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MOKYKLOS

LOGISTIKOS IR EKSPEDIJAVIMO (653N18001)

VERTINIMO IŠVADOS

EVALUATION REPORT
OF LOGISTICS AND FORWARDING (653N18001)
STUDY PROGRAMME
AT INTERNATIONAL SCHOOL OF LAW AND BUSINESS

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Logistika ir ekspedijavimas
Valstybinis kodas	653N18001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas
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	Transporto ir logistikos profesinis bakalauras
Studijų programos įregistravimo data	2002 m. liepos 26 d.

INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	Logistics and Forwarding
State code	653N18001
Study area	Social Sciences
Study field	Business
Kind of the study programme	College studies
Level of studies	First
Study mode (length in years)	Full-time (3), part time (4)
Scope of the study programme in credits	180
Degree and (or) professional qualifications awarded	Professional Bachelor in Transport and Logistics
Date of registration of the study programme	June 26, 2002

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I. INTRODUCTION

This report evaluates the *Logistics and Forwarding* programme established and delivered at the International School of Law and Business (ISLB), Vilnius.

The programme was registered on 26th June 2002. Updating of the programme was influenced by: Order No. V-501 by the Lithuanian Minister of Education and Science of April 9, 2010 “On the approval of the description of general requirements for degree-awarding first cycle and integrated study programs” and its amendments; Order No. ISAK-1026 by Lithuanian Minister of Education and Science of May 15, 2009. The programme, which leads to the award of a Professional Bachelor Degree in *Transport and Logistics (Logistics and Forwarding)*, will also be available in the English Language from September 2013.

The volume of the programme is calculated on its credit awards in the separate subjects, and is the same regardless of the study type (both full- and part-time modes). The full-time study plan of the programme provides for 5-6 subjects per semester, part-time studies comprise 4-5 subjects. Studies of each subject are completed by an examination or evaluation of a student’s individual project work.

The programme’s self-evaluation schedule and the preparation of the internal report (SER) began on October 9th, 2012, following the establishment of a review and writing team, comprising seven members. Nine schedules in the team’s activities, began on October 9th 2012 and closed with a presentation of the drafted SER to the Academic Council on January 31st, 2013.

The site visit by the Reviewers took place on May 2nd, 2013. Following the visit, the Reviewers finalised their report, detailing the findings and outcomes on the *Logistics and Forwarding* programme (BA Professional) at the International School of Law and Business, Vilnius.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The aim, succinct, comprehensive, international and available on the ISLB’s website, is appropriately overarching:

‘to develop a specialist who has theoretical knowledge and practical skills necessary to organize processes in logistics and successfully work in the global logistics market’

and balances academic and professional skills accordingly. The aim provides for the programme’s participants (full-and part-time), a concisely pertinent descriptor and study focus for studentship and subsequent life in the professional world of *Logistics and Forwarding*.

The learning outcomes, which address cognitive domains in learning, personal and professional development, ethical dimensions, comparative professional systems, qualitative and quantitative skills, communication (and the psychological concomitants appropriate to the understanding of communicative processes) language and creative skills, self-development and the skills required for evaluation and responsiveness to needs at all levels of operation in the professional world, are refined appropriately, focused and interfaced in the respective subject areas, of which there are 41, including electives.

Both the aim and concomitant learning outcomes have been influenced by various legal orders as outlined (SER p.6, para.11) and are updated each year. The practice of programme tuning, for the linking of learning objectives, competencies and ECTS credits based on learning load, learning, teaching and assessment principles, is also in place (SER p.7, para. 12).

The learning outcomes are comprehensively and neatly negotiated between both academic needs and the professional needs of the labour market; and while they have been carefully composed and refined vis-à-vis the programme and the study subjects, the Reviewers suggest that they are revisited and examined in relation to external demands and the necessary adjustment and changes to be implemented. This would include: the mechanisms used that a) monitor change and b) how the changes are carried out and c) how stakeholders are involved in the monitoring of aims and learning outcomes, so to ensure that there is no performance gap between what is written and what actually happens on the programme. The reviewers felt that ISLB should illustrate more actively, and be able to provide examples, as to how learning outcome adjustments are dynamically effective and productive both to students and the external world of employment and also to further academic study.

The reviewers felt that while the learning outcomes are consistent with the type, level of studies and the level of qualifications offered and for the delivery of the programme, some of these show some evidence of imbalancing in terms of progressive performance expectation, that is, in terms of levelness. This tendency is particularly relevant in *Economics* 1st Semester (full-time) and *Transport System* 1st Semester (full-time). In the former, there is the outcome:

‘Students will know how to analyse the indices of micro-and-macro-economic environments and will be able to evaluate changes in company environment and will understand the preconditions, possibilities, conditions for foreign trade, and will be able to explain the nature of economic models and their activity peculiarities,’ while in the latter there is the outcome:

‘to understand the basic characteristics of the transport system, operation of the transport system in a competitive environment and to properly assess the existing situation.’

