



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno kolegijos
**STUDIJŲ PROGRAMOS "VERSLO VADYBA" (valstybinis kodas –
653N20008)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF "BUSINESS MANAGEMENT" (state code - 653N20008)
STUDY PROGRAMME
at Kaunas College**

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Verslo vadyba</i>
Valstybinis kodas	653N20008
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirma
Studijų forma (trukmė metais)	Nuolatinė (3), iššęstinė (4)
Studijų programos apimtis kreditais	180
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Profesinis vadybos bakalauras
Studijų programos įregistravimo data	2000 09 21, Nr. 1182

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Business Management</i>
State code	653N20008
Study area	Social Sciences
Study field	Management
Type of the study programme	College Studies
Study cycle	First
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	21/09/2000, No 1182

Studijų kokybės vertinimo centras

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit 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.	Order on Kaunas College Management and Economics Faculty Practice Organization Procedure Approval (5/02/2016, no VE.6)

2.	Order on Kaunas College Management and Economics Faculty Practice Organization Procedure Approval (26/02/2014, no. 1-83)
3.	An example of integrated tasks for Economics study module. The interim evaluation no. part 1

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

Kaunas College is higher education institutions having about 7,000 students, 1,000 employees and 25,000 graduates. The College offers professional higher education studies of technological, biomedical, physical, humanitarian and social study areas as well as arts and they provide Professional Bachelor Degree.

This report concerns one study programme out of 51 and the programme is implemented by the Department of Business Management which belongs into the Faculty of Management and Economics.

The previous external evaluation of Business Management study programme was carried on in 2014 and this time the experts also carefully monitored whether the recommendations of the previous expertise were implemented.

In general, the College and Department of Business Management were well prepared and the evaluation visit was organised with care. At the same time the quality of the Self-evaluation report and additional materials could have been better – many repetitive sections, misleading information and translation mistakes made information collection crucial.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 4th of April, 2017.

- 1. Dr. Eneken Titov (team leader)** *Vice- rector for Academic Affairs and professor of Management in Estonian Entrepreneurship University of Applied Sciences, Estonia.*
- 2. Dr. Heinz-Ulrich Schmidt,** *Special Representative of Foundation for International Business Administration Accreditation (FIBAA), Germany.*
- 3. Dr. Noëlle O'Connor,** *Senior Lecturer in Tourism Management and the Course Director for the B.A. (Hons.) in Business Studies with Travel & Tourism Management Programme in Limerick Institute of Technology, Ireland.*
- 4. Mr Marius Rimkaitis,** *McCANN Vilnius, digital strategy planner, Lithuania.*
- 5. Ms Indrė Surgelytė,** *student of Kaunas University of Technology study programme Project Management, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aim of the study programme “*is to train a business manager, who has entrepreneurial skills and is able to act independently and creatively under changing market conditions; apply the theories of economics and business management as well as the national and international legislation governing the organisation of business; plan, analyse and organise the performance of business enterprises using modern scientific achievements and technologies; solve contemporary business issues; follow generally accepted ethical and moral norms.*” This aim describes the general and modern competencies which every business manager needs. Learning outcomes show how the necessary competencies will be collected throughout the study programme. It is good that college values entrepreneurial behaviour and mind-set, which is also an increasing trend in higher education study programmes in different countries. All the necessary information about the study programme, its aims and learning outcomes is publicly available for all the stakeholders as well as for existing students and potential students through different sources ((<http://www.kaunokolegija.lt>, <http://www.aikos.smm.lt/aikos/index.htm>, <http://www.studijos.lt/>, <http://lamabpo.lt>, www.kurstoti.lt and KK account of the social network Facebook); during visits to schools of general education, Open House Days, in the booklets about KK, and during the events organized in the FME; during exhibitions and fairs).

