



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vilniaus universiteto

***VADYBOS IR VERSLO ADMINISTRAVIMO STUDIJŲ  
PROGRAMOS (612N90001)***

**VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF *MANAGEMENT AND BUSINESS  
ADMINISTRATION (612N90001)***

**STUDY PROGRAMME**

at Vilnius University

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Vadyba ir verslo administravimas</i>
Valstybinis kodas	612N90001
Studijų sritis	Socialinių mokslų
Studijų kryptis	Verslas ir vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	4
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo ir vadybos bakalauras
Studijų programos įregistravimo data	2012 06 21 (Nr. SK-2012-12-17)

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Management and Business Administration</i>
State code	612N90001
Study area	Social sciences
Study field	Business and management
Kind of the study programme	University studies
Study cycle	First
Study mode (length in years)	4
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Business and Management
Date of registration of the study	21 06 2012 (No. SK-2012-12-17)

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## I. INTRODUCTION

Vilnius University (hereinafter VU) was founded in 1579 and is the oldest and largest higher education institution in Lithuania. The University Governance and Management is defined by Statute. Following the guidance of the Lithuanian centre for higher education VU prepared a self-evaluation report (SER) for the first cycle programme of 'Management and Business Administration'.

The programme is managed and delivered by the Faculty of Economics which has been operating as a merged single entity incorporating all areas of economics and business studies since 1991. The Vice-Dean of Bachelors Degree studies is responsible for the first cycle Bachelors Degree programmes including the programme under review with overall responsibility for learning, quality assurance, professional preparation of students and their social, academic and other activities.

The International External evaluation of the programme took place on Tuesday 14th May 2013 and included a site visit to the University campus in Vilnius. The team of experts was lead by Dr. Michael Emery (UK) and the other team members were Mr. Paul O'Sullivan (Ireland), Prof. dr. Tatjana Volkova (Latvia), Ms. Karolina Zelbiene (Lithuania) and Mr. Dionis Martsinkevichus (student member, Lithuania). A brief oral feedback was provided by Dr. Michael Emery at the end of the site visit. The Expert Team later reviewed its findings and produced a written draft report which was submitted to the Centre for Quality Assessment of Higher Education (hereinafter SKVC). The University had the opportunity to comment on the draft report prior to its publication.

## II. PROGRAMME ANALYSIS

### *1. Programme aims and learning outcomes*

**1.1** The SER states that developments in management operations and business functions have created a continuing demand for management and business administration specialists in Lithuania and in the global economy. The Faculty of Economics VU anticipates continuing and growing demand for specialists in this area. They cite a number of studies relating to economic development and labour market demand. The proposed learning outcomes of the study programme are focussed on the needs articulated at national policy level with a particular emphasis on the management requirement in an integrated global economy. The programme specialisations ('the sub-branches') now introduced provide customised responses to labour market trends. In the view of the Expert Team the programme is focused on labour market needs but more specific data derived perhaps from surveys of graduates and social partners might help to clarify the opportunities available to graduates and to explain some of the reported negative perspectives regarding the demand for management skills in the Lithuanian economy which appears to be an underlying factor in declining applications and admissions.

**1.2** The legal framework within which the Faculty of Economics, the University and the programme 'Management & Business Administration' operate are presented and referenced (specifically items 3, 4 & 5 in Section 1.2 of the SER). The programme is mapped to the Lithuanian qualifications framework (item 6 & 7) and to the Bologna framework (item 1). The Expert Team confirms the alignment of the programme with these Legislative Requirements and Resolutions.

**1.3** The programme aims and learning outcomes are clearly defined and available to staff, students, and regulatory authorities and are publicly available on the VU website and also on the centralised AIKOS system of the Ministry of Education and Science of the Republic of Lithuania. They are thus accessible to current and potential students, various stakeholders, and members of society at large. In addition, VU issues publications each year, presenting the aims and contents of its study programmes and these are widely distributed to intending students. The general aim is to provide a broad university education foundation which leads to advanced domain studies which prepare suitably qualified experts in management and business administration who can contribute in a changing national and international business environment.

