



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VILNIAUS KOOPERACIJOS KOLEGIJOS  
STUDIJŲ PROGRAMOS *VERSLO VADYBA*  
(*valstybinis kodas - 653N20011*)  
VERTINIMO IŠVADOS

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EVALUATION REPORT  
OF *BUSINESS MANAGEMENT (state code - 653N20011)*  
STUDY PROGRAMME  
at VILNIUS COOPERATIVE COLLEGE

**Experts' team:**

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Išvados parengtos anglų kalba  
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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Verslo vadyba</i>
Valstybinis kodas	653N20011
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos profesinis bakalauras
Studijų programos įregistravimo data	2002-06-26

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Business Management</i>
State code	653N20011
Study area	Social sciences
Study field	Management
Type of the study programme	College studies
Study cycle	First cycle
Study mode (length in years)	Full time (3); part-time (4)
Volume of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Management
Date of registration of the study programme	26 <sup>th</sup> June, 2002

Studijų kokybės vertinimo centras

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 (hereinafter – SKVC).

The evaluation aims to assist higher education institutions to continuously 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* (hereinafter SER) *prepared by Higher Education Institution (hereinafter – HEI)*; 2) *visit of the review team to the HEI*; 3) *development of the external 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 were 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 evaluation area 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.	VCC Events and changes after submission SER (2 p)

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

The Vilnius Cooperative College (hereinafter - VCC) is a non-state higher education institution of the Republic of Lithuania, which operates as a public establishment and conducts collegial studies in the first cycle and confers with the professional bachelor qualification degree.

Its founder is the Cooperative Company “Lithuanian Cooperative Union” (referred further as the Union of Lithuanian Cooperatives)

The College was established in 2000, on the basis of the Vilnius Higher Cooperative School founded in 1991. In 2014 the group of international experts positively evaluated the VCC activities. VCC was accredited for 6 years (The SKVC resolution No IV2-15 of 3 September, 2014) approved by the order of the Director of SKVC No SV6-52 on 9 September 2014).

The key management bodies are the stakeholders’ meeting and VCC Director. The Director, together with the advisory VCC management body - Academic Council (further AC), the constitution of which involves representatives of students and social partners, shape the management policy of the key academic processes. The VCC management is based on the principles of democracy, competence, autonomy and efficiency.

In 2015-2016, VCC conducts 5 study programmes in the study fields of social sciences, information technology and humanities.

One of the study programmes is Business Management (further - BM) study programme. The last evaluation of the BM Study Programme was conducted by the SKVC (in 2013). In accordance with the external evaluation outcomes, the study programme was accredited for 3 years.

During the evaluation timeframe no information was mentioned and provided by VCC about the Kaunas unit of VCC (SER, App.1), so this evaluation report summarized only information related to the Vilnius unit.

#### **1.4. The Review Team**

The review team was completed according to *Description of experts’ recruitment*, approved by order No. 1-01-151 of Acting Director of the SKVC. The Review Visit to HEI was conducted by the team on 7 December 2016.

- 1. Prof. dr. Zoltán Sipos (team leader)** *Chairman of Institute of Economics and Management Sciences, King Sigismund College, Hungary.*
- 2. Prof. dr. Michael A. Bourlakis,** *Director of Demand Chain Management Community & Head of the Supply Chain Research Centre, Cranfield School of Management, United Kingdom*
- 3. Assoc. prof. dr. Genadijs Gromovs,** *Head of Transport and Logistics Department, Transport and Telecommunication Institute, Latvia.*
- 4. Mr. Tadas Medineckas,** *Transport Business Consultant of Law Company “Verum”, Lithuania.*
- 5. Ms. Greta Vegytė,** *student of Mykolas Romeris University, Master study programme “Logistics Management”.*

## II. PROGRAMME ANALYSIS

### 2.1. Programme aims and learning outcomes

The programme has a carefully elaborated system of aims and learning outcomes. The general aim of this programme includes competences necessary to provide skills to start a new personal entrepreneurial venture (a „personal company”), and also managerial skills for medium sized companies. The only problematic feature is, that these two directions require totally different skills and approaches from the successful candidate. During the site visit expert panel did understand that entrepreneurship is more important target of this educational programme than general management, but the latter is also important. This fact may show a self-definition problem which the college has to solve.

General purpose of the programme is expressed on page 6 of the SER. It says: „The purpose of the study programme is to prepare specialists in - business management....”.

Business management is a **general** field and there are **generalists** on it. Specialists may be defined as attached to different functional fields, such as marketing, finance, accounting, etc. Graduates told during the site visit, that a major competitive advantage of their training had been, to develop general competences, as an entrepreneur must deal with every aspect of business. Then, in certain situations, special skills of specific business fields are also needed. The College realizes this issue, and besides putting the emphasis to the general business courses in the curriculum, the college developed two specializations within this study programme. These specializations have been built into the programme and appeared in learning outcomes too.

These two specializations are Trade management and E-business management. In the set of learning outcomes there are 12 learning outcomes altogether, and only one is different for the two specializations in the Specific abilities' box of learning outcomes.