At the same time, there is a need for more specific focus on business administration and management field – as also the social partners mentioned, the graduates of this study programme are not ready to become managers, but probably need to start from lower level and therefore need more specific skills (project management, service management, marketing etc.) which may be the case but was not evident in the material that the Experts Panel received. According to the described labour market need in SER (evidences just indicate, that there are vacant job places in “business area”, but not for business managers as the aim of the study programme expects), the chosen study aim is too general and won’t really explain the need for new employees in this wide area. The title of the study programme (Business Management) is general and won’t specify the intended/necessary competencies needed in the labour market. Too wide study aim might also be a reason for the lack of the strategic view for the competencies necessary for the future graduate. In SER (section 16) the College named, that it is impossible to predict what competencies in this field will be needed in international labour market, but more specific aim

and more focus on certain management field or area would help better predict the future needs of labour market.

Additionally, to the recommendations given in previous section, the College should more clearly and unambiguously reflect the future job position level for graduates. The management and teachers confirmed graduates to be capable become top or middle managers, but alumni and social partners described real market situation and graduates able to become specialist working in different units within the company (as marketing specialists, project coordinators etc.). However, feedback received from social partner representatives could not address exact areas of excellence of the students of this programme after graduating. Thus, a more systematic approach and skill-set oriented towards labour market needs could be better developed throughout studies to develop relevant LOs and creating a potential ad hoc managers to the market. LOs should be put in constant review process involving stakeholders and curriculum updated based on up to date needs of a prospect business manager ready to work in ever changing local and international environment.

The mission of the Kaunas College is to provide high-quality higher education focused on practical activities and the needs of the learners and the society, to promote applied research and art activities. Therefore, the study programme aims and learning outcomes supports the college's mission. For the future developments, the clearer linkage between this study area and College's other study fields (biomedical, technological etc.) would enrich all the study programmes and study experience.

The study programme aims and learning outcomes comply with the requirements of the European Qualification Framework (EQF, level 6), since the LOs indicate advanced knowledge of a field of work or study, advanced skills required to solve complex and unpredictable problems in a study field and manage complex professional activities, taking responsibility for decision-making and for managing professional development of individuals and groups. In general, the study programme is described and taught in the appropriate level for professional higher education and content of the learning outcomes allows graduates to achieve competencies necessary for applying a job requiring a professional higher education.

The review team supports the College's direction to bring more internationalisation into study programme and studies. Internationalisation is highlighted as the trend and an important direction, but according to that internationalisation should be implemented in all the steps of study process – strategic planning and programme development, learning and teaching, assessment. Social partners expressed expectancy of better multicultural knowledge and

international practice for the students graduating this programme.

2.2. Curriculum design

The study programme is built up according to the legal requirements and all the required aspects and modules are clearly described in the formal structure of the programme – study field modules 135 credits, general higher education subjects 15 credits, internships 36 credits, final thesis 9 credits, electives 15 credits. Allocation of full-time and part-time study modules and study activities (lectures, seminars, individual work etc.) meets requirements, is clear and understandable for the students and teachers.

All the stakeholders brought out the modular structure of the study programme as strength. The modular structure of the study programme is clear and well-explained. At the same time there is definitely room for improvements whether not all the linkages between different modules and the same full-time and part-time modules are ensured. The review team got contradictory information (management and some of the teaching staff described the system very well, but some of the named module coordinators weren't able to say what they do exactly as coordinators, especially coordinating the modules taught in different languages) about the module coordination and therefore the College should once more think through how the responsibilities are divided between the lecturers teaching in the same module or between lecturers teaching the same module in full-time and part-time studies, who is responsible for coordinating the coherence of the modules and how the fair assessment is assured and overlapping topics are prevented.

Study programme would be more consistent with the type and level of the studies and qualifications offered if a much greater internationalisation perspective is applied to the study programme. Therefore, a modern language pathway of the studies, close cooperation with social partners with strong international business profile and curriculum enhancements with more international content should be seriously considered. Considering the general background, the EU related subjects may be reviewed and embedded into study modules in an integrated approach. Social partners also expressed expectancies for graduates of the programme to maintain international approach on processes in business nowadays. That being a subject to a better knowledge of languages (English and Russian for the moment), skills of digital communication, skills of operating latest software or at least knowledge and abilities to learn fast in a more than ever fast changing environment.