An ESF funded project “Renewal EF First Cycle Programmes and the Introduction of Innovative Teaching Methods” 2010/12 provided an opportunity for an in-depth examination of the programme and has had a positive impact on the programme redesign and on the introduction of new teaching methodologies. The structure of the programme as redesigned provides opportunities for specialisation as well as permitting graduates access to 2nd cycle educational opportunities. The detailed inter relationship and inter play between subjects, stages, competences and outcomes is mapped meticulously in Table 1 and Annex 1 and in the detailed subject descriptors in Annex 4. The Expert Team confirms that the design is appropriate to the overall aims and outcomes.

This overall design enables students to concurrently acquire specialised professional competences while deepening their acquisition of general competences. The strategy and process is further enhanced in the final semesters through acquisition of competences in independent research and in practical knowledge application through the Professional Practice and Thesis preparation elements.

**1.4** The programme aims to produce graduates for both private companies and the public sector with the general objective of providing access to entry level or middle-management roles. It is stated that the sub-branch choices will provide concrete professional focus. Overall it is clear that the streams provide a graduate who is flexible enough to perform in a range of settings but the graduates of the Accounting stream would seem to have access to professional level initial employment in a way that is perhaps not available to graduates of some of the other streams (*Business Operations Management* and *Business Risk and Insurance*). It is claimed that entrepreneurship and business start-up is a viable option for the graduates and that there is a record of success in this respect. No evidence or case examples are cited and it may be the case that ‘self-employment’ is simply a way of accounting for graduates who do not have jobs, but who may not appear in official statistics of the unemployed. While specific learning outcomes in a number of core subject areas do contribute towards the necessary competences it is less certain that the overall competences and outcomes necessarily related to entrepreneurship are actually present in the curriculum, e.g. the study of entrepreneurship as a social and economic phenomenon, innovation, entrepreneurial team work. This is an important issue for the economy and for the graduates. The Expert Team recommends that the issue of entrepreneurship competences, the stated learning outcomes and the content delivered should be reviewed to bring clarity and to empower the graduates. The *Marketing and Global Business* sub-branch offers the possibility of globally focussed roles both locally and internationally and the Expert Team commends the integration of aims, competences and outcomes in this area.

**1.5** The programme is the subject of periodic review where all relevant issues are reviewed by the Programme Study Committee and by the Departments which provide the major sub-branches. Proposals and recommendations are made, if required, to the Study Programme

Committee of the Faculty of Economics, whose decisions are in turn approved by the Board of the Faculty. Stakeholders, including social partners and students, participate in program review and make proposals through the structures outlined above.

It is further felt that evidence-based communication relating to demand, graduate quality and career opportunity should be researched and disseminated. The Expert Team recommends action in this regard.

## **2. Curriculum design**

**2.1** The programme 'Management and Business Administration' has been the subject of periodic review since 1997. The programme was last accredited in 2009 in compliance with regulatory requirement.

The programme design meets the legal requirements with a total credit count of 240, delivered across 8 Semesters, each of which consists of no more than six subjects. This structure is in conformity with the allocated credit norms for first cycle study programmes in Lithuania. The total scope of the programme as documented, including the balance of core and options, the mandatory university study subjects, the appropriate allocation of credits for specialisation and the requirement for systematic review and update (Table 2) is in full conformity with legal requirement. New course descriptors which accord with VU Regulations and the Bologna-Dublin descriptors are provided and particular attention is given to the inter-relationship of subjects and programme structure.

**2.2** The subjects and their credit weighting are appropriately distributed across all semesters with compulsory and optional subjects represented in each of the final four semesters. The movement from general competences and from a broader context of mandatory university studies, to specialist knowledge and competences, is logical, coherent, progressive and free of repetition. The design culminates in the study of an in-depth sub-branch cluster of subjects. Individual subjects are carefully described in terms of outcomes which are scrupulously mapped against overall stage and program outcomes (SER, Annex 1 & Annex 4).

In the third and fourth semesters, the compulsory subjects are focused on the study of management and business administration, and students choose one subject in each of these semesters to provide an introduction to the sub-group clusters which become available from the fifth semester onward. Thus informed, and with the assessment scores to support their choice, students can then progress to the specialist sub-group.