While there are considerable and appropriate differences between subjects, there is a perceived dramatic difference in terms of apparent difficulty and mastery between one and the other, both undertaken in the 1st semester. The Reviewers felt the programme team might consider revisiting the learning outcomes in this light across the subject components, both for their levelness and parity in terms of academic progression in the full- and part-time modes. Passenger and Cargo Carriage (both full- and part-time: Annex 1) have been allocated 6 credits, which is contradicted in Table 5 of the SER. The Reviewers regard this as a small error in calculation.

The name of the programme is discerningly appropriate for the professional world in which graduates will play their part. Aside from the above observations on levelness, learning outcomes, which pertain more to specific examples, content and the award level (Professional Bachelor) are otherwise compatible, though the Reviewers felt the programme team should consider whether the learning outcomes might be a little too interlaced to be of immediate practical and meaningful use to the average student in terms of the descriptors and their potential for assimilation, achievement and progression. This observation relates to the general and subject competencies and how these affect the many areas dedicated to the study subjects (SER, pp.8-12: Table 3: Interfaces of Programme competencies, learning outcomes and subjects.) In terms of the final award, the programme team should re-evaluate all Year 3 outcomes to ensure that students are being academically and professionally stretched during this final year.

2. Curriculum design

The programme meets the legal requirements, including the 2 professional internships.

The Programme volume of 180 credits conform to the requirements of legal acts. A total of 15 credits are dedicated to general subjects, 5 of them elective; study area subjects total of 165 credits, 5 of them dedicated to electives. Within the 165, 30 (10 and 20) credits have been designed for 2 professional internships, with 10 credits allocated to thesis preparation and defense. The programme corresponds to the Lithuanian Qualifications Framework, Level 6 and is in accordance with the recommendations set out in the Bologna process. Timetables for teaching are compiled for each semester, so to be as compatible as possible to the students and teachers. Timetables enumerate subject delivery times, classrooms and teachers' names and are composed to enable theoretical and practical instruction cycles to be repeated in a consistent way.

The programme's scale and its individual subjects and credits remain the same whether full-or part-time. The full-time study plan of the programme allocates 5-6 subjects per semester and the part-time mode comprises 4-5 subjects. Each subject is concluded with an examination, or assessment of a student's individual work (project). Elective subjects of the programme assume a total of 10 credits. The Programme concludes with an assessment of competencies gained throughout the student's final dissertation (project), which are demonstrated by the student during the project's defense. The Reviewers noted that *Logistics and Forwarding* will be offered in the English language for 2013-14.

There is an even spread of subjects as much as there are distinct interconnections between subjects across the programme, particularly in the business areas and logistics, but no particular overlaps are encountered. However, the Reviewers considered that there would be scope, in certain areas, for doubling up should the current programme continue with recruitment difficulties, or any other future necessity for reduction in the staffing complement.

The Reviewers acknowledged that one of the most distinctive facets in the programme is the capacious professional coverage, which ensures maximum student opportunity for the gaining of theoretical and practical competencies in the field of *Logistics and Forwarding* as a study programme which is largely focused on Lithuania's domestic transport, logistics and forwarding industry.

The subject descriptors and content illustrate an assured and thorough grounding in *Logistics and Forwarding* which meets the criteria of the award at Professional Bachelor level. The subjects also identify a strong command of the programme in holistic terms, and pre-eminently illustrate the number of academic and professional strands required for the full make-up of *Logistics and Forwarding*. The current design was intended as a university programme before a change in law prevented ISLB operating at this level. The Reviewers believe that the programme reveals enhancements which are exemplified in the detailed subjects and also in the parameters of the professional field and workplace. These, *inter-alia*, include substantial provision in the area of warehousing.

Updating of the programme has been directed by: Order No. V-501, by the Lithuanian Minister of Education and Science, April 9, 2010, "On the approval of the description of general requirements for degree-awarding first cycle and integrated study programs" and its amendments; Order No. ISAK-1026 by Lithuanian Minister of Education and Science, May 15, 2009. There have been other institutional influences which have assisted in the shaping of the programme, including several EU guidelines, strategies for life-long learning and extensive cooperation with universities in the Netherlands and the United Kingdom, who had teams of their own staff members to perform external assessments of ISLB's study programmes (SER, p.6, para.10).

The content and methods of the subjects/modules are appropriate for the achievement of the intended learning outcomes, though the programme team should consider ways in which to motivate self-study and experiential learning during year 3.

The scope of the programme is sufficient to ensure coverage of the learning outcomes and is admirably interesting and relevant for students and the pedagogic staff. As to the scope possibly being 'too challenging' for the average student, a rejection of this postulation (made by a Reviewer during interview) was given by students during the on-site interviews. The students claimed that they had the personal resources and resilience to apply themselves successfully to each modular task, confident that the opportunity was theirs to take.