The College should pay more attention to bring latest scientific, academic and technological achievements into every module and study activity. The review team found several study programmes/descriptions being outdated - especially ones about ITC and digital communication (e.g. Service business, Electronic marketing 2008, Business management, Brand media strategy: integrated communications planning in the digital era, 2010). Staff should acknowledge the perspective of EU careers and international work possibilities for students and improve the base of methodology so it is up to date with latest scientific achievements and best practice in business internationally.

One more concern is connected to the research competencies. Research skills in curriculum level LOs are described only as marketing research skills, but academic research skills (as a general requirement for higher education) is not highlighted. Also, according to the quality of final thesis (final projects), the study programme lacks of research skills - research methods, research analysis, quantitative and/or qualitative analysis etc. Science-based final projects could bring more gain also for the social partners as the provider/owner of the research topics and projects. The systematic teaching of research skills should support higher requirements for the final thesis.

2.3. Teaching staff

Quarter of teachers teaching in Business Management study programme have PhD degree, their professional and pedagogical experience seems to be adequate for providing professional higher education studies. The teaching staff turnover is adequate for the provision of the study programme.

According to the attached CVs the lecturers' English skills are sufficient for communication (more than half of the CVs). At the same time, English skills are missing at all (3 persons), are really elementary (3 persons) or are satisfactory (level B1, 8 persons)), but this might be not sufficient for working with the academic texts (Please note that the Expert Panel rely on documents provided and they assume that all CVs have been checked by the QA management in advance). Comparing with the list of literature presented in the Descriptions of study modules, the question arises that how the lecturers can use optional and compulsory material as the study material, if their English language skills are not so good. Students also confirmed that in most subjects/modules the English literature/materials are not used and they don't need to read in English although the study modules descriptions require that.

As the review team evaluated at same time also the second study programme in Kaunas College, we would like to draw your attention to the fact that the provided data describing the faculty of Business Management don't match with the similar data given in another study programme (Tourism and Hotel Management) evaluation documents.

The research activity seems to be suitable for the College – lecturers participate in academic conferences as presenters, projects and write articles. Instead of just participating at the local conferences, also the presentation of articles and posters in international conferences should be more encouraged and supported.

The mobility numbers of both out-going and in-coming lecturers are quite impressive. Despite of that, the review team is worried, how the mobility is understood and counted (e.g. project meetings are usually not counted as mobility visits) and high “mobility number” in the report shows not always mobility in the sense of scientific or pedagogical activity. Out of 118 visits in the EU (mentioned in the Report), 104 of the visits were teachers' mobility related to scientific and educational activity:

Evidences about participation in various kinds of improving staff qualification shows that the College creates conditions for the professional development of the teaching staff for provision of the programme. The review team and College's students and alumni value the practical education and appreciate that lecturers are well qualified in their field and have practical experience. The teachers brought out and study module descriptions showed the good variety of implemented study methods and the linkage with the “real life” cases. The review team also noticed the teachers and students' uncertainty in describing the student assessment and grading process and its connection with the intended learning outcomes and provided study methods. Therefore, the review team encourages the College to support more the didactic competencies of the teachers.

2.4. Facilities and learning resources

The College has made efforts in renovating buildings and important part of the classes and general part of the premises is meets the nowadays requirements for the study environment. At the same time the review team as the College itself sees the necessity to continue with the renovations. There are enough possibilities for the students to find places to study (also Centre for self-study), they can use audio-visual equipment and computers in the classrooms, students can use the materials from the Library and the Centre of Information Resources. There is also a Centre for Cultural and Sports Activities. The College pays attention also for the students' free

time - leisure clubs such as modern and folk dancing, the drama studio, the choir, two sports gyms, the Centre for Body Building, the multifunctional gym and the pool. There are also enough classrooms - 9 lecture theatres with 60-100 workplaces, and 13 lecture rooms with 30-50 workplaces. Every lecture rooms have multimedia projectors, screens and computers for lecturers, speakers, and boards equipped. There has been a significant investment in IT hardware and software as much as other communication related equipment (video conference, modern computer classes), which helps students on the learning processes. Such conditions seem to be sufficient to ensure an adequate environment and conditions favourable to the teaching process.

