STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS GEDIMINO TECHNIKOS UNIVERSITETO
STUDIJŲ PROGRAMOS *VERSLO VADYBA*
(*valstybinis kodas – 621N10008*)
VERTINIMO IŠVADOS
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EVALUATION REPORT
of *BUSINESS MANAGEMENT*
(*state code – 621N10008*)
STUDY PROGRAMME
at VILNIUS GEDIMINAS TECHNICAL UNIVERSITY

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	***Verslo vadyba***
Valstybinis kodas	621N10008
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	antroji
Studijų forma (trukmė metais)	nuolatinė (1,5), ištęstinė (2)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo magistras
Studijų programos įregistravimo data	2012-07-11

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	***Business management***
State code	621N10008
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), Part-time (2)
Volume of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master of Business
Date of registration of the study programme	11-07-2012

Studijų kokybės vertinimo centras

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Studijų kokybės vertinimo centras

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 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 the 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	VGTU Library Electronic Information Resources

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

The University is a state higher education institution, a public legal entity and one of the largest higher educational institutions in Lithuania. It has a vision to be a leader in technology and engineering studies in the Baltic Region. The University is run by the collegial management bodies of the Council and the University Senate. The responsibility for the Masters in Business, the subject of this evaluation, is that of the Faculty of Business Management. The Faculty

consists of six departments; Finance Engineering, Economics and Management of Enterprises, Social Economics and Management, Law and Business Technologies. In addition the Faculty has two research laboratories, Corporate Design and Environmental Economic Research.

The Self-Evaluation Report (SER) that forms the initial basis of the submission was completed in April 2015 by the Self-Assessment Working Group that consisted of 11 members drawn from 8 senior academics and lecturers of the Faculty, 2 students' representatives and 1 social partner. The responsibilities for the preparation of the SER were clear and the work was undertaken against a planned schedule. The SER was supported by comprehensive annexes that were helpful in presenting the evidence for the expert panel to consider and review. It is clear that considerable work has gone in to the preparation of the report and supporting documents, which were clear and appropriate.

The second cycle programme "Masters in Business" has been implemented within the Faculty since 1993. The previous external assessment of the programme was undertaken in 2005 when the programme was fully accredited. This programmes registration was implemented in September 2013 following a redesign of the study programme that resulted in some subjects being removed and other new specialisations added. It is this revised programme that is the subject of this evaluation.

The visit took place on Friday 23rd October 2015 and was undertaken in conjunction with the review and evaluation for the 1st cycle programme of study, the undergraduate programme in Business Management. The visit included all of the required meetings with the differing groups including, senior administrative staff, the staff responsible for the preparation of the self-assessment, teaching staff on the programme, students' representatives from the Masters programme, alumni and representatives of the social partners. The panel had the opportunity of inspecting and reviewing all of the physical resources and facilities provided by the University for the delivery of the programme, and were able to examine samples of student work including the final Masters' Thesis. The meetings were very positive, conducted in a professional manner and helpful to the panel in providing opportunity for the panel to be able to test the evidence against the SER and to be able to make judgements on the overall evaluation of the programme. The visit concluded with feedback session to the Faculty staff where an overview of the visit and initial conclusions were presented. The panel met post the visit to discuss and agree the contents of the report including final evaluation and recommendations for approval.

The programme is offered in both full-time (1.5 years) and part-time (2 years) modes and requires 90 credits for graduation. This meets the requirement of the Higher Education System in Lithuania. The final thesis is valued at 30 credits.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *23rd October 2015*.

1. **Prof. dr. Peter Jones (team leader),** *Educational Consultant, Visiting Professor at University of Derby, University of West London, Dean of the ehotelier Academy, the United Kingdom.*

2. **Prof. dr. Wes Wierda,** *Educational Consultant for Hobéon Agency, professor at Les Roches Gruyère University of Applied Sciences, Netherlands.*

3. **Prof. dr. Tatjana Volkova,** *Professor at BA School of Business and Finance, Educational Consultant, Latvia.*

4. **Prof. dr. Giedrius Jucevičius,** *Professor at the Dep. of Management, Vytautas Magnus University, Lithuania.*

5. **Ms. Karolina Zelbienė,** *Recruitment Project manager at "Western Union", Lithuania.*

6. **Ms. Vaida Spūdytė,** *Master student of International Business, Kaunas University of Technology, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme has two objectives, these are stated in the SER as: "*to prepare masters of business management who are able: (1 objective) to apply the knowledge of economics and management to form, assess and make individual effective decisions on business management, based on systematic, critical and constructive thinking, scientific argumentation in the conditions of uncertainty; to absorb scientific quantitative and qualitative knowledge and their interoperability efficiency provisions, in view of their dependence on diversity of conditions; to be prepared to independently pursue lifelong learning; (2 objective) to apply modern organization activities design, organization, coordination and implementation standards; to conduct the adequate assessment of the organization's status and opportunities for development by modelling various business management scenarios and developing various strategies for the expansion of organization's activities that would minimize the risk of loss, in view of economic and social efficiency of planned organizational activities, innovations and technological development, as well as the competitiveness of these activities in the global market, taking moral responsibility for the impact of their activity and its results on the social well-being*". It is noted that there are minor variations in the specific wording in relation to the two programme objectives between that found in the SER and that described on the publicly accessible website.

