



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS UNIVERSITETO
STUDIJŲ PROGRAMOS
VERSLO PROCESŲ VALDYMAS (valstybinis kodas – 621N10007)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *BUSINESS PROCESS MANAGEMENT* (state code – 621N10007)
STUDY PROGRAMME
At VILNIUS UNIVERSITY

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2015

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Verslo procesų valdymas</i>
Valstybinis kodas	621N10007
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (1,5)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo magistras
Studijų programos įregistravimo data	2012-05-08 Nr. SR-2298

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Business Process Management</i>
State code	621N10007
Study area	Social Sciences
Study field	Business
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (1,5)
Volume of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master in Business
Date of registration of the study programme	8 may, 2012, No. SR-2298

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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.	<i>Business Analytics</i> and <i>Business Diagnostics</i> Course (module) description

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

Vilnius University (hereafter – VU) has 23 core and equivalent academic divisions, including 12 faculties, 2 institutes with the rights of the faculty, 5 science institutes and 4 inter-faculty study and research centres. VU mission is: *The duty, arising from the past, stimulated by the contemporary challenges, and handed on to the future generations promotes the boosting of national and global cognitive and creative powers, the fostering of academic and other spiritual and social values, and education of active and responsible values and community leaders* (SER, p.4). The graduate study programme Business Process Management is being implemented by the Faculty of Economics training specialists of economics and business and management in 3-cycle study programmes in compliance with the international requirements and the demands of the national labour market. According to VU business process management is an important part of the contemporary enterprise management system and therefore a high demand exists for qualified specialists in this field both at a national and international level.

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 1st October, 2015.

1. Prof. dr. Andreas Knorr (team leader), Professor of Economics at German University of Public Administrative Sciences Speyer, Germany.
2. Assoc. Prof. Kristiina Tonnison, Director of EuroCollege, University of Tartu, Estonia.
3. Assoc. Prof. Zoltan Sipos, Chairman of Institute of Economics and Management Sciences At King Sigismund College, Hungary.
4. Mr. Giedrius Romeika, Lecturer at Kaunas College and Mykolas Romeris University; Director of JSC “Dautera”, Lithuania.
5. Mr. Tadas Medineckas, Director of Business Development at JSC „DLG“, Lithuania.
6. Mr. Rimvydas Labanauskis, PhD student of Economics at Vilnius Gediminas Technical University, Lithuania.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The study programme Business Process Management (hereafter – BPM) is organized according to all necessary legal acts issued by Ministry of Education and Science of Lithuania. The programme aims and learning outcomes are well defined and clear. They are coherent and demonstrate consistency in the programme title, programme aims, intended learning outcomes and content. It is the outcome of good co-operation with social partners and based on the market research on local, regional and international needs for business process management specialists. Based on SER various in depth studies have been carried out in order to develop the programme.

The programme itself is designed to prepare the professionals and researchers of business management process able to apply business process management principles and contemporary research methods to different fields of activity, to analyse and evaluate the changes in business enterprises, and to develop and consistently implement strategically justified decisions. The programme's development reflects the strategic goals of Vilnius University.

The academic and professional requirements are appropriate for the second cycle of higher education studies. Students are required to obtain and demonstrate appropriate levels of generic and specialist knowledge and competences for a Master of Business in the subject area of Business Process Management. Special focus is put on research skills. All these skills seek to develop an understanding about the field of business process management and remain at the same time flexible and adjustable to changing local and international demands.

The objective and learning outcomes of the study programme are publicly available in Lithuanian and English in various educational sites (Vilnius University website, AIKOS, etc.). The intended learning outcomes reflect the required professional and academic competencies. They are clearly defined and well-communicated to teachers and students, and are available to other stakeholders. The expert team is convinced that learning outcomes are generally updated and that programme members are involved in the evaluation. After having studied some final theses, the expert team found them adequate for the programme in question.