The programme is up-to-date in its comprehensive coverage and adequately reflects the expertise of the programme team. The curricula vitae of the programme team reveal a range of expertise and experience and are sufficiently open and prospective for the reception of change and innovation in the professional world.

The Reviewers, during interviews with programme staff and social partners, noted with interest the informal programme of the International Freight Forwarders Association (ISLB Programme for Lithuanian Freight Forwarders, which has been approved by FIATA) and its attractiveness to stakeholder employees. The structure and content of the programme supplies the needs and recommendations of social partners and business representatives, and is rewarded by informal internal (ISBL) certification. That the Lithuanian National Road Carriers Association (LINA) and Lithuanian National Freight Forwarders and Logistics Association (LINEKA) are considered to be among the most important in this development, is also a testimony to the contemporary value and up-to-date professional expertise provided by the programme team at ISLB.

3. Staff

Annex 2 and the SER state 36 staff, though Annex 3 details 32 curricula vitae. The programme has at least 10% staffing expertise in the scientific domains, which ensures legality, and nearly all staff (89%) have no less than 3 years' practical experience which adequately matches the subjects they teach.

The qualifications of the teaching staff are adequate to ensure coverage and completion of the learning outcomes. Around 90% of staff hold a Master degree, while 33% hold doctoral qualifications. Many of the teaching cohort are well-published in their fields and the rich complement of expertise includes a number of well-qualified lawyers, specialists in philology (several languages including English), cybernetics, history, marine engineering, various forms of transport, economics, languages, philosophy, business administration, management, psychology, international business, mathematics and sociology. There is just 1 full Professor and 11 Associate Professors among the lecturing staff. More full professorial appointments would obviously enhance the academic and professional profile of the programme.

Since the staff-student ratio is optimal, the number of teaching staff is more than adequate to ensure the pedagogical coverage of the learning outcomes. Given the low student numbers and the uncertainty for future recruitment, the corollary of this situation could create a considerable sustainability issue. This possible consequence was however rejected by the programme team during interview. Given the apparently generous staff student ratio (not detailed in a precise calculation ratio) reasonable amounts of research time should be available; however, full-time staff members may have commitments up to 18 hours contact time (320 hours per year), though many

staff have fractional contracts and hold teaching positions in other institutions. There is an annual appraisal system in operation for the evaluation of pedagogical performance, research planning and publication.

Notwithstanding, the Reviewers felt that there could be a stronger numerical core of full-time staff, which would be consolidating and to the advantage of ISLB. Greater confidence in the use of the English language for teaching on the new international version of the *Logistics and Forwarding*, about to be implemented, was a requirement identified by the Reviewers.

The Evaluation Report (SER p.17 para. 36) delineates staff turnover, describing any staff movement in terms of 'natural changes'. Many of the staff, whose average age is 45, are substantially time-served at ISLB; 59% of staff are over the age of 40 and 14% over 60 years. While there is reasonable age balance, the future might hopefully allow for appointments in the lower age range to re-balance career structures on the programme. Current student recruitment statistics, however, may not prove prospectively helpful in respect of additional appointments.

Professional development, necessary for the the provision of the programme, is made possible through ISLB's Knowledge Management Centre, which, in part, is designed to improve teaching staff competencies. Each academic year, the Centre organises teaching staff pedagogical competencies self-improvement weeks of 20 academic hours (SER p.19, para. 43), ensuring that the training is attended by all teachers. There are a number of other means [eg.conferencing and internships] for the professional development of staff. There appears to be no provision for full sabbatical leave.

Despite some dramatic downturns in recruitment, staff mobility during 2011 has more than doubled on the previous year, with 8 staff members undertaking mobility to Belgium, Turkey, the Netherlands, Finland, Sweden, the Czech Republic and Bulgaria. By contrast, mobility to ISLB during the same academic year shows a decrease in comparison with the previous year, with just 4 academic colleagues arriving from Latvia, Poland and Slovenia. Lack of staff mobility, both ways, is caused by several barriers, including finance, personal facility and linguistic competence, mainly in the two 'bridge' languages outside Lithuania, these being Russian and English. Staff development measures should make time and funding available for teachers to engage in fast-track competencies in language training. The new English version of *Logistics and Forwarding* may well invigorate incoming and outgoing staff mobility.

Concerning research related to *Logistics and Forwarding*, ISLB publishes two periodic peer-reviewed scholarly publications, *Business and Law* and *Current Issues of Business and Law*, in which are contained, Lithuanian and foreign research results, overviews of research papers and reviews. Published also, are scientific articles prepared by the teachers of the programme and / or programme students. A number of staff methodological tools, books and projects are enumerated (SER p.19, para. 45). These include work in teacher competencies, innovative teaching, management, participation in Leonardo da Vinci and other projects. (See SER, Annex 3, for a fuller illustration of the scope of staff research and publication.)