Whilst these are minor variations they do provide certain changes in emphasis that could lead to confusion in the minds of potential students. The website lists eight programme's aims and includes the specific aims of the specialisations. As a matter of presentation it might be better to separate out the aims of the specialisations. Currently, potential students could assume all of those 8 programme aims need to be met which is clearly not the case.

In formulating the programme objectives with this degree of complexity and scope, the "aim" itself appears to have been lost. By describing in the objectives, the conditions under which the two programme aims should be met that includes the context and the content, the focus of the programme becomes obscured. Through reformulating the programme description to a single aim that is "to prepare Masters of business management who on completion of the programme have the requisite knowledge, skills and understanding to be able to implement higher-order business management principles and practice in a professional and specialist context" this provides a concise overarching aim that could then be developed through statements of the specialisations aims and the connected learning outcomes.

In the SER the use of the term "learning outcome standards" may be a presentational issue but causes some confusion. The descriptions under the heading "learning outcome standards" are a reflection of the level descriptors of the graduate attributes that would be expected on completion of the programme, rather than programme specific learning outcomes. It would be expected that learning outcomes are presented as verifiable statements of what learners are expected to know, understand and be able to do. As such they demonstrate the relationship between teaching, learning and assessment. The use of learning outcomes makes the objectives of learning programmes clearer and more easily understood for students, employers and other stakeholders.

The programme requires students to select a specialist study route from one of the following:

1. Information Activity Management
2. Marketing
3. Organizations Management
4. Social Business Management
5. International Business
6. Corporate Financial Management

The relationship between the current programme aims, the specialism aims and the "learning outcome standards" becomes even more complex when considering the objectives of the specialisations, all of which begin with "to prepare a high quality business Masters specialising in…" The list that then follows is a comprehensive description of the knowledge and its application and the outline content, rather than a focused aim. The relationship between the

overall programme objectives and specific objectives of the specialisations could be confusing to potential students.

However, with the caveats noted above, it was clear to the panel that the programme aims and learning outcomes are based on the academic and/or professional requirements, public needs and the needs of the labour market. The specialisations have been developed to reflect the changing economic profile and therefore the future needs of the labour market. There is an inherent flexibility within the programme that allows student choice and evidence to suggest the specialisations have changed to reflect the changing demands. However, with relatively small numbers of students the longer term sustainability of the current structure will need to be considered.

The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered. The name of the programme, the learning outcomes, content and the qualifications offered are compatible with each other; however it is noted that the programme is within the study field of Business Management, yet the qualification awarded is that of "Master of Business". If the opportunity were available to retitle the programme to "Master of Business Management", this would better reflect the programme and content and may have an advantage in re-positioning the programme and attracting more students, therefore ensuring the programme's long-term sustainability.

2.2. Curriculum design

The curriculum design meets legal requirements. The curriculum is based on the following framework. Students are required to complete 8 subjects plus the final thesis. Of these 8 subjects 3 are compulsory subjects to be followed by all students on the programme, 4 are specialist subjects within the defined specialism, plus one option drawn from two options per specialism.

When relating the options to the study subject descriptors there is no study subject (course card) in the annexes for Finance Logistics.

In order to deliver the programme with the range of specialisms currently offered, the programme consists of 29 different subjects. The study subjects, Scientific Practice and Masters' Thesis are shown as being separate study subjects for each specialism. When reviewing the study outlines (course card) it suggests these are almost identical with some minor variances in the references. Although Annex 2 Table 2 lists 6 staff currently teaching the subject by department it is not entirely clear as to which specialisms they teach on. Given that this subject is a required subject for all specialisms and almost identical in terms of aims, delivery, content and assessment, it could be argued it may be better placed as a core subject, possibly with some sharing of teaching across different members of the teaching team.

The distribution of the study subjects across the curriculum and the relative ECTS credit values indicate an appropriate and well balanced curriculum structure that meets the necessary requirements and supports student learning and progression throughout the programme.

The data presented in Table 19 of the SER indicates that the full-time student enrolment 2014 was 53. The number of students on the specialisms ranged from 5 following the International Business specialism with the largest enrolment of 14 students on Organisational Management. It should be noted that both International Business and Corporate Financial Management are offered in English. At these levels of enrolment the long-term sustainability of the programme with this number of specialisms must be a matter of concern. As the SER makes clear "Student groups in this programme are small" and that action is being taken to encourage student application and admission to this programme. However, the current curriculum design structure, with small number of students following some specialisms will inevitably impact on the overall students learning experience.