From the fifth semester onwards the programme is structured around parallel sub-groups *Business Operations Management, Commerce, Bookkeeping Accounting & Auditing, Business Risk & Insurance* and *Marketing & Global Business*. In semester 8, all students experience an in-company Professional Practice component of fifteen credits, and will prepare a Bachelor's final thesis of fifteen credits.

These learning opportunities integrate and apply competences and knowledge acquired. The Professional Practice element conforms to the VU Faculty requirements for this area of learning, and it aims to consolidate theoretical knowledge through developing practical skills in the appropriate specialist sub-branch areas.

The Bachelor's Thesis conforms to the methodological requirements for such work as published on the VU EF website.

**2.3** The implementation of the new programme design has been achieved fully in the *Marketing & Global Business* sub branch with the initial cohort presenting and defending their theses in 2013. The Expert Team notes the success of the implementation and its value in guiding the roll out of the design in the other sub groups commencing with the intake of

2013. The *Marketing & Global Business* sub-branch is delivered through English and the Expert Team noted the fluency and competence in English of both the 3<sup>rd</sup> and 4<sup>th</sup> year students whom they had the opportunity to meet.

The subject descriptors provide for the achievement of the aims of self-expression, critical and reflective thinking, and participation and group skills. The subject content and the delivery strategy, which involves lectures, seminars, and practical classes fully support this. The Expert Team notes the significant and successful innovation in learning and teaching approaches which are supported by a very committed staff and enthusiastically welcomed by the students. The programme in content and delivery has great currency and provides many examples of best practice.

In discussion with staff, students and graduates it is also clear that a wide repertoire of assessment techniques provides formative as well as summative assessment and are an important component in driving learning and enriching the student experience. It is suggested that the documentation of assessment in the subject descriptors might be reviewed to fully reflect the quality evident in actual practice. The Expert Team also noted the implementation of electronic testing and Participation Scores in the overall assessment strategy.

The Expert Team believes that the subject descriptors provide students with sufficient information to optimise their performance and to make effective choices.

**2.4** As already noted, the new programme structure provides for a Bachelors Thesis (15 credits) to be researched and written as a key contribution to the achievement of outcomes and as a significant part of the final assessment. The stated aims of this component are appropriate and valuable as part of the overall learning on the programme and there is an opportunity for independent investigation, deep specialisation, and integration of learning from many areas of the programme.

Themes are proposed as guidelines by interested supervisors, though students have the facility to advance their own themes as do social partners and it is anticipated that scientific enquiry will also link closely to the Professional Practice component. A list of themes currently being researched by the students in the sub-branch '*Marketing & Global Business*' is presented in Annex 5. The themes are commendable from the point of view of currency and the emphasis on e-business and digital marketing issues reflects relevant interests of a strong staff team and will enhance employability of graduates. It is certainly the case that e-business and digital marketing are global in focus and address issues encountered in real companies. However, the central thrust of the sub-branch (Global Business) is not fully reflected in the themes chosen for research e.g., market entry strategy, internationalisation of companies and products etc. are not chosen as themes, and students might be encouraged to consider these issues which are of value in the real economy.

The e-business and digital marketing areas are attractive to students and clearly well delivered and it is suggested that the Team might consider giving these subject areas a compulsory status in the overall sub branch design.

In this sub branch the prominence of the 'Market Research' subject and the sophistication of the advanced statistical methodologies employed provide a robust framework of scientific method to support thesis work. The Expert Team suggests that the Study Programme Committee might begin to forward plan the approaches which would provide the same support for research work in the other sub branches.

**2.5** The Expert Team agrees that the 'Management and Business Administration' programme has significant strengths and is clearly on a trajectory of continuous improvement informed by a data driven quality assurance (QA) system and a formal commitment to consultation and review on the part of the team. The Expert Team views as strengths the depth and quality of

the teaching team, the range and innovative quality of teaching approaches, the repertoire of assessment approaches and the appropriateness of the learning outcomes. The ability of the student to work independently is fostered in a variety of ways including the semester 6 paper, the Professional Practice component and the final thesis. There are appropriate options which provide student choice throughout the programme and a balance between compulsory and optional elements. The programme succeeds in engaging with social partners, not just in terms of Professional Practice but also in terms of occasional seminar delivery and involvement in parts of the assessment.