4. Facilities and learning resources

ISLB has teaching office and other space comprising an area of 14,343 square meters. This includes 39 fitted classrooms, including 7 computerised classrooms. During a single teaching session there is sufficient accommodation for 3,000 students at a time. Computerized places number 235 in seven computer classrooms. In 2012, a practical training centre was added. The *Ideas Laboratory* is a creativity classroom, equipped with the necessary computer programmes and equipment dedicated to technical areas of the curriculum. Increased professional and technical support additions include:

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a professional sound recording studio, equipped with an audio booth and a photo-video studio, including a professional video camera, camera, illumination system and other supporting technologies and instruments.

ISLB's teaching and learning equipment includes a well-resourced library which is installed with ALEPH. There are 23,949 specialist books and 3276 bibliographic records. The library houses 36 workstations and 35 computerised workstations and in addition to Lithuanian, there are resources in English, German, and Spanish. Databases include EBSCO, EMERALD, TAYLOR AND FRANCIS, LITLEX, INFOLEX.PRAKTIKA. Legal documents and information can be searched in INFOLEX.PRAKTIKA. Moodle and the virtual learning environment is available and an automated system is in operation geared towards answering students' questions. The Distance Learning Centre organizes systems of learning at ISLB to meet the needs of individual students.

Teachers, responsive to the knowledge society and the velocity of technological progress, assist students in designing different practical exercises that imitate real practical situations in the labour market. Reviewers, during the site visit, noted that not all computer technology was modern and that the number of printers should be increased. Training in Moodle and e-competencies is also needed for those students who had yet to gain confidence in e-systems. Reviewers felt that e-technologies could be engaged more fully with students.

Students' practice is mainly in the form of internships which are in line with the aims and intended learning outcomes of the programme, and allow students to undertake professional internships and the final professional internship at Lithuanian and foreign companies. Opportunities exist for internships in EU countries, including internship with the Erasmus mobility scheme. Students undertake internships in well-established companies whose relevance to the programme is proven and transparent. Internship supervisors are drawn from appropriately qualified staff who can discharge the role with confidence and credibility. Concerning partnerships, ISLB has signed cooperation agreements with the Lithuanian Business Employers' Confederation, the Lithuanian National Road Carriers Association (LINAFA) and the Lithuanian National Freight Forwarders and Logistics Association (LINEKA) "Vingės terminalas" Ltd., PLC "Autoverslas", "Vainėda" Ltd., and also other important and well-known companies. The Career Centre of ISLB maintains an internship and employment database in which is found a range of helpful student information. The Career Centre stays in touch with graduates and monitors employability of ISLB graduates. However, the Reviewers could find no evidence of a formal 'tracer' scheme in operation.

Teaching materials are adequate and accessible. We find, inter-alia, (SER p.21 para.53) that students are able to work independently and are trained to select the most suitable means of self-support in employing methodological publications and to research relevant publications and other sources from the library rooms, to develop confidence in the Moodle virtual environment. The Reviewers were of the view that not all students are able to work independently – especially part-time students - but all are able to contact teachers via e-mail on any curricula matter, or guidance on suitable literature for self-study. There is a methodological database which is constantly updated for students who are keenly encouraged by both teaching and support staff.

5. Study process and student assessment

Concerning admission, applicants are admitted by tender. The minimum rates for the persons claiming for state-funded studies are set by the Minister of Education and Science. To achieve state funding the grades are competitive (Matura [state] examination) in the following subjects: Mathematics (weighting factor 0.4); Lithuanian Language and Literature (weighting factor 0.2); and the annual grade in a foreign language (weighting factor 0.2). (SER, p.22, para. 61). However,

Reviewers learned that admission is possible for fee-paying students whose entry qualifications may rely substantially on the school-leaving examinations rather than the majority of examination passes being gained through the State Matura. During interviews at ISLB, when the Reviewers enquired about admission policy, one student claimed it was an 'easy' process.

The reviewers also learned from the Alumni group that historically at one point, the annual drop-out rate had been spectacularly high with only a small percentage surviving to graduation; it should be added however, that this information is not official statistical reportage from ISLB. In 2007 there were 289 full-time and 226 part-time students, while in 2012, the figures for full-and part-time students were 55 and 63 respectively. Moreover, while data from the Lithuanian Department of Statistics show that between 2000 – 2011, transportation and warehousing made up 10 – 14 % of GDP in Lithuania. (SER p.7 para.15), Reviewers noted that between 2008-11 student recruitment to the programme took a significant dip. Student recruitment for both full-and part-time study peaked in 2007.