A number of minor discrepancies have been identified between the subject listings in the SER and those shown in Annex 1 as Study Subjects. For example, Table 9 of the SER makes reference to Corporate Finance for Managers whilst the description of study subjects makes reference to Business Finance for Executives. Similarly, Anti-crisis Organisation Management becomes Counter-crisis Management in Organisations in Annex 1. Whilst it could be argued that these are minor discrepancies there is a difference in both emphasis and potential content. Other minor areas are the differences between Finance and Financial Systems, Formation of Organisational Negotiating Potential and Development of Organisational Negotiation Potential, and the inclusion of the subject, Development of Organisational Negotiating Potential in Annex 1 that is not included within the curriculum as shown in the SER Table 9.

The learning and teaching focus on independent learning and encouraging lifelong learning is evidenced through the development of a number of different learning and teaching strategies. It is clear that a wide range of learning and teaching forms are being used across the study subjects. The use of problem-based learning strategies is commendable and reflects some of the international best practice in learning and teaching, as is the use of case studies that develop a clear relationship between the real world of work and the study subjects.

There is evidence of interesting approaches to assessment including colloquium papers, presentations and continuous assessment in addition to final examination. This indicates that the assessment is not seen purely as an end test but also to facilitate the learning activity and demonstrates the important of the wider value of assessment. The volume of assessments does vary between subjects and credit values.

Within the study subjects it has been noted that certain subjects have certain ambiguities between the objectives and the content and have an ambitious breadth of content with very

detailed objectives that could be challenging to be delivered within the ECTS credits available. For example, the study course Informational Business Strategies (6 ECTS) has the subject aim "*To prepare high qualification business Masters of information activity management specialisation, who have the knowledge of modern information activity management and are able to apply them under information society business conditions, to pursue the analysis of information processes and develop the methods of knowledge management seeking to integrate the results to make effective business decisions, to form innovative environment, also to implement business information systems committed to increase the efficiency of multi-level business under global competition, are able to use information technologies to base the aims of organizing, crew management and organizational culture formation and the perspective of organization strategy.*" Despite this comprehensive and detailed aim, the content of the course is designed around e-business strategies yet this is not referred to within the subject aim. Given the important emphasis on the e- business development strategies this subject title and aim could be reviewed to better reflect the content and the emergent trends.

Similarly, the study subjects titled "International Business Theory and Marketing Theory", may be better titled as "International Business, and Marketing Management" as the contents of the subjects are based on developing a wider knowledge and understanding than purely the underpinning theory the subject title may imply.

From the evidence it is clear that the scope of the programme of 1.5 years is appropriate to ensure that the overall outcomes can be achieved and that within the study course descriptions, content and staff research and development interests, the programme incorporates and reflects the latest achievements in science and technology. This can be seen in the range of staff and student publications, the emphasis on the pedagogical developments in learning and teaching and the international links and social partnerships that the Faculty enjoys. These and the trends and changes in business behaviour arising from the impact and use of technology are appropriately reflected in the programme.

2.3. Teaching staff

The teaching staff of Business Management MA programme consists of 39 full-time and part-time teachers: 14 Professors, 23 Associate Professors, 1 Lecturer and 1 Junior Lecturer. In 2014-2015, all staff of the Programme had a Ph.D. degree, Professors accounted for 36% of Programme Staff, thus meeting the legal requirements for teaching staff in University Masters programme. The legal requirements for teaching staff were met throughout the entire period of self-evaluation.

The members of the academic staff are qualified professionals in their respective fields. Teachers of the programme published more than 10 textbooks and study books to be used in the

study process. It is commendable that every teacher must have a practical internship at Lithuanian or foreign business organisation / research centre at least once in five year period. Almost all (92%) teachers participated in international scientific conferences, 88% produced scientific publications, almost half (44%) of the teaching staff are members of professional organisations, more than half of all staff (56%) participate in scientific research projects. Additionally, 56% of the teaching staff deliver courses abroad within Erasmus+ framework. The level of institutions that are involved in partnership indicates the appropriate competence level of the teaching staff of the programme. There are also a significant number of teachers (32) coming from foreign universities to deliver courses on the programme.

The number of teaching staff is sufficient to achieve the learning outcomes of the programme. However, the student-teacher ratio shows potential for further optimisation of the teaching staff. In 2014, there were 39 teachers and 117 students in the programme (ratio 3 students per teacher). Customised approach to studies is commendable, but questions can be raised concerning the efficiency of having relatively small groups of students per teacher. The SER is not sufficiently clear and consistent as it does not reveal the dynamics of teacher-student ratio over the entire period. The teacher-student ratio needs to be more carefully matched in the future to improve the efficiency of the programme. The teaching workload is quite equally distributed across the different Departments of the Faculty, which means that students profit from the diversity of teacher competences in the programme.