Expert panel thinks that the programme's aims have a certain self-definition problem, a special uncertainty and needs reconsideration. Related to the definition of “Business management specialist”, as mentioned above, a further consideration and decision-making would be appropriate to define business as a general field, and the graduate as a business generalist. Public accessibility of learning outcomes is confirmed on the college website both in Lithuanian and English language.

Learning outcomes constitute a clear, understandable and attainable set of objectives of training. (SER, Appendix 4.) Little is told in SER about the publicity and communication of the programme. Teachers and students were not very well aware of the learning outcomes of the programme during the site visit.

Learning outcomes are grouped as in general to the following categories: knowledge and

application, research, specific (professional) abilities, social abilities and personal abilities. It is a consistent system which is clear.

A professional bachelor programme generally used to have academic and professional learning outcomes, more of the latter and less (20-30%) of academic. The specific set of learning outcomes of this BM programme basically has only practical-oriented ones, even in the field of research. No doubt, that labour market needs are considered in the description. Graduates and social partners may have an access to make proposals for the further development of the programme and its objectives as well.

The name of the programme is simple and general, and it is compatible with the content, but it does not refer to specializations. Expert panel thinks it may need a re-consideration.

Programme aims and learning outcomes are basically consistent with the professional bachelor's level and the qualification offered.

## ***2.2. Curriculum design***

This Professional Bachelor's programme consists of 180 credits (4800 hours) and it is delivered in two modes: full-time (3 years, 6 semesters) and part-time (4 years, 8 semesters). The length of each semester is 20 weeks and the study volume of all semesters is equivalent to 30 credits (21-24 credits for part time study) and up to 6-7 subjects.

The programme starts with general education subjects as well as business and management ones to provide fundamental knowledge to students. It follows a good evolution in the subsequent years in terms of equipping student with the right skills, abilities and knowledge. The study programme is also divided into four parts: general collegial study subjects (Professional and Generic Language, Document Management, Applied Mathematics, Information Technology, Statistics, Business Law, Microeconomics, Macroeconomics etc.), study field subjects (Business Management, Human Resources Management, Leadership and Management of Changes, Business Finance, Marketing, Quality Management, Business Economics, Logistics etc.), optional subjects and free optional subjects. Students also conduct Professional Practice in a Business Company in the third year aiming to develop students' practical abilities and their larger involvement with businesses. During the practice students are involved to prepare them for the final thesis by analysing a company and collect relevant data. The final thesis is a key programme component where the student will demonstrate the ability to comprehend and apply relevant subject knowledge. This is a logical approach which is reflected well on student surveys where the students seem to be more satisfied with the programme

content compared to other programmes of this academic institution and they seem to be pleased with the practical training in a company that meets their expectations. Overall, the curriculum design meets legal requirements and the study subjects are distributed logically and evenly between various semesters.

The programme has also benefited by the teaching involvement of many industry companies' specialists and has good links with various social partners. In addition, the programme is considering the views and expectations of various stakeholders (evaluation experts, programme graduates, employers) and it is also factoring in appropriate market changes. The above are implemented in the curriculum and relevant subjects are introduced; the latter show an up-to-date content reflecting the latest issues in market needs and technological advances. Therefore, expert panel need to stress that the curriculum has seen some changes over the years with some previous optional subjects having moved into the mandatory study field (e.g. Leadership and Management of Changes, International and Cross-Cultural Communications etc.) and other subjects being launched (e.g. Entrepreneurship, Creativity and Business Innovations, Business Information Systems etc.) and introduced the possibility to study for an optional topic (e.g. Business English). Overall, there has been a good revamping of the curriculum and the programme nowadays contains appropriate modules and content addressing the intended learning outcomes under a good manner; however, all these changes to the modules need to be reflected more succinctly in the intended learning outcomes which need to be reconsidered and expanded. Hence, it is clear that it has been updated since the last evaluation, the college team has good capacity to react and introduce changes and it is flexible and it is under continuous improvement. Its scope is wide as it is expected for Business Management programme and it is sufficient to support students' knowledge and acquaintance of the intended learning outcomes. A recommendation is to consider introducing appropriate business and management modules covering further for example social media as it will be very influential in modern business practices.

Expert panel heard that various innovative teaching and learning methods are followed including business simulations, workshops and outgoing classes within social partners' premises and in most occasions the company staff is involved with the delivery and demonstration of these subject topics. Some of these company managers are also invited to teach specific subject topics. This is reflected on student surveys where the relevance of teaching methods to achieving the programme outcomes is more valued by students of this programme compared to views obtained by students being part of other programmes in this university.

Overall, it is evident that the programme has a strong Entrepreneurship orientation which



is very appropriate for this type of programme and it is supported by a Laboratory of Entrepreneurship too where students get good support and proper advice for the implementation of various business ideas and are actively participating in discussions with business people. The programme has also a Leadership element that it is a key module / subject topic for any Business and Management programme and it presents an innovative and unique dimension of this programme offering.