Despite the trends in demographics and their effects on recruitment which were discussed during interviews, the Reviewers believe that the matter of student intake and progression rates should be an urgent priority, at the heart of ISLB strategy over the next ten years. Increased internationalisation and global interests were noted by the Reviewers, but nevertheless they felt that a greater intensification of marketing was of paramount importance both towards increasing the selective image of ISLB and in terms of institutional economic sustainability. The Reviewers believe that greater levels of pro-activity are urgently required in profiling the programme as intensively as is possible.

Within the study process, towards the achievement of learning outcomes, there is considerable emphasis on problem-solving, experiential learning, case-study team-work and team-building, which are fundamental to the preparation of logistics professionals. The emphasis strives to be practical, and judiciously combined with academic study. Through these means, the pursuance of learning outcomes involves a variety of teaching and learning activities. In the theoretical areas of learning outcomes, lecturer presentations are the methods, together with explanation, demonstration and illustration. Research-informed teaching is important for lectures and for the contemporary direction of students. Practical learning outcomes are pursued, principally, through debates, discussions, group work, individual work, creative tasks, case studies, tasks and experiments, report preparation, underpinned by research-informed reading. Training is addressed across several appropriate venues, including laboratories and a variety of workplace settings; and often learning is based on a student's experiential experiences and problem-solving. A professional/moral dimension in the learning outcomes can be the product of self-analysis, role-play and simulation experience.

ISLB (SER, pp.23-24, paras.65-69) identify a number of reasons why students fail to complete their studies, listing family and financial circumstances as principal causes. Lack of motivation and academic failure are claimed to be among the less frequent causes. Reviewers believe that these latter two categories may well relate to the lower admission criteria for fee-paying students and should be addressed in as many ways as possible. Higher recruitment levels, retention rates and strongly motivated students are key in the quest towards the excellence and competitiveness in the national and international labour markets that ISLB is keen to achieve.

There is opportunity for applied research in the *course project* and *final dissertation* which takes place at the appropriate time in the programme for undergraduates. There is also opportunity for particularly able students to pursue particular *final dissertation* research in areas proposed by the social partners - the external experts in the field of Logistics and Forwarding. Reviewers learned

that such experts, from time to time, will commission research projects in areas of urgent, or prospective need.

Student mobility is encouraged at ISLB. Students are acquainted with the possibilities for mobility and attendant financial possibilities. The International Studies Organization Centre acquaints students with mobility and arranges information seminars four times a year; the centre is available for one-to-one advice and practical assistance with mobility. However, ISLB (Erasmus) outgoing numbers are small, though increasing, as illustrated (SER, p.27, Table 12).

There is a good level of academic and social support for students, including individual study planning, opportunities for bespoke scheduling and a range of website advisory and support facilities. Students receive advice and information through email, and student personal pages have been created in the ISLB data-base. As well as the career centre, there is psychological support (offered within the programme team), advice on sporting and other social and cultural events and activities.

The assessment system of students' performance is clear, adequate and available on-line. Students are informed about the learning outcomes in relation to the assessment procedure, and how interim test results influence final grades, procedures regarding retakes, applying theory to practice, the avoidance of plagiarism and how the cumulative process works. Full-time students receive one-to-one assessment feedback, whilst feedback for part-time students is through electronic means.

The professional activities of the majority of graduates do meet the programme providers' expectations. The Reviewers heard from social partners that they found ISLB an institution with 'both feet on the ground' and that its graduates are realistic about career development, and who are not presumptuous or in expectation of quick career promotion. Graduates are consulted, as are the Alumni, for opinion on future developments and there is excellent communication and synergy between the programme team and the social partners in relation to relevance, updatedness and cooperation. The average annual employment rate for students is around 87%. Notably, the Faculty Dean is Chairman of the Lithuanian National Association of Forwarders and Logistics.

Reviewers found that social partners require from ISLB greater competence in Russian and English, and also enhanced skills in communication and leadership, the latter two being paramount in the portfolio of students' education and training. Reviewers also noted that the programme complement includes study subjects in the *Art of Speaking* and *Intercultural Communication*.

6. Programme management

Responsibilities for decisions and monitoring of the programme are clear (SER, pp. 30-34, para. 108-124) but could be clearer in terms of day-to-day performance and the managerial strategies employed in relation to vision and longer-term planning. This is especially important in relation to future changes and any anticipated changes in staff profiles. There are programme committees, led by managers of the study programmes who monitor the quality of the study programme. Programme managers provide programme committees with proposals for innovation and change in relation to increased quality. It is the Academic Council, which makes appropriate decisions. The Programme Committees' performance is regulated by the *ISLB Regulations of Study Programmes Committees*. Reviewers, during interviews, found that staff were able to manage themselves, but that there were also weekly and fortnightly meetings with managers and excellent communication through emails and telephone.