On the whole, the number of teachers in the programme is relatively stable and turnover is relatively low due to the fact that majority of the teaching staff are long-term employees of VGTU. In 2013-2014, there were 32 teachers, in 2014-2015 – 39 teachers in the programme. Thus, there is a healthy combination of stability and growth within the programme. The staff is well balanced in terms of age distribution. The majority of staff (62%) are between 30 and 49 years old. 20 per cent of staff are above 60 years old. It shows a good mix of experienced and upcoming teachers in the programme.

The majority of teaching staff within the programme had excellent opportunities for the development of professional competence. Almost one third of all teachers in the programme (32 teachers) had training abroad in high-level international academic institutions. 92% participated in qualification courses. The incoming teachers from foreign universities also contribute to the development of staff competence.

The University has Staff Training Committee, which is involved in training and development activities planning and budgeting. Members of University management and administration team stressed the importance of new teaching methods trainings for the academic staff. All of the academic staff have to take internship in some production company in order to

be up-to-date regarding the market needs. They are involved in consistent training and development activities to learn innovative teaching methods and English language.

The teachers of the programme conduct research on a consistent basis. Scientific/research accounts on average for 13% of teacher's workload. Almost all (92%) teachers take part in international conferences, including the ones organized by the Faculty at VGTU. The Faculty is coordinating the publication of several high-level academic journals included into the international databases. The teachers of the programme are among the contributors to the scientific production of the Faculty. Thus, the research level conducted by the teaching staff of graduate programme is appropriate to ensure adequate level of studies. The scientific output of the teaching staff meets the quantitative and qualitative requirements for conducting a good quality programme at the Master level. The level and volume of the research and associated outputs reflects on the commitment of the staff to maintaining the body of scientific and professional knowledge and the latest achievements to ensure that the programme maintains its currency and references the latest achievements within the subject domain.

2.4. Facilities and learning resources

The premises of VGTU are extensive, well maintained and well equipped. The teaching facilities and resources for the programme belong to the Faculty of Business Management and there are 56 rooms available that provide classrooms, IT resources and facilities and Faculty and programme offices. There is a large lecture theatre available that can accommodate 200 students with 15 additional classrooms that can accommodate from between 25 to 90 students. The majority of the classrooms are equipped with modern multimedia facilities. One classroom also has an interactive whiteboard (CleverBoard 3). These resources are entirely appropriate for the delivery of programmes of this type.

The Faculty has a significant range of information technology and support systems in place for the delivery of this programme. In addition to standard MS office software the Faculty also provides for a wide range of analytical and statistical tools, project planning software tools and specialist tools such as AutoCad. Students also have access to some innovative information management solutions including those for Customer Relations Management (SugarCRM) and document management systems. All of the Faculty buildings are covered by wireless points to facilitate the active use of the Internet for students both for independent study and during classroom sessions. This ensures that students can also access the appropriate databases and virtual library systems.

It is clear the Faculty updates the information technology systems to ensure that the latest versions in both hardware and software are available to the students. Overall the facilities are entirely appropriate for the student body. Access to the appropriate databases ensure that

students have access to a wide range of research and learning support materials and staff teaching notes are available via the virtual learning environment (VLE). Moodle as the VLE, is active as a central teaching, calibrating and communication platform within the learning environment.

The Faculty social partners are very active in supporting the work of the Faculty and represent both the public and private sector organisations and include, Lithuania Railways, KEMEK Engineering and Lidl Lietuva.

The facilities available to the students on the programme in the main library of VGTU are very extensive, very professionally maintained and entirely appropriate for 2nd cycle programmes of this nature. The library subscribes to 26 databases as well as 22 databases connected to the "Opening of the online Research Databases for Lithuania" project. 525 academic E-books are offered by VGTU publishers "Technika" via the site www.ebooks.vgtu.lt . The library has an impressive range of facilities and is appropriate for the implementation of the programme. The library has a policy of annually updating resources and the Faculty publication fund is annually supplemented with 200 new publications. The extensive publications and databases are constantly being updated to ensure they contain the most appropriate and up-to-date literature in English, German, Russian and other languages. The library is proactive in offering interlibrary loan systems especially for students and researchers seeking specific literature not currently available within the library itself. The range of foreign journals in the domains of economics and management was extended in 2014 and the library has subscriptions to some seven additional full-text research journals. In total there are 3430 e-journals and 27,470 e-books related business management and economics in the total subscribed databases.

Overall the facilities, learning resources, including access to teaching notes, learning support materials, research journals, and e-books, correspond to the needs of the students and the programme and provide an excellent learning resource base.