The students and teachers confirmed the important role of the virtual learning environment Moodle in the study process. Supportive e-environment is used in many subject/module and environment allows teachers and students to communicate, upload and download materials, submit home-assignments, give feedback and many more. Students also brought out that they use many different possibilities in communicating with the teachers – e-mails, Moodle, face-to-face meetings, social media. According to students' feedback not all teachers use Moodle and this should be improved.

The availability of learning materials might be better. The college has access to international and Lithuanian scientific databases. The students have a possibility to access their lecturers prepared materials in Moodle environment. But it's a lack of new books directly associated to contemporary business management. Library lacks latest books for the field of Business management study programme – there are only some copies of books in English. It is recommended to replenish the library with new books, magazines and other modern sources and support and encourage students to use those resources. The review team also sees the necessity to check the opening hours of library – right now the opening hours are not that compatible with part-time students since library is open only until 2 PM in Saturdays and closed on Sundays.

Study programme includes three different internships - Professional Internship in a Simulation Enterprise (8 credits) and Professional Internship in a Business Enterprise (22 credits), Final professional Internship (6 credits) First Internship takes place in the special classrooms and during this internship students are exercise working in the companies that simulate the performance of real enterprises and the processes that take place in them. Second internship takes place in real companies and students are encouraged to find internship places themselves, but the College helps to find appropriate places if it is necessary. The aim of the internship and the roles of parties (student, College and company) are agreed in tri-partial

agreement. The general aim of this internship is to provide students with the real working experience and give him possibility to use collected knowledge and skills in real world. Third internship plays an important part in Final thesis preparation. It is good that students can write their final thesis about the topics/problems given by the companies and the aim of the final thesis internship is to collect data in the company which gave the topic or problem.

Despite of the practical approach, the requirements for the final thesis (especially for the quality of theoretical part) must increase and meet the higher education expectations (scientific approach, analytical approach etc.). Better usage of electronic databases is suggested since final thesis provided during the site visit were lacking actual articles and books as references from e-databases.

2.5. Study process and students' performance assessment

As it is explained already in section 2.1, the study programme doesn't fully correspond to the state economic, social and cultural and future development needs. The study programme is too general and wide, the linkage with the environment and its development and trends is hard to see and relate.

The general level of competitive scores of the admitted students is quite a low – especially among NSF students. The competitive scores gap between the best and weakest students is really high. Very different preparation and learning ability of the students of the same study group may negatively impact the study quality. Therefore, the College should support teachers' didactical competencies helping them to teach not only in multicultural, but also in the class of various students. The College operates with the general and central admission requirements, but it should consider establishing additional requirements to raise the level of entrants – eg. additional interviews to clear their study reasons and motivation, additional requirements for the level of foreign language etc.

The number of students is decreasing. Management and SER team explained the decrease with the demographic hole in Lithuania and saw the improvement possibilities in other target groups – adult learners, working students. They also brought out that the decreasing number of the entrants and students is not a problem, because it gives the College possibility to focus more on quality. Despite of not being afraid of decreasing study groups, the college actively seeks for the possibilities to increase or at least stabilise the student number - they involve students and lecturers in introductory meetings in secondary schools, root blended learning and find e-solutions to involve adult learners and provide more flexible studies, pay

more attention to the process and availability of recognition of prior learning or working experiences.

Dropout rate has risen from 8 to almost 20 percent in 2016. In part time studies the dropout rate is high (in 2016 one-third of the students dropped out from every study year). In full time studies, it is slightly better (one-third in first year and one sixth every next year), but in general less than half of the students graduate in due time. The College should consider marketing their programme to a more specific and better motivated target group of prospect students to maintain the quality of the students thus control the dropout rate. That may involve addressing messages about future careers to target audience better, maintaining contact with motivated students until the entrance to the programme. Whether many students leave the college because of the “personal request”, then there might be problem in the study quality – students’ expectations are not met or they are not satisfied with the studies. Nevertheless, students may be better briefed on LOs and how their studies connect different LOs with their assessments by staff so they are motivated and aware of the study outcomes. The College understands the dropout problem and offers some possible solutions – distance courses, introductory lecture, tutoring system etc. Although some of the solutions are already in work, the dropout rate is still increasing. The review team recommends the College to correspond better to the needs and expectations of adult and learner as a trend in higher education and offer more flexible study organization (NB! No need for trade-offs in study quality). Development of a more systematic approach towards attracting more motivated students could be advised: marketing studies better, selecting target audiences, connecting LOs with study subjects better and involving motivated students in research activities.