During further development of the programme it might be useful to decrease the number of the learning outcomes. Currently there are listed 19 different learning outcomes covering both

generic competences as well as 5 categories of professional competences (ability to manage business, to do research, to develop ideas, etc.). It would be wise to combine these listed outcomes into a fewer but bigger ones. Additionally, the study field of the programme could reflect more international aims. Currently there are courses like International Process Management, International Project Management, Intercultural Management and International Trade of Services, but in the field like Business Process Management some bigger international touch could be even more encouraged. This knowledge could be included/covered more within already available courses, but could be also considered as appropriate enough for developing additional separate courses (International Business Law, International Business Environment, Global Markets and Trends, New Arising Economies etc.).

On the other hand Project Management as a field/package of skills could be taught as “Project Management”, since the word “International” does offer too high additional value within the framework. ERASMUS student and teacher exchanges were not accomplished as much as the management would like to see. Higher exchange rate will offer a valuable experience for the students while aiming for the deeper meaning of learning outcomes (e.g. ability to use the principles of inter-cultural management and of creative evaluation of cultural differences when choosing appropriate techniques of communication integration, ability to evaluate business experience in an integrated market, ability to logically assess the activity processes of a broad profile business enterprise, to choose an appropriate strategy, instruments, and methods for the solution of authentic business situations and process improvement, etc). If higher number of graduates could have international experience during the studies they would grasp the diversity of complexity of business processes management even more deeply. Also it would be encouraged to offer more international interdisciplinary summer schools to the students.

2.2. Curriculum design

Business Process Management is a successful study programme and has a high prestige on the labour market. It is a study programme which is very well utilizing the existing resources of the university and, in the same time, it is filling a gap in the labour market niches. In their interviews, reviewers could verify that students and/or graduates of the programme have been very satisfied with the achievements they had during the programme.

The programme has 3 semesters altogether, meaning a limited coverage of courses. Marketing, Logistics and Manufacturing Management would be logical and necessary contributor courses to the achievements of the study programme, but they are currently not present. The main argument behind this has been, during the site visit, that these courses „belong to other departments and other master programmes”. This has been told by administrators and teachers. It has also been mentioned that bachelor programmes have more emphasis on general, basic management and business courses and topics. It seems to be the case that the University should promote cooperative efforts between departments. These departments seem to be more competitors than partners at present.

Quality management is included in study programme units but it is not an independent course. Students did mention a few repetitive overlappings between bachelor and master courses, which is a general problem around master courses everywhere. The mentioned repetitions are minor and have less importance. When analysing elective courses in questioning, students also remarked similarities between the mandatory course “Business Analytics” and elective course “Business Diagnostics”. Clarification later has explained that the former course is more informatics-based whereas the latter is more business and strategy-oriented. The most popular elective course for the students seems to be “Business Services”.

Exams in the curriculum are mostly written tests. It may be reasonable to use more oral exams and written essays to develop argumentation skills and competences of master students. Teachers of the programme have mentioned that assignments and group discussions are parts of practical courses, but they also remarked that legislation in Lithuania does not allow practical internships in master study programmes.

The curriculum of the study programme meets legal requirements. It is appropriate for achieving the intended learning outcomes. Professors and lecturers of the programme are ambitious and active in research: this fact guarantees the introduction of the latest achievements of science into the study programme.

2.3. Teaching staff

The reviewers checked and can confirm that the study programme is provided by teaching staff meeting all legal requirements. Moreover, both the composition of the teaching personnel – i.e.

the mix of senior and junior staff members as well as the mix between academic and practical skills and experience among lecturers - is more than adequate to achieve the learning outcomes at the master's level.

In total, 18 teaching staff are involved in delivering the programme, including 17 PhD holders plus one doctoral student. 4 lecturers are professors, and 12 lecturers are affiliated with the Business Department which hosts the programme while the 6 remaining lecturers are affiliated with other Departments of Vilnius University. The ratio between lecturers/staff and students in the programme is therefore very good (in 2014/2015 the number was 0,39 (18 staff persons and 46 students), two years earlier in 2012/2013 it was 0,51 (19 staff persons and 37 students). Also, teaching staff's workloads were verified to be adequate and commensurate with desired programme objectives and learning outcomes.