2.5. Study process and students' performance assessment

The process for the admission of students onto the programme was clear and well-founded with the requirements available in a variety of formats and media to potential students. Students who have successfully completed a 1st cycle University or professional bachelor's degree in business are eligible to enter the programme. Candidates with bachelor's or professional bachelor's degrees in other disciplines and with the appropriate university certification are also eligible for entry into the programme. There is no entrance examination but candidates are competitively ranked according to weighted grade average points from relevant subject studies in the 1st cycle courses. In addition, candidates who do not have the appropriate credits from basic subjects can exceptionally apply but will be required to pass any missing

subjects examinations. In the period covered by the SER, 56.6% of students on the full-time programme were admitted to state funded positions. The panel noted that 44.8% of admitted students were graduates of other Lithuanian higher education institutions.

The classes for the full-time students take place in the afternoon providing the opportunity for students to pursue studies alongside full-time employment. (Over 80% of the students on the programme of studies are in employment during the course of study.) The duration of the classes of 3-4 hours with appropriate breaks supports the student learning experience and the study-work balance.

Students have the opportunity of participating in exchange programmes and the Faculty has a significant number of international partnerships (139) in over 24 countries. The SER indicates that 8 students have recently participated in ERASMUS or other international exchange programmes with institutions in China, Bulgaria, Croatia and Germany. It is recognised that international exchange can be limited by the students existing employment constraints, although they still benefit from contact with incoming student's where since 2013, 46 foreign students on 2nd cycle programmes have attended VGTU.

As part of the programme of studies the students are actively encouraged to participate in wider research activities, this in addition to their individual research for their Master's Thesis. Students are also encouraged to participate in the student scientific society that has been established by the Faculty. The purpose of the society is to develop and promote scientific activities and gain research experience in cooperation with the researchers of the Faculty. Students are also encouraged to participate in the annual Young Researchers Conference. In 2013, 14 students of the 2nd cycle programme participated in the conference and in 2014 23 students participated. This resulted in a number of publications in research journals including Science – Future of Lithuania, and Business Management and Education. In 2015, 17 students participated in the conference of which 3 delivered presentations and 14 prepared articles that have been submitted for consideration for publication.

This active engagement in research including the involvement in published works by lecturers supports the encouragement of a research culture that can benefit both the individual, the programme and the institution.

Students are encouraged to participate in the wider activities of the Faculty, the University and the wider community. The opportunities include arts and cultural activities, the academic choir and folk dance ensemble, theatre and orchestral performances as well as sporting activities. There is an appropriate student representation mechanism that provides opportunity for discussion with staff on the future development of the programme and to resolve any issues that may arise. It was noted that during the meeting with the students, the students felt that they did not directly receive feedback in response to any discussions, recommendations or issues that

they may have raised. They consider this particularly related to outcomes of meetings or subject changes. Whilst there is evidence that students do have access to such feedback, because they were not directly informed of how their feedback will be actioned, the potential for misunderstanding occurred.

The Entrepreneurship Centre was established in 2012 for the promotion of students' research and applied activities. Students have the opportunity to participate in the projects implemented by the centre including entrepreneurship forums. Students are particularly active in the Innovation Business Development Promotion Project. This project and the establishment of the Entrepreneurship Centre underpin the emergent focus of the programme in relation to entrepreneurship and leadership in business.

The students stressed the high levels of academic support they received during the programme and the value they placed on both that level of support and the wider professional experience of the staff that significantly enhanced the students understanding of the subject and enhanced the total student experience.

The assessment system is clear, and publicly available. The detail of the examination processes and the final thesis preparation and defence is promulgated through Rectors Order Number 683. For the Masters Research Thesis the study book "Masters research thesis: form, structure and process" is provided to support and detail the requirements for the choice, structure preparation and writing of the students thesis. The thesis is an individual piece of work based on scientific or applied research and has to be prepared as a project which should demonstrate the appropriate skills identified and related to the objectives and learning outcomes of the programme. The theses are subject to an oral defence which is organised by the individual departments and published well in advance to allow students adequate and appropriate preparation. Prior to the defence the thesis is marked by each of the 5-7 specialist members of the Master Degree awarding board, each competent specialist researchers, practitioners, and representatives of social partners. The chairperson of the board is in most cases an independent member drawn from a different institution and from another field of study. One of the board members must be the student's final thesis supervisor. The final mark is awarded on the basis of each member's assessment of the level of professional competence, presentation of the work and the review. The board arrives at a consensus of the mark or by voting.

Assessments are based on the requirements of the study subjects and consist of either a 2 or 3 part assessment per subject. For two-part assessments the coursework component provides an accumulative mark, with a separate mark for the final examination. For three-part assessments there is the student's accumulated mark for practical tasks (coursework), a midterm examination (theory) and a final examination. In all cases the student's accumulated mark is required to be not less than 30% of the total awarded marks for the study subjects. Assessments are marked

using criteria-based systems where the level of knowledge is assessed against the stated subject knowledge criteria and related to the intended learning outcomes.