Intriguingly, programme management has at its administrative helm, the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*. While this is an admirable facet of quality management and a governing authority for quality assurance, Reviewers found it less easy

to discern precisely how the ESG, as applied to *Logistics and Forwarding*, operate as an umbrella mechanism for *overall* programme management. However, ISLB's Quality Manual is an exemplary internal publication and is deserving of particular commendation.

There is a functional internal QA system in place for the assessment of the programmes. Data is regularly collected, compiled and analyzed. Programme assessment is based on the indicators that meet the objectives outlined in the ISLB strategy. The indicators are illustrated (SER, p.31, Table 16)

The above-mentioned indicators are collected and analyzed as in all ISLB programmes and are used for comparative analyses and programme improvement. The Reviewers looked at two sets of student evaluations (2008 and 2010) which were expressly focused on teacher evaluation. No data was available on programme evaluation. The Reviewers recommend that programme evaluation should be of equal importance in student evaluations.

Social partners and potential employers as stakeholders, have roles which are integral to the evaluation and improvement processes of the study programmes. Representatives, who are members of the ISLB Council and the Academic Council, offer final theses themes and are involved in Qualification Commissions, which deal with final assessment of student competencies and the awarding of higher education qualifications. Stakeholders participate in ISLB events: scientific conferences, seminars, student fairs and round-table debates. Their particular role in the commissions for dissertation defence gives them a key insight into standards and competencies.

There is copious and clear evidence in respect of activity in internal quality assurance procedures. Teachers are part of the internal audit groups which perform internal audits of all activities at ISLB, which are in accordance with the *Internal Audit Procedure (VP21)*. Opinion on the study programme and proposals on its quality improvement can be expressed in teacher polls. (See mention of the 2008-2010 evaluations above.) The SER (p.30, para.108) mentions formal periodic inspection at ISLB, but this refers to external regulations in respect of the *Centre for Quality Assessment; SKVC*). However, study programmes *are* reviewed during the development and improvement process, and carried out through the Programme Development Group, by decree of the ISLB Director.

This vital monitoring and review mechanism is similar to that advocated by ENQA (European Standards and Guidelines [ESG]). That the SER closes in a statement of catch-all confidence in its own assessment of quality assurance effectiveness (SER p.34 para.124) can very largely be justified in terms of quality-assurance procedures, but less so in terms of evidence for general management operations, as discussed earlier in the report.

III. RECOMMENDATIONS

1. **Improving competences and skills: Language skills.** Based on strong feedback from social partners and alumni, students' proficiency in the Russian language should be improved and enhanced, especially with regard to professional terminology. Greater confidence in speaking Russian and English (both students and teachers) would be a significant enhancement.
2. **Leadership and Communication Skills.** Both need development and enhancement at all levels of the programme.
3. **Imbalanced ratio between full-and part-time teachers.** A better balance will assist coordination and consolidation in all functions, especially Quality Assurance & Quality Management..

4. **Wider parameters for marketing and changes in the Career Centre.** Other than strategy based on students' feedback more formalised strategies are required in order to enhance the visibility of the international market. This has to be desirable for ISLB in order to avoid image problems in terms of quality standards in recruitment. A more pro-actively visible Career Centre regarding social partner contact (such as distribution of students CV's) as well as interaction with students is also a strong recommendation. Offering the programme in English for the next academic year should boost student numbers, especially the number of incoming international students.
5. **Ensuring levelness particularly at year 3.** It is important that students are appropriately extended at this level and that it can be affirmed as an appropriate standard for the final year of the Professional Bachelor programme.
6. **More frequent and competence-based usage of Moodle and E-Systems.** Both teachers and students should engage in training as part of the staff development. Consider using Moodle as a mode for the purposes of student assessment.

IV. SUMMARY

The programme is highly attractive and put together with skill and expertise. Its great strength is the comprehensiveness of the course units (modules), the opportunities for problem-solving, experiential learning and team-building. In these respects, the programme offers a mature pedagogical experience, coupled with excellent professional opportunity in industry and elsewhere. The current staff-student ratio is optimal and also is attractive to potential students. There is however a need to revisit Year 3 studies to ensure that students are a) prepared for a measure of self-study, and b) that taught modules, in practice, do not repeat earlier material.

Internally, study facilities appear to be excellent as do library and software provision. Opportunities for mobility exist and students are given the opportunity to seek representation on various committees and to make contributions to the quality assurance process. There is evidence of strong student-support services and excellent opportunities for internship, careers and progression into the world of work. More effort should be put into Moodle artifices for both students and teachers, and to consider the usefulness of it in the assessment of students and further academically-related functions.

What appears as a strength may feasibly be, in places, more bewildering to students: this is the matter of learning outcomes. Generally, while they are admirable and stylishly composed, students might immediately or gradually lose their way in the maze of objectives, competences and general intention. The Reviewers believe the learning outcomes should be revised slightly and some of them recast in terms of graduated learning and progression (as indicated in the appropriate section above).