### **2.3. Teaching staff**

In 2015-2016 there are 58 members of teaching staff (SER, p.4 (4)). 35 members of teaching staff participated in BM programme and only 14 from them are selected by competition. All the teachers have Master's degrees or its equivalent in various scientific fields (SER (p.14 (54, table 4)). Teaching staff composition fulfils all the formal criteria: 69,7% of teachers have no less than 3 years of practice in the field of the taught subject, 13,3% of study field subjects are taught by scientists, 11,4% teachers have Doctoral degree, the number of students per one teacher establishment is appropriate - 7 in average - for the Business Management programme (SER, p.15 (56, table 5)).

The teaching staff is organized according to laws, regulations of the Republic of Lithuania and other normative documents and the data presented in SER (p.14 (54, table 4)) confirms the fact that VCC Vilnius branch program teaching staff's practical and academic experience is sufficient to ensure learning outcomes of the programme.

The structure of the academic staff according to the age groups is balanced, almost 35% of teachers belong to the group of mature aged teachers (more than 50 years old), near 27% from 40-49 y.o., near 30% from 30-39 y.o. and near 9% up to 30 y.o. (SER (p.15(57, table 6)).

The expert panel confirms that the teaching staff's composition ensures an adequate level of provision of the programme.

Experts are concerned that only 40% of teaching staff is full time employees at VCC Vilnius branch, selected for positions of an assistant, lecturer, docent in accordance with public contest procedure. The remaining teachers are “- practitioners” or invited teachers, which have positions in other colleges, universities and enterprises.

Taking this into consideration together with the - medium level of contact workload (SER(p.16, 62)) and the fact that almost 74% of the teachers have work not only in VCC (SER(p.16, 64)) it is difficult to make strategic plans for further development of the programme and to motivate staff to participate in the certain activities. So the turnover of teaching staff may be a subject of administrative consideration.

VCC creates conditions for staff development and refreshing qualifications. In 2014-2015 more than 20 teachers participated in project activities (SER (p.17, 65, table 7)). About 30 teachers of VCC took participation in the scientific activities such as conferences, seminars and courses (SER (p.18, 66, table 8)).

Also participation of staff and students in external researches for the Lithuanian firms (more than 15 cases in 2014-2015) is presented in SER (p.19, 71, table 9).

VCC has ERASMUS cooperation with 33 HEI of 14 countries (SER (p.19, 72)). In 2013-2015 29 VCC teachers/employees went to the foreign education institutions in accordance with ERASMUS programs, and 22 teachers/employees arrived in VCC from abroad( SER (p.19, 72, table 10)). In 2014 three guest lecturers from Portugal were involved in VCC BM programme. All of these activities left positive influence on the BM programme, achieving learning outcomes and increasing quality of the final projects.

Various academic staff participated in projects, internships, conducted lectures at foreign institutions. Research activities are integral part of the academic staff job descriptions. There is a number of external research projects, in which those college teachers (who executed the Business Management programme) participated and prepared the final projects.

The expert panel confirms that the teaching staff's composition ensures an adequate level of provision program, however the number of VCC full-time selected teaching staff and staff turnover should be considered. As well, current English language skills of teaching staff should be addressed as an area for further improvement.

#### ***2.4. Facilities and learning resources***

The expert panel had an onsite visit to the Vilnius Cooperation College, the building, where all learning processes take place. Size of the premises meets MOSTA (Research and Higher Education Monitoring and Analysis Centre) space requirements. VCC owns a renovated dormitory premises containing of 210 beds and a canteen of 100 seats, right beside the main building.

Training block holds equipped rooms, computer rooms, technological sciences laboratory, library, business practical training firm (BPTF) and other studies premises. Organization holds a three-store building with rooms of educational purpose.

VCC holds 7 equipped computer rooms with 107 seats for the work with personal computers, where students learn to use specialized business management software as Office Online 365, which is used since September 2016. Students use computer rooms for group work and preparing the final thesis.

According to the SER the premises of the education block and IT are renovated annually. Computer rooms and dormitory premises were renovated recently, in June 2016. Renovation goes on a regular basis.

The development of areas for student' recreation could be question for discussion (SER, p.23 (90)).

Institution uses legal software and provides high-speed optical Internet connection. Students have access to the wireless Internet connection at the education block and dormitory premises.

VCC has installed a mobile messaging system for teachers and students, electronic register and the RS system – registration system for meetings with lecturers that enables students and teachers to arrange meetings and consultations distantly.

The accounting and management software (Stekas plius, „Tildės biuras“ (JSC „Tildė IT“), Rivilė-GAMA and Microsoft Dynamics NAVISION) was installed in the computer rooms and BPTF and it is used by the students. It should be mentioned that VCC became a member of Microsoft Dynamics Academic Alliance Premier in 2015.

Institution uses a number of supplementary hardware at the study process: multimedia, video/audio recording and reproduction hardware, copy machines, etc. All rooms have stationary computerized workplaces for teachers.

It should be underlined that students with visual impairments have access to the equipment, assigned to them: Easy Converter software, JAWS 14 for Windows and SuperNova software, WinTalker Voice 1.6.JAWS 14 for Windows program, Esys40 with Cell 40 electronic Braille device with integrated Braille keyboard, stationary electronic image increasing tool Topaz XL XD 24. Bellman Audio Domino Pro system assigned to the students with hearing impairments.