As an integral element of the programme, all students, both full-time and part-time, are required to undertake a scientific activity practice. This takes place within business organisations where the students are required to investigate specific business-related problems and prepare a detailed report which is the basis of the assessment. The aim of the practice is to consolidate and apply the theoretical knowledge within the context of the business and to evaluate and develop appropriate solutions. A number of public and private sector institutions were used for this scientific activity practice including the University.

From the evidence of the student final work reviewed, this suggests the reliability and validity of the assessment process should give confidence in the outcome.

The meeting with alumni confirmed that the graduates considered that the programme overall met their expectations and that provided they with a broad set of professional skills that they were able to apply in the workplace. They considered the positions they were able to achieve were commensurate with their expectations and the programme providers. The University and the Faculty support students' opportunities for graduate employment through annual VGTU career days and the Faculty's close cooperation with social partners and business partners.

Overall, the social partners considered that the wider range of skills including the knowledge of languages, the professional and technical competence and a confidence and ability to work in an international environment enhanced their employability. The students presented as confident, articulate with a strong sense of purpose and commitment to their programme.

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

2.6. Programme management

Responsibility for decisions and monitoring of the implementation to the programme is periodically reviewed and approved by the Faculty. The Faculty management makes decisions on the amendments of the programme and provides measures for improvement. The responsibilities for the monitoring of the implementation of the programme are clearly allocated. The faculty management makes decisions on the amendments of the programme and provides measures for improvement. Any required revisions or other issues to the programme are discussed by the programme committee and in the wider faculty studies committee. This is a continuous internal evaluation process of the programme overall. Responsibilities for monitoring and evaluating the individual subjects on the programme are at the departmental level where the locus of the responsibility of the subjects is housed. At the University level since 2013, the

project has been introduced "VGTU internal quality of studies management systems implementation". This project is to assure the efficient utilisation were managerial tools that enhance the quality of the services provided by the University. This is coordinated by the Strategic Development Quality Management and Analysis Centre. This includes an internal audit to review the implementation of the quality requirements.

The data presented as a result of student grading of achievement including the final thesis are regularly analysed as part of the quality management system. The VGTU Studies Committee, the Rectors Office and the Senate are the principal decision-making bodies of the University and would be advised of the outcome of the regular review monitoring process.

It is noted from the SER that regular meetings are held with student representatives to discuss matters on the implementation and the content of the programme and that the resultant decisions are published periodically on the Faculty website. These decisions appear to relate to matters of operational detail as noted in the SER and include amendments to schedules, individual work and assessments. Whilst these are matters of issue for the programme the SER also makes reference to "Students of the FBM are directly involved in the quality management of the programme" yet the matters provided as examples suggest these are operational issues rather than the detail of quality improvement of the programme.

In addition, regular student and staff surveys are undertaken which provides additional information that can be used as the basis for further review for improvement. What is not entirely clear from the SER is how student and the staff feedback through both informal and formal processes is coordinated and integrated to provide a development and improvement narrative, supported by both qualitative and quantitative evidence that could be used to better inform any modifications and developments to the programme of studies.

The evidence in both the SER and from the discussions with the appropriate groups does confirm that the programmes are being monitored and reviewed and includes the engagement of the wider stakeholders of the alumni and social partners. The formal process for subsequent modification and amendment that may result from the review process was not as well evidenced, nor how the stakeholders received confirmation of the actions taken as a result of their input.

The social partners however demonstrated a very strong support for the University and the programme and felt the University was a listening organisation and responsive to the changing needs in the labour market.

The panel confirmed that the process and procedures in place for the management, monitoring and reviewing of the programme including the quality assurance and improvement components were well-managed, appropriate and in accord with current best practice subject to the comments above.

2.7. Examples of excellence *

The development of problem-based learning and teaching strategies is commendable as this reflects well on the development of a wider professional understanding by the students and allows the learning to be put into the appropriate professional context. This would be considered to be an example of international best practice.

The establishment of the Entrepreneurship Centre and the Innovation Business Development Promotion Project in partnership with Northtown Technology Park – a high technology business centre in the Campus of Northtown, is a successful example of extending learning opportunities for students and creating a culture for innovation and entrepreneurial development.

The active engagement of students in research activities through the student scientific society and the annual Young Researchers Conference is a valuable example of how to increase student research participation and to promote the relationship between all of the stakeholders in the research activities.