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

Teaching staff turnover was rather high during the period under consideration by reviewers for the accreditation. While core courses were not affected by this process, the turnover essentially resulted from programme management's decision to add a number of new courses to the programme which required the recruitment of highly qualified specialists to ensure their adequate delivery.

Staff development opportunities exist and are communicated well to teaching staff. These include but are not limited to conference participations, research leaves to other universities including foreign HEIs, training on teaching aids, foreign language trainings, and participation in seminars and lectures by high-ranking Lithuanian and foreign academics and practitioners.

2.4. Facilities and learning resources

During the site visit the experts were introduced to computerized exam classrooms, IT Centre computer lab that are being used for practice and exams with numerous computers. Every student has a possibility to use a computer. Classrooms are adequate in space and number. Most lecturers use Moodle environment in their work, mostly while providing learning materials, tasks and homework. Although it is not mandatory for all lecturers, and often students get the materials in other ways as well (for example by email), Moodle is still widely used. According to students and lecturers, video lectures are not widely used during the study process. Still, encouraging this approach would be convenient for the working students not being able to attend classes.

Experts visited classrooms with smart-boards, multimedia equipment, including licenses for the latest software. Projectors and smart-boards are mostly used in lectures and practices as a widescreens for presentations. University premises have spaces for students to prepare for classes. All the EF areas have wireless Internet access.

Students have accessibility to a well-equipped Library at Scholarly Information and Communication Centre (SICC). The building itself is very impressive, modern, spacious and bright including granted access to digital and printed material during twenty-four hours/ seven days a week. There are rooms for group work, for students with children and also for private working and places for recreation. Café with hot meals is available.

During a meeting with students, experts were assured, that library provides all necessary teaching materials, databases, publications, books. Students use it actively and have access from their own homes and computers via VPN.

The Faculty territory has a car parking lot, that seems to be crowded, and it needs to be expanded. There are bicycle parking lots, the entrance to the premises is adjusted to the needs of the disabled.

2.5. Study process and students' performance assessment

The duration of the Business Process Management study programme is, as was mentioned before, 1.5 years. This short duration raises some difficulties for students in combining work and studies and achieving all intended learning outcomes in time. Also, preparation for the final thesis starts at the beginning of the 1st semester, so it may be difficult for students to choose the right topic for their final master paper. Taking into account all above mentioned challenges, the programme management has very effectively overcome the possible drawbacks and through personal approach has established a really well managed and well functioning study process.

Student admission competition scores are stable for the period of studies. They are very high for the state funded places and almost twice lower for state non-funded places. Such differentiation in terms of students' preparation for their studies may affect overall quality of studies. Studies completion rates are rather high (the number of graduates in 2012 was 29 and the number of graduates in 2013 was 20) and acceptable for the Faculty. Principal form of students' achievement assessment is the final assessment in an exam form. Other forms of assessment such as intermediate assessments or mid-term exams during the semester are only optional.

Studies are focused on the assignments of applied research and on the case studies. Students are encouraged to participate in scientific activities as well as they have a possibility to publish their research papers together with professors in scientific journals. The Faculty of Economics, VU, the Student Scientific Society, and the Student Union regularly organise scientific conferences and invite graduate students to submit papers. Every year, starting with 2013 and 2014, 4 students published scientific papers in conference proceedings and gave presentations in conferences. Different international mobility opportunities through international mobility programmes such as *Erasmus*, *Erasmus Mundus*, or *NordPlus* are available for students during their studies. Students' participation in mobility initiatives are low (e.g. 1 student from the BPM study programme took part in the mobility programme and 1 student was sent to Georgia under the university agreement in 2014. mostly due to the reason that most students are also full time working.

There is a big demand of this type of specialists in the labor market. According to the survey conducted by the Faculty 4 out of 5 BPM study programme graduates are successfully employed. Half of them received the jobs directly related to their specialty. Employability possibilities for

BPM graduates are high mainly in insurance, business consulting, communications, customer service and similar fields.