Business practical training firm (BPTF) is used for practices. Professional practice in a simulated enterprise, which is conducted in VCC BPTF (starts in the first and ends in the second academic year), integrates the trainings, present in a simulated enterprise and the development of abilities, related to the business establishment and modelling. It should be noted, that college came to idea to concentrate on teaching the students the process of establishing a company from scratch, instead of learning in the established companies. Students positively evaluated such practical simulation experience, and the imitation of running a business enterprise. In 2016 simulation contest, the college company *Reda* has been awarded. Students often ask questions about their own business ideas. Simulation company has all departments that real companies have: HR, Purchase, sales and marketing. Students use business software, together with paper

documents, that helps to understand principles of documentation work. The students start practice in the first year, gradually generating business ideas and simulating environment.

The general volume of practice In Business Management Programme consists of 30 credits.

According to self-evaluation report, the practice and other practical training takes 41% of the study programme volume in full-time and 30% at part-time studies.

Students have the Professional Practice in a Business Company during the third year of studies (in part-time studies – in the fourth year) in accordance with the selected specialization in a trading, production or service business companies.

The final practice, the aim of which is to analyse company business, collect data for the final thesis and carry out a research, is conducted and the final thesis is developed in the final semester of studies. After practice, the students and the social partners provide the feedback to the college. This is a positive initiative, and this is considered as well organized activity.

The institution closely cooperates with the Union of Lithuanian Cooperatives, as historically it was established by this Union, for preparing and educating the future employees. Nowadays it actively supports the VCC, sends the staff members for studies. The graduates confirmed that study process has been changing, they were proactive and claimed that they would recommend these studies.

The expert panel visited library VCC library consists of the funds storage, an open fund, a reading hall and a computer hall. The computer hall is equipped with 15 computerized working places and wireless Internet connection.

The library is actively involved in a number of projects, is a member of the Lithuanian academic libraries information infrastructure for science and studies support and development consortium (LABIIMSPPK), member of the Lithuanian scientific libraries association (LMBA) and the member of Lithuanian colleges' libraries association (LKBA).

The library holds information resources in both paper and electronic forms. More than 30000 copies of literature both in Lithuanian and foreign languages, which correspond to VCC study programmes. Subscribed databases contain more than 62 000 scientific publications and about 2 thousand e-books in English.

There is access to the software Refworks – the administration of bibliographical directions and databases: EBSCO Publishing (12 DB package), Emerald Management eJournals Collection and Taylor & Francis Online.

Educational materials for the study programme are being updated every year. A sufficient number of new and proper literature was found during the onsite visit.

Teaching materials, textbooks, databases seem to be in adequate amount and reachable to students.

### ***2.5. Study process and students' performance assessment***

Admission to the course of Business Management programme is according to the Common Admission System in the Lithuanian Higher Education Institutions, under Rules and Regulations certified by the president of Association of Lithuania Education Institutions for Organization of Common Admission (LAMA BPO).

The order of student enrolment to the first cycle study programme is defined by the College rules in accordance with the General and Separate admissions. The Business management programme indicated the minimum transitional score – 1.2. Expert panel considers this score is enough.

The competition score over last three years has varied quite significantly. The lowest score in the full – time studies was only 0.74 in 2014. The highest score in the full – time studies was 6.80 in 2014. In 2015 the highest score has decreased quite significantly, especially in part - time studies 8.80 in 2014 and 4.42 in 2015. However, the lowest contest score has increased in the last year because of the minimum transitional score. It could be considered that fewer students are admitted to studies but they are more motivated

On the basis of SER, it was noted that the number of admitted students has dropped from 63 in 2013 to 17 in 2015. It can be the result of declining popularity of the programme and all the field of social sciences in general. The analysis of the number of students showed that the highest wastage happens during first and, especially, the second year of studies, after that the number of students only declines. The main reasons are the students' failure of pass-rate due to the workload of employed students or their insufficient motivation. During the meeting with teachers they told their opinion that the biggest reasons are low motivation of the students and that 80 or 90 % of them are working and studying in the same time because they have to pay for the studies. To decrease the number of students' wastage the additional individual consultations are organized in the faculty. Moreover, VCC proposes individual plan and distant studies.

The total number of contact work is 40.7 % for full time students and 20 % for part – time studies. The teachers communicate and share materials using MOODLE platform. This is a very positive development because communication and collaboration between teachers and students are much easier. Classes for students in part – time studies are one week per month in the evening and on Saturday. The main reason is to let students to combine studies and work and to assist student attendance.

The student assessment system described in the SER is clear and understandable by students. The College uses the ten – grade criterion assessment and cumulative scale. The progress and final assessment score are applied and encourage systematic work during each study course.

Only a small number of students goes to the foreign universities each year. However, many foreign students came to study subjects in the study programme of Business Management. The VCC students had an opportunity to attend lectures in English together with the incoming students but only 9 % of them have used this possibility. However, more effort is needed to increase the number of students on international exchanges.