As the self-assessment report states, the College is collecting the information about employment of the graduates and investigates the needs of the labour market for qualifications. The self-assessment reports states that less than 70 % of graduates are employed, although during the interview the management and SER team argue that students can get job easily. Unfortunately, the numbers don’t support this argument. As the graduates of this programme state during the interview, most of them have jobs which are not really connected with the level or area of their studies. That is why the review team suggests that the College should not only assess the employment and unemployment rates of graduates, but also focus on the competencies that the students have achieved during the time of study. As the actual student numbers also showing a decline it is an important issue of sustainability and of the focus of the programme (discussed on the first part of this report).

It is really good to see that the amount of students' mobility is increased, although in some cases it is because of the short length of the mobility event (still too few half a year internship of learning mobility students) and in general, the students mobility is still low ~ 3-4% of all students. Staff and SER group mentioned lack of funds and interest of students, who are willing to go study abroad. Thus, the College may be looking for more empowering methods and smooth transitions of students offering extensive help to accommodate and review the Erasmus process to assure smooth adoption (formal arrangement as recognition of Erasmus studies) also for the back – coming students.

The students of the study programme regularly participate in applied research - they conduct surveys, prepare and present reports at students' conferences and other international events. Faculty organises annually students' scientific conference "Business Issues from the Future Specialists' Point of View", where the students can present their works. Students are encouraged to participate in practical research activities – during the studies and writing the final thesis, they carry on smaller surveys to solve the companies' problems and improve the business performance of enterprises. As it was mentioned above, the review team values the practical approach, but at the same time would like to see better quality of analysis and critical thinking in those works, which would be more appropriate for the higher education level.

The student assessment is organized according to the procedure of Assessing Study Achievements in the Faculty of Management and Economics. Although the assessment procedure seems to be clear for the students participating in interview, they expressed that the content-rich assessment criteria (explaining the grade or collected points) aren't available for every subject/module or assignment. In some cases, the final grade is just explained according to the collected interim and examination results as numbers, but results themselves are not explained by content-rich way. Assessment criteria of learning achievements given in Business Management study module descriptions are exactly the same describing every module. Learning outcome-based assessment assumes that the assessment criteria clearly show which learning outcome (module level) and through which indicators is assessed.

One important part in higher education management showing the quality of processes is appealing process. According to the interviews with the alumni and students, they are not aware of appeals process even though it is available online. They brought out that they can contact the teachers, but this is not formal appealing process. Therefore, the review team suggests that the appeals process, which is publically available on HEI's website, needs to be better introduced for the students.

The College has the system of tutoring, where each 1st year study group is appointed a tutor, i.e. a lecturer, and a senior student. They help newcomers to find necessary information and adapt to the school-life. There are more supportive activities - 2-3 times per semester, meetings of the administrative staff and study groups are organised, every year, the academic staff and students have a round-table discussion, a students' representative attends Deanery meetings, students are provided with career counselling and information services.

2.6. Programme management

The College has Quality Assurance System and main responsibility for Business Management study programme development and study quality lies with the Department of Business Management. The Head of the Department is responsible for the results of the performance of the Department, she anticipates the ways and actions to improve the study quality and in-service training, expands international mobility and applied activities; and is responsible for the quality of the studies and the descriptions of study modules (their modernity, innovation, relevance to the needs of the labour market). The Deanery meetings are important places where the most important decisions are made concerning the study quality issues, activity plans and performance assessment. The study programme committee is a group of representatives of stakeholders (students, alumni, staff and social partners) who are responsible for the improvement and implementation of the study programme. According to the feedback from interviews, more students and other teachers' representatives should be involved to the study programme process. Changes to the study programme, descriptions and study organization should be fully documented within the college's quality system and students should be kept informed as the review progresses.