2.6. Programme management

The outlines for the programme management are laid out in VU documents and recommendations, such as the VU Study Programme Regulations, Study Programme Guide, Recommendations for the Development and Improvement of Study Programmes, etc. The central body of programme management activities is the Study Programme Committee. In the above mentioned documents the Study Programme Committee's relations and interactions with other official bodies are defined and explained (VU Senate, administration, and non-academic core divisions, EF Council and etc.). Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated.

Information about students' opinion monitoring (over 3 years (2012/2013, 2013/2014, and 2014/2015), the Study Programme Committee carried out 6 student opinion surveys) allows to imply about regular collecting of data for the implementation and improvement of the programme. Presented information with Best Practice samples about Curriculum Design modification proves about usage of internal evaluation results for improvement of the programme.

Study Programme Committee members, including representatives of social partners, students, administration and teaching staff, allows declaring about stakeholders involvement to programmes evaluation and improvement processes. At the same time the stakeholders could and should be involved much more already during the initial stage - curriculum design.

Based on the meetings with various stakeholders the internal quality assurance measurement system is in place. The school is actively monitoring students' satisfaction and analysing the results. Also graduates and social partners are regularly contacted for the feedback and for programme improvements. It is also worthwhile to pay credits to SER's structure. While giving information about strengths, weaknesses and actions of improvement, VU additionally demonstrates programme's ability for substantive (self-) management. This fact may serve as additional proof of programme management system being effective and sustainable.

III. RECOMMENDATIONS

1. Given the duration of the program of 1 ½ years, Dean and Study Programme Committee should regularly monitor whether legal ECTS requirements continue to be met, especially in situations when new courses/study contents are added to the programme. As reviewers found, new courses should indeed be considered, especially in the areas of marketing, logistics, and manufacturing management.
2. While the formal procedural requirements are met, quite a few decisions on curriculum design are taken in an *ad hoc* manner. Therefore roles of the Study Programme Committee and the Dean in this process need to be clarified. In particular, the role of the Study Programme Committee should be strengthened as its role and functions need to be better communicated to outside stakeholders (social partners, graduates).
3. Faculty and programme management should ensure that research contents will not be compromised in favour of practical contents.
4. Faculty should develop a common theme/research strategy for programme-related research activities.
5. In the delivery of the programme, interdisciplinary aspects should be further strengthened, in particular by including behavioural and psychological aspects wherever appropriate. Social partners should be strongly involved in this process.
6. There is potential for deepening cooperation among the programme-related functional professional units (e.g. marketing, finance, accounting etc.), both within the faculty and between faculties.

IV. EXAMPLES OF EXCELLENCE (GOOD PRACTICE)

The programme management has achieved to build up and deliver a challenging 1,5 years programme with quality outcomes. It is based on the combination of various teaching methods which strongly focus on problem-based learning, great teaching facilities, especially as regards the library and database/e-resources access, a personal approach to the students and good management of teaching staff and learning outcomes. Students' foreign language skill are noteworthy as is the good mix between experienced and young lecturers as well as between academics and practitioners in the faculty. Finally, the faculty demonstrates a spirit of continuous improvement (although in some areas more formal feedback channel should be implemented).

V. SUMMARY

To summarize, the reviewers found the Business Process Management study programme at Vilnius University to be good with respect to all assessment criteria with the exception of study process and students' performance assessment which was even considered to be very good. Some room for improvement was identified in the area of curriculum design where reviewers think that the respective roles and competences of the Study Program Committee and the Dean in this process need, first, to be formally clarified, and, second, to be better communicated to stakeholders. In addition, extra course contents in areas such as marketing and logistics should be considered. Due to the rather short 1.5 year duration of the programme, faculty should nevertheless take adequate measures to ensure that ECTS workloads should remain stable and that the good to very good features of the programme, in particular the well-established mix of and linkage between theoretical and practical content, will be maintained in the future.

