaminams tenkančio svorio sumažinimas kitų vertinimo formų naudai.

Į mokomosios medžiagos sąrašą reikia įtraukti naujesnių straipsnių iš verslo ir mokslinių žurnalų, kuriuose rašoma apie ekonomikos bei verslo naujoves ir tendencijas. Literatūros sąrašus privalu nuolat peržiūrėti ir atnaujinti.

Instituciniu lygiu nėra tyrimų strategijos, o programos lygiu – orientacijos į tyrimus. Parengus mokslo tyrimų darbotvarkę, studijų programos tarptautinis statusas įgytų žymaus pranašumo, dėstytojams ir studentams būtų sudarytos geresnės galimybės.

Dauguma akademinų darbuotojų VU TVM dirba ne visu etatu ir mokyklos patalpose neturi privačios erdvės – tai jiems trukdo pasijusti programos šeimininkais.

Būtina pašalinti tokius naudojimosi studijų materialine baze trūkumus kaip ribotas mokslinės programinės įrangos naudotojo licencijų skaičius ir suvaržyta VU centrinės bibliotekos prieiga.

Studentų „nubyrėjimo“ skaičius – santykiniai didelis, todėl studijų programos vadybai reikia toliau aiškintis akademinės ir neakademinės priežastis, kodėl nesėkmę patiria ir mokslus meta tiek daug studentų (peržiūrėti studijų programos tikslus, priėmimo sąlygas ir studijų procesą), ir imtis atitinkamų veiksmų.

<...>

III. REKOMENDACIJOS

1. Anglų ir lietuvių kalbomis dėstomus kursus reikėtų suvienodinti, kad abiejų studijų rezultatai būtų to paties lygio. Sudaryti galimybes papildomai mokytis anglų kalbos, kai kuriuos lietuviškai dėstomus kursus pakeisti kursais anglų kalba, dalyvauti „Erasmus“ tarptautinio verslo programose, skatinti tarptautinį judumą – tai tik keli orientaciniai veiksmai, kurie galėtų būti naudingi einant minėta linkme.
2. Studijų proceso perėjimą prie modulinės formos rekomenduojama itin rūpestingai išdėstyti tarpsniais ir nuolat stebėti, peržiūrėti ir vertinti numatomo efektyvumo požiūriu, konsultuotis su dėstytojais ir studentais. Pagrindiniais pereinamojo laikotarpio prioritetais turėtų tapti siekiamų studijų rezultatų užtikrinimas ir studijų programos tarptautinio pobūdžio įtvirtinimas.

3. Vertinimo grupė primygtinai rekomenduoja tobulinti programos tiriamąją veiklą ir įsteigti programos tiriamąjį profilį, kuris derėtų su VU TVS ir studijų programos tikslais. Susikūrus bendrų tiriamųjų interesų turinčioms grupėms, glaudės jų tarpusavio ryšiai, stiprės studijų programos tapatybė, darbuotojai galės jungtis į mokslo tyrimų konsorciumus ir išnaudoti europiniu lygiu prieinamas mokslo tyrimų finansavimo galimybes, bus sudaryta daugiau galimybių studentams. Norint pasiekti šį tikslą, bus naudingas studijų programos lygiu vykdomas tiesioginis bendradarbiavimas su VU TVS Tyrimų ir inovacijų centru.
4. Studijų aprašus siūloma atnaujinti taip, kad būtų atnaujinta ir juose minima literatūra, o jos sąrašas papildytų atitinkamais straipsniais iš specializuotų ir mokslinių žurnalų, rašančių apie kiekvienos srities aktualijas.
5. Taip pat siūloma apjungti visus su ES susijusius studijų aspektus (ES istorija, politika, integracija, ekonomika, socialinė ir religinė politika ir kt.).
6. Visu etatu dirbantiems akademiniais darbuotojams mokyklos patalpose rekomenduojama suteikti kabinetus, kad darbuotojai galėtų jaustis studijų programos šeimininkais – tai išeis iš naudą pačiai studijų programai (aktyvesnis dalyvavimas programos veikloje, tyrimų galimybių nagrinėjimas ir kt.).
7. Daugiau rekomendacijų ir pasiūlymų pateikiama pagrindiniame veiklos vertinimo išvadų tekste. Neatidėliotino dėmesio reikalaujantis klausimas – problemos, susijusios su ribotu statistikos programinės įrangos prieinamumu, ir spūstys bibliotekoje.

<...>

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)