More full professorial appointments, doctoral activity and completion will further support and enhance the excellent programme on offer. Concerning internal staff development, there is a dearth of evidence on the actual outcomes and the benefit to students and to ISLB. It is one matter to attend in-service training, which is certainly in place, but quite another to measure its effectiveness, even if that effectiveness can be observed only in small graduations.

Concerning quality assurance and management, Reviewers did not gain a precise and clear picture on how the *European Standards and Guidelines* are actually being used, though student surveys on staff are regularly carried out, and there are copious methods for monitoring and reviewing quality. The Quality Manual is a distinctive internal document. Management of the programme is clear in labelling, that is in terms of the staff who perform it and also in terms of some of its important

structures; but it is less clear in terms of how management operates on a week-to-week basis, and what management issues are important for the successful running and future planning of *Logistics and Forwarding*.

Finally, the SER and site visit offered much detail in the various arenas of learning outcomes, content and external relations, support and professional development, perhaps to some extent at the expense of the big issues, those concerning sustainability, the future perspective, growth and funding; and while the Reviewers wish to conclude with a positive endorsement concerning the analysis of the contemporary situation and provision the programme team has provided, the SER and site-visit interviews revealed that the ISLB tends towards some myopia in relation to the possibly *tough* road ahead. Although difficulties in recruitment have been explained in terms of demographic change, and that strong efforts are being made in internationalisation, the ISLB urgently needs a stronger, more persuasive and assertive marketing strategy, both national and international, and more overseas partners towards the securing of a robust future for *Logistics and Forwarding*.

The Reviewers commend the programme in the ways illustrated throughout the report, its remarkably various, professional course content in particular.

V. GENERAL ASSESSMENT

The study programme *Logistics and Forwarding* (state code – 653N18001) at International School of Law and Business is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	4
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	19

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

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

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

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

Grupės vadovas:
Team Leader:

Andreas Knorr

Grupės nariai:
Team members:

Terence Clifford-Amos

Vanja Kenjic

Monika Kavaliauskė

**TARPTAUTINĖS TEISĖS IR VERSLO AUKŠTOSIOS MOKYKLOS STUDIJŲ
PROGRAMOS *LOGISTIKA IR EKSPEDIJAVIMAS* (VALSTYBINIS KODAS – 653N18001)
2013-07-30 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-288 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Tarptautinės teisės ir verslo aukštosios mokyklos studijų programa *Logistika ir ekspedijavimas* (valstybinis kodas – 653N18001) vertinama **teigiamai**.

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

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Ši programa yra patraukli, joje suderinti įgūdžiai ir kompetencija. Didelė jos stiprybė yra išsamūs studijų dalykai (moduliai), problemų sprendimo, patirtimi grįsto mokymosi ir komandos sudarymo galimybės. Šiuo atžvilgiu programa suteikia brandžią pedagoginę patirtį, kartu ir puikias profesines galimybes pramonės ir kitose srityse. Dabartinis dėstytojų ir studentų santykis yra optimalus ir

Studijų kokybės vertinimo centras

patrauklus būsimiems studentams. Tačiau reikia iš naujo peržiūrėti 3 metų studijas, siekiant užtikrinti, kad studentai a) būtų pasirengę savarankiškomis studijoms ir kad b) dėstomuose moduluose praktiškai nepasikartotų ankstesnė medžiaga.

Studijoms skirtos patalpos ir įranga (pvz., biblioteka ir kompiuterių programinė įranga) yra puikios. Egzistuoja mobilumo galimybės, be to, studentai gali dalyvauti įvairiuose komitetuose ir kokybės užtikrinimo procese. Turima įrodymų, kad studentai yra stipriai remiami ir turi puikias galimybes stažuotis, siekti karjeros ir įsitvirtinti pasaulinėje darbo rinkoje. Ir studentai, ir dėstytojai turėtų įdėti daugiau pastangų, kad įsisavintų „Moodle“, ir apsvarstyti galimybę naudotis šia sistema vertinant studentus ir atliekant kitas akademinės funkcijas.

Tai, kas, atrodo, yra stiprybė, studentus kartais gali išmušti iš vėžių, pavyzdžiui, numatomi studijų rezultatai. Nors jie suformuluoti puikiai ir netgi įmantriai, studentai gali tuoj pat arba laikui bėgant pasiklysti šiame tikslų, kompetencijų ir bendrųjų ketinimų labirinte. Vertinimo grupė mano, kad numatomus studijų rezultatus reikėtų peržiūrėti ir kai kuriuos iš jų pataisyti, pvz., dėl laipsniško mokymosi ir pažangos (kaip nurodyta atitinkamoje ankstesnėje dalyje).