Information about the study process (study calendar, timetables for lectures and examination session, optional courses, assessment procedure), opportunities for study periods abroad, tuition fees, student grants, funding of studies are provided in VCC website and in the introductory lectures.

The college provides good academic and social support. Teachers are available for the consultations; their schedules are well organized and clear. The part – time studies have consultations once a month on Saturdays and it is helping combine work with studies. It was stated in the SER that the survey 2015 in the magazine of “Reitingai” showed that VCC is in the 2th place among none-governmental colleges in accordance with the provide support to students. During the visit, it was learnt that students and teachers had developed good working relationship, students indicated that one of the best things about the programme is great relationship with the teaching staff and atmosphere of the small College. The students have opportunity to receive a state loan and 26 % have used it. During the meeting with administration staff, the expert panel learned that the payment system was changed and is very flexible. Students can pay every month or even when they can. The university has a good system of scholarships 57% of students received a single scholarship in 2013, 47% in 2015. Moreover, according to the self – evaluation report socially disadvantaged, living alone, disabled, the students who working capacity is less than 45 % or the students, whose parents are deceased, can apply for the social scholarship. One-time social scholarship is available for the students who had some disabilities. All students have a possibility to apply for the student house. Moreover, the university organize many events such as Language day, Career day, IT competition and many sports competitions.

The students together with the teaching staff are participating in many discussions, the foreign teachers’ lectures, projects “From idea to Realization”, “In the outcomes review” etc. Also some students have participated in researches and conferences. The students actively

participated in the international contest - fair at Vilnius Tourism and Commerce School and annual VCC organized conference "My gift for Lithuania". During the meeting with social partners and teachers, the expert panel heard that many students participate in the conference "Profadienis" which includes many students from different universities and colleges. However only a small number of students take part in research activities or other higher school students' conferences.

The information about the employment and career development of the graduates is surveyed. It was stated in the SER that 93.75 % was working and 80 % of them according to their specialty. In 2015 the number a bit decreased - 90.5 % was working and less by specialty. The high percentage of students - 27.8 % in 2014, and 20 % - in 2015 stayed to work in the same workplace where they previously conducted the practice. The College paid a lot of attention to the practical training and this is a large advantage in the labour market. Expert panel would like to note that during the meeting with social partners it was stated that the students need better English language knowledge and better communication and leadership skills.

## ***2.6. Programme management***

The responsibilities for decisions and monitoring of the programme implementation are clearly allocated in the internal administrative documents and performed by the Academic Board (hereinafter-AB), the Management Department, the Study Programme Committee, etc. The Committee is responsible for the initiation of the study programme updating, execution control, quality and development what is taking place regularly.

The main responsibility, related to the approval of the study programme, falls on the AB (defined in VCC statute). The changes of the programme contents (not exceeding 20% of the programme volume) of the study plan are approved by VCC director in accordance with the proposal of the BM study programme committee. The latter submits proposals on the basis of feedback pattern (resolutions by department meetings, students' and graduates' survey results, company practice supervisors' assessments in the practice reports, external evaluation results and recommendations, information from the study department concerning students' pass-rate, "drop out" rate, etc.).

The Study Programme Committee (hereinafter - SPC) is formed for the assurance of the conduct quality in the study programme. SPC consists of 9 persons: employers' representatives, graduates, students and teachers. SPC is in charge of the implementation of the study programme aims and constant maintenance of the study programme quality.

Students' interests are represented by the students' delegated representatives in SPC and

AB.

In VCC there has been installed the first part of the collection and proceeding instrument for the data related to the implementation of the programme that is allocated to the research of students, lecturers and employers' approach concerning the implementation of the programme. It consists of four annually conducted surveys: first year students' (in October), lecturers' (in November.), all the students (in May) and graduates (in February). The second instrument part that involves the analysis of the employers' reviews is still being developed.

The documents, regulating VCC performance, the reports of VCC performance and external evaluation are available on the VCC website.

VCC installed the first part of the collection and proceeding instrument for the data related to the implementation of the programme that is allocated to the research of students, lecturers and employers' approach concerning the implementation of the programme. It consists of four annually conducted surveys: first year students' (in October), lecturers' (in November.), all the students (in May) and graduates (in February). A part of the questions in all questionnaires clash and the following enables the assurance of the data comparison in accordance with target groups. The surveys are also conducted in accordance with all the study programmes at the same time and that enabled the inter-comparison of programmes. The second instrument part that involves the analysis of the employers' reviews is still being developed. Survey data are analysed in department meetings. The actions, which eliminate drawbacks, involve the edition of the study programmes, the development of the study process and the application of new teaching methods

The qualitative conduct of the programme is assured through the invitation of teachers-practitioners to teach, assigning employers' representatives to practice supervisors, encouragement of teachers' refreshment of qualifications, command of the good experience from other higher schools, implementation of the exchange programme and development of the VCC internal quality management system (hereinafter – Quality system/QS).