### **3. Staff**

**3.1** Staffing arrangements for the programme fully meet the legal requirement for delivery. There are currently 90 academic staff involved in the programme, 2/3 of whom have a Doctoral qualification including habilitated Doctors, and half of whom are of professorial level. The staff is drawn largely from the VU Faculty of Economics and as they are drawn from all Departments of the Faculty there is a deep pool of specialist expertise. The academic staff recruitment policies, probation and performance evaluation processes were noted by the Expert Team. Formal qualification levels compare favourably with business schools elsewhere in Europe.

**3.2** The SER provides details of the age distribution of the academic staff team, concluding that it is well balanced and that this contributes to both continuity and dynamics of the study programme. This may not be quite the self-evident benefit that is suggested here as the single largest component of the staff is the 56-65 year age group represented by 30 staff members with a further four over retirement age. It might be suggested that a strategic planning exercise in relation to the renewal of the staff cadre would be of value.

**3.3** Staff turnover is reported as being constant but it appears to be quite minimal. This is reported as a positive and there is assurance that it does not have a significant effect on programme implementation as learning outcomes closely guide the work of any new staff members. However the risk of a low staff turnover and an ageing staff population is that fresh ideas do not come to the team by way of recruitment and this needs to be corrected by initiatives around staff development, academic mobility and research partnerships. Many of the teachers involved in the programme are alumni of VU and a number of them have defended their doctoral thesis or carried out habilitation procedures at VU. The assumption is that this is again an accepted positive but similar universities abroad would probably regard staff diversity in terms of academic origin and perhaps geographic origin, as an important contribution to programmes which have international or global learning objectives. The Expert Team recognise that as VU is a premier university in the Republic of Lithuania it may be difficult to source Lithuanian speaking staff of similar quality who have not had a previous connection to VU, but diversification should be considered.

**3.4** The great majority of the academics teach in their key area of research and it is evident that they are active researchers whose research informs their teaching. Twelve of the staff involved in the programme are either editors of scientific journals or are members of editorial boards. This seems an impressive proportion in relation to the total staff of 90 and more particularly to the doctorally qualified staff of approximately 65. The status of individual staff members is further attested by the fact that they are recognised as national

experts in their area or have represented the country or VU in international organisations at a very significant level.

A number of members of the team have headed up major projects including funded projects on behalf of the Faculty, University and National Government and others have significantly participated in trans-national projects in the area of land development and the integration of education with the economy. Over the five year period 2007 -2012 staff of the programme attended over 140 national and international scientific conferences, in many cases making presentations and developing and sustaining valuable networks.

**3.5** A large number of staff have participated in a systematic review of the study programme including content, pedagogical approach and application of innovative teaching techniques through the ESF-sponsored ‘Updating EF First Cycle Programmes and the Introduction of Innovative Teaching Methods’ project and they clearly have both a shared understanding of overall programme strategy and desired outcomes as well as a progressive and positive attitude to teaching innovation. The Expert Team noted numerous examples of progressive teaching and assessment approaches. The strength and standing of the Accounting & Finance team, the currency and dynamism of the Marketing team and the flexible adaptation of other specialists to changing circumstances (Insurance specialists taking on a broader agenda of Risk Assessment) were among the strengths of a very strong and enthusiastic cadre of staff who displayed a clear sense of ownership of the programme.

**3.6** The SER reports on staff mobility involving a number of the teaching delivery team including short study visits as well as teaching assignments in a number of foreign Universities. In some instances mobility is supported by Erasmus provision but no data is provided on incoming staff who presumably visit through reciprocation under Erasmus/Socrates.

It is notable that the exchanges to date, where they exist, are largely confined to continental Europe. There is a notable absence of exchange or visits to English speaking countries but this is likely to be rapidly rebalanced in the context of the new English language delivery of ‘*Marketing & Global Business*’ and the specific learning outcomes that are sought within that stream. It is suggested that the focus of networking in the next two to three years should be on native English-speaking environments both inside and outside of Europe. The successful development of this sub-branch now provides the platform and the mechanism for attracting substantial inbound staff numbers and inbound student mobility which will enrich the learning environment of all students whether or not they themselves go abroad. The language competence of the students was noted and there should be a general encouragement to providing visiting lecturer inputs in English for all sub-branches.