Be to, ši ir taip gera siūloma programa dar labiau sustiprės, jei ją dėstys tikrieji profesoriai, daktaro laipsnio siekiantys dėstytojai. Kas liečia vidinį šios aukštosios mokyklos personalo tobulinimą, trūksta įrodymų, kad rezultatai pasiekti ir kad studentai bei TTVAM turi iš to naudos. Viena yra dalyvauti kvalifikacijos kėlimo kursuose neatsitraukiant nuo darbo, kas iš tiesų vyksta, tačiau visai kas kita yra vertinti kursų veiksmingumą, net jei jis tik vos pastebimas.

Dėl (programos) kokybės užtikrinimo ir vadybos vertinimo, grupė nesusidarė tikslaus ir aiškaus vaizdo, kaip iš tikrųjų taikomi Europos standartai ir gairės, nors nuolat atliekamos studentų apklausos dėl personalo ir taikoma daug kokybės stebėjimo bei tikrinimo metodų. Kokybės vadovas yra savitas vidaus dokumentas. Programos vadyba yra aiški ją vykdančio personalo ir kai kurių svarbių struktūrų prasme, bet mažiau aišku, kaip ta vadyba funkcionuoja kiekvieną savaitę ir kokie vadybos klausimai turi įtakos sėkmingam Logistikos ir ekspedijavimo programos funkcionavimui ir tolesniam planavimui.

Iš savianalizės suvestinės ir vizitų metu gauta nemažai išsamios informacijos apie numatomus studijų rezultatus, turinį ir išorės ryšius, paramą ir profesinį tobulėjimą, kartais galbūt svarbių klausimų, susijusių su tvarumu, ateities perspektyvomis, augimu ir finansavimu; ir nors vertinimo grupė nori padaryti teigiamą išvadą dėl dabartinės padėties analizės ir programos grupės pateiktų

nuostatų, savianalizės suvestinės analizė ir pokalbiai vizito metu atskleidė, kad TTVAM tarsi nemato, koks sunkus kelias jos laukia. Nors su stojimu susijusios problemos buvo siejamos su demografiniais pokyčiais ir buvo aiškinama, kad dedama daug pastangų sutarptautinti šią programą, TTVAM skubiai reikalinga tvirtesnė ir labiau įtikinanti rinkodaros strategija, tiek nacionalinė, tiek ir tarptautinė; be to, reikia įgyti daugiau užsienio partnerių, kad būtų užtikrinta tvirta Logistikos ir ekspedijavimo programos ateitis.

Vertinimo grupė gerai įvertina šią programą, ypač už nepaprastą jos profesinių dalykų turinio įvairumą.

III. REKOMENDACIJOS

1. Gebėjimų ir įgūdžių tobulinimas. Kalbos įgūdžiai. Socialinių partnerių ir absolventų grįžtamasis ryšys rodo, kad reiktų gilinti studentų rusų kalbos žinias, ypač profesinės terminologijos srityje. Jei studentai ir dėstytojai sklandžiau kalbėtų rusų ir anglų kalbomis, tai padidintų programos vertę.
2. Vadovavimo ir komunikavimo įgūdžiai. Ir vienus, ir kitus įgūdžius reikia tobulinti visuose programos lygiuose.
3. Nesubalansuotas visu ir ne visu etatu dirbančių dėstytojų santykis. Geresnis santykis padėtų koordinuoti ir sutvirtinti visas funkcijas, ypač kokybės užtikrinimą ir kokybės vadybą.
4. Platesni rinkodaros kriterijai ir pokyčiai karjeros centre. Norint padidinti matomumą tarptautinėje rinkoje, būtina taikyti ne studentų grįžtamojo ryšiu pagrįstas, o kitas, labiau formalizuotas strategijas. TTVAM turi to siekti, kad išvengtų įvaizdžio problemų, susijusių su studentų priėmimui taikomais kokybės standartais. Be to, labai rekomenduojama, kad karjeros centras palaikytų glaudesnius ryšius su socialiniais partneriais (pvz., platindamas studentų CV) ir su studentais. Kitais akademiniais metais dėstant programą anglų kalba turėtų išaugti studentų, ypač atvykstančių iš užsienio, skaičius.
5. Užtikrinti būtent 3 (trečiųjų) metų lygmenį. Svarbu, kad studentai būtų tinkamai parengti šiame lygmenyje ir kad tai būtų galima patvirtinti kaip tinkamą baigiamųjų metų profesinio bakalauro studijų programos standartą.
6. Dažnesnis ir kompetencijomis grįstas „Moodle“ bei e-sistemų naudojimas. Įgyvendinant personalo tobulinimo ir mokymo programą, mokymuose turėtų dalyvauti ir dėstytojai, ir

studentai. Rekomenduotina apsvarstyti „Moodle“ panaudojimą kaip būdą studentams vertinti.

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