VI. GENERAL ASSESSMENT

The study programme *Business Process Management* (state code – 621N10007) at Vilnius University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	4
6.	Programme management	3
	Total:	19

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Prof. Dr. Andreas Knorr
Grupės nariai: Team members:	Assoc. Prof. Kristiina Tonnisson
	Assoc. Prof. Zoltan Sipos
	Mr. Giedrius Romeika
	Mr. Tadas Medineckas
	Mr. Rimvydas Labanauskis

**VILNIAUS UNIVERSITETO TARPTAUTINIO VERSLO MOKYKLOS ANTROSIOS
PAKOPOS STUDIJŲ PROGRAMOS *VERSLO PROCESŲ VALDYMAS* (VALSTYBINIS
KODAS – 621N10007) 2016-01-13 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-33
IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Verslo procesų valdymas* (valstybinis kodas – 621N10007) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	3
	Iš viso:	19

* 1 – Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 – Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 – Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Apibendrinant pažymėtina, jog Vilniaus universiteto studijų programą *Verslo procesų valdymas* vertinę ekspertai mano, kad studijų programa pagal visus vertinimo kriterijus yra gera, išskyrus studijų eigą ir studentų pasiekimų vertinimą, kurie vertinami labai gerai.

Nustatyta ir sritis, kurioje reikia tobulėti – tai programos sandara. Ekspertų grupės nuomone, pirma, reikia oficialiai įtvirtinti studijų programos komiteto ir dekanų vaidmenį ir kompetenciją šiame procese, antra, geriau apie juos informuoti socialinius dalininkus. Be to, reikėtų apsvarstyti galimybę į studijų programą įtraukti papildomų dalykų, kaip antai rinkodaros ir logistikos sričių. Dėl ganėtinai trumpos programos trukmės, t. y. 1,5 metų, fakultetas vis dėlto turėtų imtis adekvačių priemonių užtikrinti, kad ECTS darbo krūvis išliktų stabilus ir ateityje būtų išlaikyti geri ir labai geri programos bruožai ir ypač gerai nusistovėjęs teorinio ir praktinio turinio derinys ir jų sąsajos.

<...>

III. REKOMENDACIJOS

1. Turint galvoje, kad studijų programos trukmė – 1,5 metų, dekanas ir studijų programos komitetas turėtų reguliariai stebėti, ar tebetenkinami ECTS reikalavimai, ypač situacijose,

kai į studijų programą įtraukiama naujų dalykų ar naujo studijų turinio. Tuo labiau kad, ekspertų nuomone, iš tiesų reikėtų apsvarstyti galimybę į studijų programą įtraukti naujų dalykų, ypač rinkodaros, logistikos ir gamybos vadybos sričių.

2. Nors oficialūs procedūriniai reikalavimai išpildyti, nemažai sprendimų dėl programos sandaros yra priimami *ad hoc*. Dėl šios priežasties būtina patikslinti studijų programos komiteto ir dekanų vaidmenis šiame procese. Ypač reikėtų sustiprinti studijų programos komiteto vaidmenį – jo vaidmuo ir funkcijos turėtų būti aiškiau komunikuojami išorės socialiniams dalininkams (socialiniams partneriams, absolventams).
3. Fakultetas ir programos vykdytojai turėtų užtikrinti, kad nenukentėtų mokslinis turinys pirmenybę teikiant praktiniam turiniui.
4. Fakultetas turėtų parengti su studijų programa susijusios mokslinių tyrimų veiklos bendrą temą ar mokslinių tyrimų strategiją.
5. Vykdamas studijų programą reikėtų dar labiau sustiprinti tarpdalykinius aspektus, ypač įtraukti, kur reikia, elgesio ir psichologinius aspektus. Šiame procese turėtų aktyviai dalyvauti socialiniai partneriai.
6. Esama potencialo gilinti bendradarbiavimą tarp su studijų programa susijusių funkcinių profesinių padalinių (pvz., rinkodaros, finansų, apskaitos ir pan.) tiek fakultete, tiek tarp fakultetų.

<...>

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)