**3.7** Considerable attention has been paid to teaching quality enhancement through both formal teacher training, domain related training, and general staff development initiatives and the Expert Team commends the Faculty in this regard.

Wide participation by the team members in the Project “Update of First Cycle Programmes...” has clearly had a catalytic effect and there has also been benefit delivered through formal internship arrangements in foreign universities.

Periodic workshops and training events are provided by VU and the Faculty in areas such as Software Packages, Advanced Statistical Techniques, Case Study Methodology, Innovative Teaching Techniques and Educational Technology. The introduction of SPSS and Structural Equation Modelling has already directly impacted on the quality of student thesis work.

Webinar and case-study delivery training have featured strongly in the teaching innovation initiatives.

#### ***4. Facilities and learning resources***

**4.1** The provision of physical space is fully adequate to the needs of the program as the suite of 45 classrooms include seven which are, in effect, computer laboratories with a capacity of 15 to 20, two of which can seat larger numbers of up to 44 students. The classrooms vary in size and configuration and the classroom stock provides concrete evidence of the philosophy of teaching in small groups with a variety of size options for lecturers and seminars.

**4.2** The multimedia fit out of classrooms is fully fit for purpose and there is a three to four year replacement cycle for PCs which would seem to be acceptable. All students met with during the visit (confirmed as well by all graduates) said that laptop or tablet ownership was universal among the student body which opens up the possibility of instituting a BYOD policy (Bring Your Own Device). This would greatly reduce the requirement for replacement of PCs and allow the dedication of available resources to a small number of high quality labs and top of the range software licences e.g. in analytic tools, as well as further developing the online learning infrastructure.

The WiFi fit out has been upgraded in 2011.

Overall the Faculty has increased its PC stock to 481 units, which includes 126 notebooks or similar devices and this quantity of PCs presumably provides for the learning needs of all students in the Faculty, as well as providing work places for teaching staff.

The Faculty has access to the VU Electronic Study and Examination Centre, where large-scale computer based testing can be carried out on a simultaneous basis and this facility is referenced in the assessment strategy for a number of modules and has allowed for greater use of continuous assessment methods. The Faculty provides a range of computer software suites for both professional and educational application. The software products referenced represent a good portfolio of the standard and specialist tools and applications comparable to that found in good business schools.

**4.3** The Faculty benefits directly from the opening of the new University library in close proximity to the Faculty learning spaces. This is a world class facility providing an outstanding technologically enabled learning environment. The configuration of spaces within the library is a clear testament to the innovative and diverse learning approaches which the programme promotes to the benefit of students.

Standard databases with full-text availability can be accessed from 'any workstation' and any networked device on the internal network. Budgets for the purchase of books and periodicals significantly increased in the five year period after 2006.

Together with the library and IT resources the Faculty is well positioned in terms of learning infrastructure for the proposed roll-out of the thesis requirement to the whole student population.

**4.4** VU provides a Virtual Learning Environment (VLE) and there is great potential for further innovative approaches and further online interaction with students. It is suggested that an overall strategy for web-based learning might include agreed policies on the VU VLE and on leveraging the potential of Moodle which already is used across the Faculty, though sometimes only as an assessment platform. The potential of these technology platforms to enhance the resource base and to promote internationalisation of content and even of delivery, e.g., through MOOC (Massive On-line Open Courses), can be further expanded.

## **5. Study process and student assessment**

**5.1** Admission is conducted in compliance with VU regulations for first cycle studies and in strict accordance with the procedures of general admission approved by the Lithuanian Association of Institutions in Higher Education.