As the subject descriptions are important study documents according to what the courses must be taught, then it is really important that the teacher of this particular course is involved in the process of course development. Every teacher should fully understand the congruence between his/her subject and the study programme and module(s), should build up the course starting with the learning outcomes till formative and summative assessment. Therefore, the teachers should be involved to the study preparation process from the very beginning to assure the study quality.

The review team sees the great work that the College has done with social partners. During the site visit all representatives of social partners admitted being invited to provide guest lectures at least once. The College has developed a systematic approach on internship process

and social partners agreed they kindly offer their help to support student to achieve learning outcomes. Agreements with social partners on project based and internship terms proved college has established processes to ensure students receive qualified support from social partners. However, there could be some improvements developed to a better work with social partners on developing quality of study programme. More joint research projects with students could be developed integrating these with curriculum content. Social partners could be better exploited to contribute their vision of local and international business needs and perspectives into developing content. Nevertheless, institution should keep social partners, together with alumni and senior students updated on recent programme improvements and circulate openness for constant development.

Also, the topic concerning academic fraud/plagiarism and its prevention was quite unclear. Plagiarism control and prevention is poorly handled, the College was lacking a clearly allocated approach of how staff deals with cheating and plagiarism in studies and in the final thesis preparation and defence process. Although, the College brought out different activities, they do to decrease cases of academic fraud - those activities won't form a whole and sustainable system. By the previous review team it was recommended to implement an anti-plagiarism program to ensure fully academic fairness. The College has not done this.

The review team liked one of the quality assurance principles of the college – regular self-assessment in the individual and department level. Self-assessment and planning of activities is carried out every year at every level of College structure. The teachers prepare annual reports of the self-assessment of their performance, pointing out lecturer's strengths and weaknesses in all the areas assessed, and on the basis of this, his/her action plan for the next academic year is drafted together with the Head of the Department. This principle shows the continuous improvement process and refers to the consistent development.

The College must be acknowledged for the improvements what have done after the previous study programme evaluation. The review team can see clear progress toward quality higher education and encourages the College to move one with the improvements. Especially the activities necessary for closing the quality loop (sustainable and systematic implementation of created procedures, processes and collected improvements) must be encouraged.

III. RECOMMENDATIONS

1. The aim of the study programme should be clearer, unambiguous and labour market needs and possibilities oriented, focusing clearly on the certain level of the future job position level which graduates can and are able to apply. A good research among alumni which barriers they had in entering to the labour market trying to find a job or making career, could probably help to clarify this issue.
2. All the steps of the study process and activities should follow the principle of internationalisation, through what the students achieve better multicultural knowledge and international practice needed in the industry. A modern language pathway of the studies, close cooperation with social partners with strong international business profile and curriculum enhancements with more international content should be seriously considered.
3. Modules coordination and coherence in every level of study programme must be clearer and understood for every part.
4. Based on the reviewed documentation, the teachers English language skill and also an ability to use latest articles and research results must be improved.
5. Additionally, to the buying and making modern library resources available for the students, college must also ensure and motivate students to use those resources in their studies and final thesis.
6. High-quality dropout reasons analysis must be carried out and according to that the prevention activities and support system for potential drop-outs must be improved.
7. The College should consider marketing their programme to a more specific and better motivated target group of prospect students to maintain the quality of the students, decrease the gap between the competition scores of strongest and weakest students and increase the study quality.
8. The systematic teaching of research skills should support the improvement of the quality of the final thesis.
9. The review team recommends the College to better correspond to the needs and expectations of adult and working learner, find flexible solutions linking the industry and studies even better.

10. Changes to the study programme, descriptions and study organization should be fully documented within the College's quality system and students should be kept informed as the review progresses.
11. The teachers should be involved to the study preparation process from the very beginning to assure the study quality.
12. Students should be made aware of the appeals process information online.
13. Plagiarism prevention and control system must be created and implemented.