III. RECOMMENDATIONS

1. To review and reconsider the programme aims and objectives to ensure clarity of presentation and a clear focus on the intended aim.
2. To review the "learning outcome standards" to better reflect the intended learning outcomes as verifiable statements of what the learner is are expected to know, understand and be able to do.
3. To review the specialism objectives and to ensure they correlate appropriately with the programme objectives.
4. To consider whether the qualification title best reflects the aim's and objectives of the programme.
5. To keep under review the scope and number of specialisms offered in relation to the current student enrolment's, this to ensure the longer term sustainability of the programme.
6. To ensure that the minor discrepancies noted between the subject titles are addressed and that this information is consistent especially in communication with students and external stakeholders.
7. To review the subject titles to ensure they reflect the aims and content.
8. To consider the development of a formal narrative process that incorporates both the formal and informal staff, student and social partners' feedback to better inform the further development and quality improvement of the programme of study. Such a comprehensive annual quality monitoring and review document would be considered to be an example of international best practice.

IV. SUMMARY

The Faculty of Business has been delivering business management programmes at Masters level since 1993. The Master of Business, the qualification awarded at the completion of the study programme, is a strong indicator of the knowledge, understanding and employability the graduates of this program take to the labour market. The students are confident and clearly well-respected. The strong relationships between the Faculty and the social partners are evidence of the status and value that is placed on the programme and the graduates. The panel were of the view that the Faculty have the opportunity to further develop this relationship to the benefit of all of the stakeholders. The social partners consider the University to be a "listening" organisation and they would welcome the opportunity to be able to make a greater contribution. Given the speed of change in the economic landscape of Lithuania it is clear that the employability of the graduates will in the future need to reflect the speed of these changes. The input from social partners will be invaluable in assisting for future directions for the programme as well as enhancing its status and stature in the business community.

The staff are well qualified, actively engaged in this subject area, have a strong ethos of professional development and are clearly committed and enthusiastic. This commitment is reflected in the comments and responses from the students who value the professional approach and the willingness to share the knowledge and understanding.

The panel made the following observations to support the work of the Faculty and to assist in any further evaluation:

1. The long-term sustainability of the programme given the decline number of student enrolments must be of concern and the impact this must have on the ability to be able to resource the number of specialisms the programme currently offers.

2. The Self-Evaluation Report (SER) would have benefited from a more analytical and critical reflection of the current position rather than the often descriptive commentary provided. The panel considered that the SER was not a true reflection of the strengths of the programme and did not fully reflect on the current challenges such as student recruitment that the programme faces.

3. The objectives of the programme as currently presented are overly complex and lack well-defined focus. In reviewing the programme aims, objectives and intended learning outcomes this should strengthen the presentation of the programme that in turn could improve its sustainability. The panel noted a number of minor discrepancies in areas in the documentation that could lead to confusion and a lack of clarity in communication to the students and wider stakeholders.

The panel commends the strength of the programme, the strong research base and the strong relationship and commitment of the staff and the social partners.

Studijų kokybės vertinimo centras

V. GENERAL ASSESSMENT

The study programme *Business Management* (state code – 621N10008) at Vilnius Gediminas technical 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	4
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
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. Peter Jones**

Grupės nariai:
Team members: **Prof. dr. Tatjana Volkova**

Prof. dr. Wes Wierda

Prof. dr. Giedrius Jucevičius

Ms. Karolina Zelbienė

Vaida Spūdytė

Studijų kokybės vertinimo centras

**VILNIAUS GEDIMINO TECHNIKOS UNIVERSITETO ANTROSIOS PAKOPOS
STUDIJŲ PROGRAMOS *VERSLO VADYBA* (VALSTYBINIS KODAS – 621N10008)
2015-11-30 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-313 IŠRAŠAS**

<…>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus Gedimino technikos universiteto studijų programa *Verslo vadyba* (valstybinis kodas – 621N10008) vertinama **teigiamai**.

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

Verslo vadybos fakultetas studijų programą *Verslo vadyba* magistro lygiu vykdo nuo 1993 m. Baigus studijų programą suteikiama verslo magistro kvalifikacija, kuri parodo, kad absolventai įgijo tvirtas žinias, suvokimą ir galimybes įsidarbinti ir yra pasirengę įsilieti į darbo rinką. Studentai yra pasitikintys ir gerbiami. Stiprus ryšys tarp fakulteto ir socialinių partnerių įrodo programos ir absolventų statusą ir vertę. Ekspertų grupė mano, kad fakultetas turi galimybę toliau plėtoti šiuos ryšius, kurie būtų naudingi visiems dalininkams. Socialiniai partneriai mano, kad universitetas įsiklauso į tai, kas sakoma, ir jie sveikintų galimybę padidinti savo indėlį. Atsižvelgiant į Lietuvos ekonomikos pokyčių spartą, yra aišku, kad absolventų įsidarbinimo galimybės turi ateityje atspindėti šių pokyčių greitį. Socialinių partnerių indėlis bus neįkainojamas padedant nubrėžti studijų programos ateities kryptis, taip pat gerinant jos statusą ir svarbą verslo bendruomenėje.