VCC business planning is conducted grounding on the long-term (integrated development strategy up to the year 2021), medium term (strategic business plan for 3 years) and short-term (yearly business plans for 1 year) perspectives. The outcomes are discussed in the target meeting in public (e.g., with teachers and students), extended meetings and introduced to the VCC community in annual meetings.

The social stakeholders are involved in all the stages of the programme preparation and implementation. As it was already mentioned, the VCC founder - Lietkoopsajunga/CE Union of Lithuanian Cooperatives that directly takes part in the VCC management (Stakeholders



meeting). Other employers' representatives mostly take part as the members of different boards (e.g. AB, committees and commissions (e.g. Final Thesis assessment)). They are also invited to supervise, review or teach students practices and final theses. The representatives of administration, teachers and students are also involved in the implementation of the programme. They are called to express their point of view (e.g. a special place is designated for this purpose on the website – <http://www.vkk.lt/visiems.html>), deliver proposals; they are invited to different work groups, committees and commissions. E.g., BM study programme self-evaluation report development group was formed in such a way that it represented all social stakeholders' interests.

Expert panel consider that such virtual instrument of accumulating opinions of students and graduates should be used more actively in modernization of the study programme.

### **III. RECOMMENDATIONS**

1. Programme's aims have a certain self-definition problem, a special uncertainty. They may need to be better defined.

2. The name of the programme is simple and general, and it is compatible with the content, but it does not refer to specializations - Trade management and E-business management. It may need a re-consideration.

3. Learning outcomes constitute a clear, understandable and attainable set of objectives, but in the set of LO the two programme specializations are mentioned only in one point and it may need to reconsider them.

4. The curriculum and the programme nowadays contains appropriate modules and content, however, all these changes to the modules need to be reflected more succinctly in the intended learning outcomes which need to be expanded.

5. The scope of BM programme modules is wide and it is desirable to consider introducing appropriate business and management modules covering especially for example social media which can be very influential in modern business practices.

6. The expert panel confirms that the teaching staff's composition ensures an adequate level of provision program, however the number of VCC full-time selected staff should be considered. It gives the opportunity to better motivation of teaching staff and their participation in programme development and planning operations.

7. The Study Programme Committee should more attentively analyze correlation between competition score and transitional score using it for student motivation increase and decrease of drop-outs.

8. VCC installed the first part of the collection and proceeding instrument for the data related to the implementation of the programme that is allocated to the research of students and lecturers approach concerning the implementation of the programme. It is desirable to accelerate the implementation of the second instrument part that involves the analysis of the employers' reviews.

9. English language skills are in the focus of the programme management, but English language skills of the teaching staff and students should be addressed as an area for further improvement.

10. Public accessibility of the BM programme is questionable. A clear information about opportunities of the programme and stronger advertising policy is required to engage the public and potential students for this programme.

11. In the process of developing BM programme more effort is needed to increase the number of students (in-coming and out-going) participating in the international exchanges and also in student conferences.

#### **IV. SUMMARY**

The programme has a carefully elaborated system of aims and learning outcomes. The general aim of this programme includes competences necessary to provide skills to start a new personal entrepreneurial venture (a „personal company”), and also managerial skills for medium sized companies. The only problematic feature is, that these two directions require totally different skills and approaches from the successful candidate. During the site visit expert panel did understand that entrepreneurship is more important target of this educational programme than general management, but the latter is also important. Public accessibility of learning outcomes is confirmed on the college website both in Lithuanian and English language. Expert panel thinks that the programme’s aims have a certain self-definition problem, a special uncertainty and needs reconsideration. Teachers and students were not exactly aware of the learning outcomes of the programme during the site visit.

The curriculum design meets legal requirements and the study subjects are distributed logically and evenly between various semesters. There has been a good revamping of the curriculum and the programme nowadays contains appropriate modules and content addressing the intended learning outcomes under a good manner. The programme has also a Leadership element that it is a key module / subject topic for any Business and Management programme. However, all these changes to the modules need to be reflected more succinctly in the intended learning outcomes which need to be reconsidered and expanded. A recommendation is to consider introducing appropriate business and management modules covering further for example social media as it will be very influential in modern business practices.

The teaching staff is organized according to laws, regulations of the Republic of Lithuania and other normative documents. VCC creates conditions for staff development and refreshing qualifications. The expert panel confirms that the teaching staff’s composition ensures an adequate level of programme provision, however the number of VCC full-time selected teaching staff and staff turnover should be considered. Current English language skills of teaching staff should be addressed as an area for further improvement.

Premises for studies are adequate both in size and quality. Size of the premises meets MOSTA (Research and Higher Education Monitoring and Analysis Centre) space requirements. The teaching and learning equipment and software are adequate for the achievements of learning outcomes. A further development in this field may be recommended. Teaching materials (textbooks, books, periodicals and others) seem to be adequate and accessible in printed form, e-

form and in some Data Base. Professional practice in a simulated enterprise, which is conducted in VCC business practical training firm (BPTF), integrates the learning results with trainings, and develops of abilities, related to real the business establishment. Students have also the Professional Practice (30 ECTS) in accordance with the selected specialization in a trading, production or service business companies.