IV. SUMMARY

The Business Management study programme is an important programme for the College and its modular structure shows the Colleges' motivation to make developments in study organisation. Whether the labour market structures, expected competencies of the graduate and management trends are changed, also the study programme aims and core competencies should be in coherence. All the stakeholders found the modular structure of the study programme to be one of your strength. The experts can see the hard work the College has done in launching the modular structure and encourage continuing activities in improving the learning outcomes, students assessment and coordination between the teachers, module coordinators and administration.

The review team can see the teachers to be valuable part of the College. They participate in every part of study process – they prepare materials, carry on practical trainings, prepare and assess student work. They improve their qualification in training courses; seminars and internships; participate in international and other projects. Experts heard that the students and alumni value the practical education and they appreciate that lecturers are well qualified in their field and have practical experience. One of the recommendations is to encourage the College to support more the didactic competencies of the teachers, especially more work needs to be done in development of linking the LOs to student assessment.

The Colleges links and relationships with social partners are impressive. The facilities are good, classrooms are well equipped and experts got good impression. It is good to see that the College have made investments to the learning environment. More attention should be given also to the implementation of scientific based materials and approaches into the studies.

Whether there are many students who are also working in the time of the studies, we expect college to pay more attention to the process and availability of recognition of prior learning or working experiences and find other solutions to support working students and reduce drop-out rate.

The College has done improvements in increasing study quality, study organization and in mobility issues.

V. GENERAL ASSESSMENT

The study programme *Business Management* (state code – 653N20008) at Kaunas 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	2
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	2
	Total:	15

*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:	Dr. Eneken Titov
Grupės nariai: Team members:	Dr. Heinz-Ulrich Schmidt
	Dr. Noëlle O'Connor
	Mr Marius Rimkaitis
	Ms Indrė Surgelytė

**KAUNO KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS VERSLO
VADYBA (VALSTYBINIS KODAS – 653N20008) 2017-06-16 EKSPERTINIO
VERTINIMO IŠVADŲ NR. SV4-131 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno kolegijos studijų programa *Verslo vadyba* (valstybinis kodas – 653N20008) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	15

- * 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

Studijų programa *Verslo vadyba* yra svarbi Kolegijai. Modulinė studijų programos struktūra rodo, kad Kolegija siekia gerinti studijų programos organizavimą. Studijų programos tikslai ir pagrindiniai gebėjimai turi atspindėti darbo rinkos struktūros pasikeitimus, pasikeitusių lūkesčius dėl absolventų kompetencijų ir verslo vadybos tendencijas. Visų dalininkų nuomone, studijų programos modulinė struktūra yra vienas iš jos privalumų. Ekspertų grupė suvokia, kad Kolegija įdėjo daug pastangų kurdamą modulinę struktūrą ir ragina Kolegiją toliau tobulinti studijų rezultatus, gerinti studentų vertinimo sistemą ir užtikrinti bendradarbiavimą tarp dėstytojų, dalykų koordinatorių ir administracijos.

Ekspertų grupės nuomone, Kolegijos dėstytojams tenka svarbus vaidmuo. Jie dalyvauja visuose studijų procesuose – rengia medžiagą, vykdo praktinį mokymą, paruošia ir vertina studentų darbus. Dėstytojai kelia savo kvalifikaciją mokymo kursuose, seminaruose, stažuotėse bei dalyvauja tarptautiniuose ir kituose projektuose. Ekspertų grupė sužinojo, kad studentai ir alumnai palankiai vertina praktinį mokymą. Jų nuomone, dėstytojai yra kvalifikuoti savo srities specialistai, turintys praktinių žinių. Ekspertų grupė rekomenduoja, kad Kolegija padėtų

dėstytojams labiau ugdyti pedagoginius gebėjimus. Labai svarbu nustatyti sistemą, pagal kurią studentų pasiekimai būtų vertinami atsižvelgiant į studijų programos rezultatus.