Studijų kokybės vertinimo centras

Dėstytojų kvalifikacija yra gera, jie aktyviai domisi savo dėstoma sritimi, turi tvirtus profesinio tobulėjimo moralinius principus, aiškiai atsidavę darbui ir pilni energijos. Jų atsidavimą darbui atspindi studentų komentarai ir pasisakymai, kurie vertina jų profesinį požiūrį ir norą dalytis žiniomis ir išmanymu.

Ekspertų grupė teikia šias pastabas, kurios padės fakulteto veiklai ir kitiems vertinimams:

1. Stojančiųjų sumažėjęs skaičius gali kelti nerimą dėl ilgalaikio studijų programos tvarumo ir gali turėti įtakos tokiam specializacijų skaičiui, kuris siūlomas šiuo metu.

2. Būtų naudinga, jei savianalizės suvestinėje (toliau SS) būtų pateikiama daugiau analitinė ir kritinė esamos situacijos apžvalga, o ne dažnai pateikiami aprašomieji komentarai. Ekspertų grupė mano, kad SS nevisiškai atspindi studijų programos stiprybes ir dabartinius iššūkius, pavyzdžiui, studentų priėmimas, su kuriais susiduria studijų programa.

3. Studijų programos uždaviniai, kaip jie pateikiami dabar, yra pernelyg sudėtingi ir jiems trūksta tiksliai apibrėžto akcento. Patikslinus studijų programos tikslus, uždavinius ir numatomus studijų rezultatus studijų programa būtų geriau pristatoma ir tai galėtų pagerinti jos tvarumą. Ekspertų grupė pastebėjo nežymių neatitikimų dokumentuose, šie neatitikimai gali klaidinti ir būti neaiškūs bendraujant su studentais ir platesne dalininkų bendruomene.

Ekspertų grupė nori pagirti už studijų programos stiprybes, tvirtą mokslinių tyrimų bazę ir gerus dėstytojų ir socialinių partnerių ryšius bei pasiryžimą.

<…>

III. REKOMENDACIJOS

1. Iš naujo apsvarstyti ir suformuluoti studijų programos tikslus ir uždavinius, siekiant aiškumo ir tikslaus numatomo tikslo.

2. Iš naujo apsvarstyti „studijų standartus", kad jie geriau atspindėtų numatomus studijų rezultatus, kaip patikrinamus teiginius, ką besimokantysis turėtų žinoti, suprasti ir gebėti atlikti.

3. Peržiūrėti specializacijų uždavinius ir užtikrinti, kad jie būtų tinkamai susieti su studijų programos uždaviniais.

4. Apsvarstyti, ar kvalifikacijos pavadinimas geriausiai atspindi studijų programos tikslus ir uždavinius.

5. Nuolat stebėti siūlomų specializacijų aprėptį ir skaičių atsižvelgiant į dabartinį stojančiųjų skaičių studijų programos ilgalaikiam tvarumui garantuoti.

6. Užtikrinti, kad pastebėti neženklūs dalykų pavadinimų neatitikimai būtų ištaisyti ir kad ši informacija būtų nuosekli, ypač bendraujant su studentais ir išorės socialiniais dalininkais.

7. Iš naujo apsvarstyti dalykų pavadinimus siekiant užtikrinti, kad jie atitinka tikslus ir turinį.

Studijų kokybės vertinimo centras

8. Apsvarstyti ir sukurti formalų vertinimo procesą, kuris įtrauktų formalų ir neformalų personalo, studentų ir socialinių partnerių grįžtamąjį ryšį, kuris būtų naudingas toliau plėtojant studijų programą ir gerinant jos kokybę. Tokia išsami metinė kokybės stebėsena ir vertinimo dokumentas būtų laikomas geriausios tarptautinės praktikos pavyzdžiu.

<…>

2.7. Išskirtinės kokybės pavyzdžiai

Pagirtinas problemų sprendimu grįsto mokymo ir mokymosi metodikų rengimas, kuris padeda ugdyti platesnį studentų profesinį suvokimą ir leidžia mokymąsi įtraukti į atitinkamą profesinį kontekstą. Tai puikus tarptautinės gerosios praktikos pavyzdys.

Verslumo centro įsteigimas ir Inovacijų verslo plėtros skatinimo projektas, vykdomas bendradarbiaujant su Šiaurės miestelio technologijų parku – aukštųjų technologijų verslo centru Šiaurės miestelyje, – yra sėkmingas pavyzdys, kaip plėtoti studentų studijavimo galimybes ir kurti inovacijų ir verslumo plėtros kultūrą.

Aktyvus studentų dalyvavimas mokslinių tyrimų veikloje per studentų mokslo visuomenę ir metinę jaunųjų mokslininkų konferenciją – puikus pavyzdys, kaip didinti studentų dalyvavimą mokslinių tyrimų veikloje ir skatinti visų dalininkų bendravimą mokslinių tyrimų srityje.

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

Vertėjos rekvizitai (vardas, pavardė, parašas)

Studijų kokybės vertinimo centras