Overall applications and first priority applications now stand at only 40% of the level achieved in 2008. Extensive discussion carried out by the Expert Team with various stakeholder groups against a background of national participation data indicates that the programme has at least maintained parity with major competitive offerings in a very difficult environment. Factors cited include the financial basket available, youth emigration, unemployment leading to very constrained family finances and some negative perception of management qualifications. There are some indications that the outlook ahead may be somewhat more positive. The programme brand is regarded as strong and the sub-branches may prove both intrinsically attractive to students (with enhanced mobility now possible) and also attractive to employers. Nonetheless because of the reduction in the totals numbers admitted entrance scores have remained broadly the same at the high end and they have improved at the lower end by about 15% in 2012 as compared to previous years (Table 3).

**5.2** Table 4 indicates that drop out and failure rates are not particularly excessive when benchmarked against other institutions and the withdrawal of students may well relate to some of the challenges referred to above.

Data on students failure to complete would indicate that the weight of the problems rests in the first and second semester and may be partially due to problems of school to university transition but there are also indications that drop out continues across the later semesters perhaps indicating family and financial difficulties for individual students. Overall drop-out rate is of the order of 16% for the four year cycle commencing in 2009, but a substantial rise in drop-out was experienced in the first year cohort recruited in 2011 (16%) and there is no particular explanatory variable related, for example, to the entry levels of students.

**5.3** There is a comprehensive approach to providing students with information through both online and face to face communication.

Information and other supports including orientation sessions are provided to first year students and that there is a free and open dialogue in relation to programme structure and expectations and individual lecturers brief fully on their subject areas. Information around assessment and scheduling is communicated effectively. Each first year group is assigned an advisors who is a higher year student (a form of 'buddy' system) and out of town students may avail of on campus accommodation.

**5.4** There is a commendable engagement by students on the programme with scientific research activity through the activities of the Student Scientific Society and the Faculties annual spring conference on student scientific achievement. This is not however expressly linked to programme structure or to programme stage or indeed to competences or learning outcomes. This additional engagement might be more effective if linked formally to programme structure.

**5.5** The assessment procedures are regulated at University level by resolutions of the VU Senate. Again there is considerable emphasis on the availability of information to students via web and other means. The principles of objectivity, transparency, professionalism and fairness are cornerstones of the assessment approach and students are entitled to detailed feedback which seems to be effectively implemented.

**5.6** The ratio of lectures, practicals and independent self-study in a 5 ECTS module conforms to the accepted norms for programmes of this kind. It might be useful to review the nature, rate and distribution of the independent work demand which seems to be overly challenging for some students. The total schedule of assessment for each semester is closely coordinated by members of the delivery team in order to ensure a reasonable spread of workload and deadlines.

**5.7** The Faculty states that it positively encourages both inbound and outbound student exchange. Exchange is managed by one of the Vice Deans at Faculty level and by the VU International Programmes Office at University level. Details of a range of exchange partners are presented (SER, Annex 8) and much of the mobility takes place within the Erasmus scheme. There is a clear imbalance between inbound and outbound flows but in a recruitment cohort of 110-130 up to 25 students enjoy mobility and that probably aligns well with the general pattern in the region. Wider participation is restricted both by finance (outbound) and by language (inbound).

The introduction of the sub-branch *Marketing & Global Business* should prompt a review of exchange policy as there may be a case for a mandatory exchange component in an English speaking environment if resources can be found. As with staff exchange there is a need now to expand the network of exchange contacts to include more native English speaking environments and it is suggested that this should be a priority.

**5.8** Despite the reference to surveys of alumni and of employers and other references to interactions with social partners (SER, Area 6) the Faculty seems to lack concrete data about employment of graduates and relies on what appears to be anecdotal and volunteered evidence to suggest that the majority of students successfully find employment. Interaction by the Expert Team with a very large cadre of social partners, many of whom are influential employers, did confirm the high regard in which graduates of the programme are held and the status attached to the qualification by a wide span of professions and sectors. The strength of the Accounting graduates is well recognised in the marketplace and they are the preferred candidates for many positions. Similarly a number of the other specialisms are regarded as best of type and the new Marketing stream is already proving very attractive to employers. There is reference once again to the importance of self-employment and entrepreneurship but the absence of specific subject content relating to entrepreneurship in the programme has been noted above.