Kolegijos ryšiai ir santykiai su socialiniais partneriais yra išpūdingi. Ekspertų nuomone, patalpos tinkamos, auditorijos gerai įrengtos. Pagirtina, kad Kolegija investavo į mokymo aplinkos gerinimą. Tačiau daugiau dėmesio reikėtų skirti mokslinei medžiagai ir literatūrai, dažniau remtis moksliniais metodais ir tyrimais.

Kadangi dauguma studentų dirba, ekspertų grupė tikisi, kad Kolegija nustatys tvarką, pagal kurią būtų pripažįstamas ankstesnis mokymasis ar darbo patirtis ir ieškos kitų būdų, kaip padėti dirbantiems studentams ir sumažinti nubyrejusią studentų skaičių.

Kolegija pagerino studijų kokybę, studijų organizavimą ir padidino studentų bei dėstytojų mobilumą.

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III. REKOMENDACIJOS

1. Studijų programos tikslai turi būti aiškesni, konkretesni ir orientuoti į darbo rinkos poreikius ir galimybes bei atitikti darbo, kurį turėtų dirbti studijų programos absolventai, pobūdį. Išsamus tyrimas, kuriame alumnai nurodytų su kokiomis kliūtimis susidūrė patekdami į darbo rinką ieškant darbo ar siekiant karjeros greičiausiai padėtų išspręsti šią problemą.
2. Visi studijų procesai ir veiklos turi būti pagrįsti tarptautiškumo principu, kad studentai įgytų daugiau daugiakultūrinių žinių ir tarptautinės praktikos, kurių reikia dirbant verslo vadybos srityje. Reikėtų apsvarstyti, kaip sustiprinti šiuolaikinių kalbų mokymą, bendradarbiavimą su socialiniais partneriais, turinčiais tarptautinio verslo patirties, kuria remiantis galima būtų pagerinti studijų dalykų programas ir į jas įtraukti daugiau tarptautinio turinio.
3. Kiekviename studijų programos etape užtikrinti, kad studijų dalykai būtų geriau tarpusavyje suderinti ir susieti, ir kad šios sąsajos būtų visiems suprantamos.
4. Privaloma pagerinti dėstytojų anglų kalbos žinias, atsižvelgiant į tai skatinti juos semtis žinių iš naujausių mokslinių straipsnių ir remtis mokslinių tyrimų rezultatais.
5. Įsigyti papildomų ir šiuolaikinių bibliotekos išteklių bei skatinti, kad studentai jais naudotųsi studijuodami ir rengdami baigiamuosius darbus.
6. Privaloma išsamiai išanalizuoti studentų nubyrejimo priežastis ir, į jas atsižvelgus, numatyti prevencijos priemones bei pagerinti pagalbos teikimą galintiems nubyreiti studentams.
7. Kolegija turėtų apsvarstyti savo programos žinomumo skleidimą labiau specifinei ir labiau motyvuotai tikslinei būsimų studentų grupei tam, kad būtų palaikoma studentų kokybė, sumažintas konkursinio balo skirtumas tarp stipriausių ir silpniausių studentų bei pagerėtų studijų kokybė.
8. Nuosekliai ugdyti tyrimų įgūdžius, kad baigiamojo darbo kokybė būtų geresnė.
9. Ekspertų grupė rekomenduoja Kolegijai labiau atsižvelgti į besimokančių ir dirbančių studentų poreikius ir lūkesčius bei ieškoti lanksčių sprendimų, kaip suderinti darbą ir studijas.
10. Studijų programos pakeitimai, aprašai ir studijų organizavimas turi būti išsamiai dokumentuojami Kolegijos kokybės užtikrinimo sistemoje, studentai turi būti informuojami apie studijų programos peržiūros procesus.
11. Dėstytojai turi dalyvauti studijų rengimo procese nuo pat pradžios, kad būtų užtikrinta studijų kokybė.
12. Apeliacijos procedūra turėtų būti pristatoma studentams paskaitų arba darbų gynimo metu.
13. Reikia sukurti ir įdiegti plagiarizmo prevencijos ir kontrolės sistemą.

<...>

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)