Admission requirements are well founded. Organization of the study process may ensure the provision of the programme properly and the achievement of the learning outcomes. Students have a good chance to take part and are encouraged to participate in applied research work and international exchange programmes, however the student participation is not high in both. Graduates may find a fair labour market situation and can utilize their knowledge and skills. Academic support of student work, thesis preparation and consulting in general, is adequate and active. More effort is needed to increase the number of students on English lessons in VCC and on international exchanges abroad.

Responsibilities for decisions and monitoring of the implementation of programme are clearly allocated. Collected information is controlled and processed. Data collected are analysed with a routine regularity after each semester. Students and social partners are also involved in the evaluation of programme implementation. Internal quality assurance system works in the operation and development of the program in the VCC environment Quality management system could be further strengthened by increasing its efficiency after making bilateral communication with stakeholders.

## V. GENERAL ASSESSMENT

The study programme BUSINESS MANAGEMENT (state code – 653N20011) at VILNIUS COOPERATIVE COLLEGE is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	3
3.	Teaching staff	2
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	<b>Total:</b>	<b>16</b>

\*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. Zoltán Sipos
Grupės nariai: Team members:	Prof. dr. Michael A. Bourlakis
	Asoc. prof. dr. Genadijs Gromovs
	Tadas Medineckas
	Greta Vegytė

**VILNIAUS KOOPERACIJOS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ  
PROGRAMOS VERSLO VADYBA (VALSTYBINIS KODAS – 653N20011) 2017-05-29  
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-105 IŠRAŠAS**

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Vilniaus kooperacijos kolegijos studijų programa *Verslo vadyba* (valstybinis kodas – 653N20011) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	3
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>16</b>

- \* 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)

&lt;...&gt;

**IV. SANTRAUKA**

Šios studijų programos tikslų ir studijų rezultatų sistema parengta kruopščiai. Jos bendrasis tikslas apima kompetencijas, kurios padeda įgyti įgūdžių, reikalingų naujam asmeniniam verslui pradėti (sukurti individualią įmonę), taip pat vidutinių įmonių valdymo įgūdžių. Vienintelė problema yra ta, kad sėkmingas kandidatas šiais dviem atvejais privalo turėti visiškai skirtingų įgūdžių ir remtis skirtingais metodais. Vizito metu ekspertų grupė suprato, kad verslumas yra svarbesnis šios ugdymo programos tikslas nei bendrasis valdymas, tačiau pastarasis taip pat yra svarbus. Patvirtinama, kas studijų rezultatai yra viešai pasiekiami kolegijos tinklalapyje lietuvių ir anglų kalbomis. Ekspertų grupė mano, kad studijų programos tikslai yra savaime netinkamai apibrėžti, pasižymi tam tikru neapibrėžtumu, todėl juos reikia iš naujo apsvarstyti. Vizito metu buvo akivaizdu, kad dėstytojai ir studentai nevisiškai tiksliai žinojo studijų programos rezultatus.

Studijų programos sandara atitinka teisės aktų nustatytus reikalavimus, studijų dalykai logiškai ir tolygiai paskirstyti per semestrus. Studijų turinys buvo tinkamai atnaujintas ir į studijų programą šiuo metu įtraukti dalykai ir turinys, kurie leis tinkamai pasiekti numatomus studijų rezultatus. Į programą pat įtrauktas lyderystės dalykas, kuris yra pagrindinis bet kurios verslo ir valdymo studijų programos dalykas ir tema. Tačiau visi šie modulių pakeitimai turi būti glausčiau atspindėti numatomuose studijų rezultatuose, kuriuos reikia apgalvoti iš naujo ir išplėsti. Rekomenduojama apsvarstyti, ar nereikėtų įtraukti atitinkamų verslo ir valdymo dalykų, kurie, pavyzdžiui, apimtų socialinę žiniasklaidą, nes ji turės didelę įtaką šiuolaikinei verslo praktikai.

Dėstytojų komanda atitinka Lietuvos Respublikos įstatymų, taisyklių ir kitų norminių dokumentų nustatytus reikalavimus. VKK sudaro sąlygas darbuotojams tobulintis ir kelti kvalifikaciją. Ekspertų grupė mano, kad dėstytojų komandos sudėtis užtikrina tinkamą studijų programos vykdymo lygį, tačiau reikėtų apsvarstyti VKK visu etatu dirbti pasirinktų dėstytojų skaičių ir jų kaitą. Dėstytojų dabartiniai anglų kalbos įgūdžiai turėtų būti toliau tobulinami.

Studijoms skirtų patalpų dydis ir kokybė yra tinkami. Patalpų dydis atitinka MOSTA (Mokslo ir studijų stebėsenos ir analizės centro) reikalavimus. Mokymo ir mokymosi įranga bei programinė įranga yra tinkama studijų rezultatams pasiekti. Rekomenduojama šią sritį ir toliau gerinti. Mokymo medžiaga (vadovėliai, knygos, periodiniai leidiniai ir kita) yra tinkama ir prieinama spausdintine ir elektronine formomis ir kai kuriose duomenų bazėse. Profesinė praktika imituojamoje įmonėje atliekama VKK Verslo praktinio mokymo firmoje (VPMF), kur studijų rezultatai susiejami su mokymu, ugdomi studentų su tikro verslo organizavimu susiję gebėjimai. Studentai taip pat turi atlikti profesinę praktiką (30 ECTS) pagal pasirinktą specializaciją prekybos, gamybos ar paslaugų verslo įmonėse.

Priėmimo reikalavimai yra pagrįsti. Studijų proceso organizavimas užtikrina tinkamą studijų programos vykdymą ir studijų rezultatų pasiekimą. Studentams sudaromos geros galimybės, jie skatinami dalyvauti taikomųjų mokslinių tyrimų darbe ir tarptautinėse mainų programose, tačiau studentų dalyvavimas abiejose srityse nėra aktyvus. Absolventai gali nesunkiai rasti darbą darbo rinkoje ir pritaikyti savo žinias bei įgūdžius. Akademinė parama studentams, jiems rengiant baigiamuosius darbus, ir konsultavimas, apskritai, yra tinkami ir aktyvūs. Daugiau dėmesio reikėtų skirti ir padidinti anglų kalbos užsiėmimus VKK lankančių studentų ir tarptautiniuose mainuose užsienyje dalyvaujančių studentų skaičių.

Atsakomybė už sprendimų priėmimą ir programos įgyvendinimo stebėseną paskirstyta aiškiai. Surinkta informacija yra valdoma ir apdorojama. Surinkti duomenys reguliariai analizuojami po kiekvieno semestro. Studentai ir socialiniai partneriai taip pat vertina programos



įgyvendinimą. Vidinės kokybės užtikrinimo sistema veikia ir plėtojama VKK Kokybės valdymo sistemos aplinkoje; ji gali būti toliau tobulinama, siekiant pagerinti jos veiksmingumą užtikrinus dvišalį bendradarbiavimą su dalininkais.

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### III. REKOMENDACIJOS

1. Pats studijų programos tikslų apibrėžimas yra netinkamas, turi tam tikrą neapibrėžtumą. Juos reikėtų geriau apibrėžti.
2. Studijų programos pavadinimas yra paprastas, bendrojo pobūdžio ir atitinka turinį, tačiau nenurodo specializacijų *Prekybos vadyba* ir *Elektroninio verslo vadyba*. Jį reikėtų iš naujo apsvarstyti.
3. Studijų rezultatai sudaro aiškių, suprantamų ir pasiekiamų uždavinių rinkinį, tačiau tik viename jo punkte paminėtos dvi studijų programos specializacijos, todėl uždavinius reikėtų apgalvoti iš naujo.
4. Į studijų turinį ir programą šiuo metu įtraukti tinkami dalykai, jos turinys yra geras, tačiau visi šie dalykų ir modulių pakeitimai turi būti glaudžiau atspindėti numatomuose studijų rezultatuose, kuriuos reikia išplėsti.
5. Bakalauro studijų programos dalykų apimtis yra plati, todėl siūloma apsvarstyti įtraukimą atitinkamų verslo ir vadybos dalykų, kurie ypač apimtų, pavyzdžiui, socialines medijas, galinčias daryti didelę įtaką šiuolaikinio verslo praktikai.
6. Ekspertų grupė patvirtina, kad dėstytojų komandos sudėtis garantuoja tinkamą studijų programos vykdymo lygį, tačiau reikėtų apsvarstyti VKK visu etatu dirbančių pasirinktų dėstytojų skaičių. Tai suteiktų galimybę geriau motyvuoti dėstytojus ir skatinti jų dalyvavimą tobulinant studijų programą ir planuojant veiklą.
7. Studijų programos komitetas turėtų atidžiau išnagrinėti konkursinio balo ir papildomo balo koreliaciją, kuri leistų geriau motyvuoti studentus ir sumažinti iškritusiųjų skaičių.
8. VKK įdiegė pirmąją su studijų programos vykdymu susijusių duomenų rinkimo ir apdorojimo įrankio dalį, skirtą ištirti, kaip studentai ir lektoriai vykdo studijų programą. Pageidautina greičiau įdiegti antrąją įrankio dalį, skirtą darbdavių atsiliepimams analizuoti.
9. Studijų programos vadyba daug dėmesio skiria anglų kalbos įgūdžiams ugdyti, tačiau dėstytojų ir studentų anglų kalbos įgūdžiai turi būti toliau tobulinami.
10. Vieša prieiga prie bakalauro studijų programos yra diskutuotina. Būtina aiškiai pateikti informaciją apie studijų programos galimybes ir vykdyti aktyvesnę reklamavimo politiką, į

kuria būtų įtraukti visuomenė ir potencialūs šios studijų programos studentai.

11. Tobulinant bakalauro studijų programą, daugiau dėmesio skirti studentų dalyvavimui tarptautiniuose mainuose ir studentų konferencijose, didinti studentų skaičių (tiek atvykstančių, tiek išvykstančių).

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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)