**5.9** The Faculty provides comprehensive arrangements which help to guarantee the integrity of examinations and assessments including the provision of plagiarism checking software tools through which papers and theses are submitted.

**5.10** Students have the opportunity to choose subjects that make up 45 credits in the first two years of the program. The major choices relate to the sub-branch clusters where there is also a further element of internal subject choice, but there is also, because of quota restrictions, a reliance on examination results as the entry criterion to the specialisms.

**5.11** Strengths are cited as being appropriate and well published admissions requirements, social and academic support for students, dissemination of information through various modes including VLE, transparent and objective assessment, maintenance of integrity, the provision of feedback and an appeals mechanism for students.

## **6. Programme management**

**6.1** The development and implementation of the study programme are in accord with the published VU Study Regulations, and programme implementation is co-ordinated and addressed at the EF Dean's office level. The Study Programme Committee is responsible for setting aims and objectives for program content and for periodic review, including the renewal and replacement of individual subjects. It is responsible for overall quality assurance and is populated by four Heads of Department together with a Social Partner representative and a Student Representative. It is currently chaired by the Head of the Department of Management.

Internal quality review is conducted at individual teacher, program and Faculty levels. Quality assurance is facilitated by the collection and analysis of data on teaching delivery and performance and student satisfaction.

There clearly is collegial activity and a spread of responsibility, but there is no single, clear statement as to where ultimate decision making and accountability lies.

**6.2** Each semester, the VU Quality Management Centre implements student satisfaction studies covering areas of teaching quality and course content and these reports are published on the web. The Dean's office and the various Departments are required to evaluate this data and lecturers are provided with student evaluations in relation to individual subjects. Alumni are surveyed each year and their views carry considerable weight. Internal evaluation is conducted on a continuing basis by the Study Programme Committee and there is periodic external evaluation by experts.

**6.3** Social partners are represented on the Study Programme Committee in line with procedures in VU. They are encouraged to provide suggestions in relation to innovation of method and content, and alignment of content with labour market needs and they will participate in the evaluation of the defence of theses.

The Student Representative Office liaises with students which are also represented on the Study Programme Committee and the Faculty Council. The Faculty Alumni Association liaises with graduates and maintains communication through email.

**6.4** The University has established a Quality Management Centre, which has overall responsibility for quality assurance and on-going improvement of systems and which implements the student feedback surveys at the end of each semester.

Actions to support quality enhancement include on-going development of pedagogical skill, involving training and internships, provision of comprehensive information to students in relation to programmes, learning resources, study procedures and student rights and responsibilities.

Student examination outcomes are subject to detailed assessment and analysis at department level and findings are acted on. Students also have access to an appeals system in relation to examination related outcomes and judgements.

**6.5** There are clearly defined responsibilities for the parties involved in the management of the programme and there is effective participation by stakeholders. There is however no clear statement of executive decision making responsibility and accountability. There are a number of individuals associated with the programme who clearly have the vision and leadership skills to provide the necessary executive focus to ensure programme success into the future and it is recommended that a single visible accountable decision maker have overall responsibility for the programme.

In continuation, the SER recognised an imbalance, or perhaps a disconnect, between those parties with formal responsibility for quality and those who actually impact most on quality and the designation of a programme manager would provide a solution. A complex management structure sees overall responsibility currently rests with the Study Programme Committee, but decisions which affect quality, such as decisions on programme delivery and personnel, rest with the Departments. As already recommended above, a programme management appointment will help to close all of the necessary loops and provide a coherent and integrated leadership through the development of responsibility sharing mechanisms between the various parties involved in management and delivery.

### III. RECOMMENDATIONS

1. In the context of alignment with labour market and economic demand, the Programme Team should address the issue of Entrepreneurship in terms of competences, learning outcomes and subject content to empower the graduates. It is also felt that evidence-based communication on demand, graduate quality, and career opportunity be researched and the findings disseminated (**Area 1**).
2. The Expert Team recommends that an overall Programme Manager, with executive authority, be appointed to pro-actively manage the programme and provide coherent and integrated leadership (**Area 6**).

## IV. SUMMARY

1. The first cycle study programme 'Management & Business Administration' clearly meets the legal requirements for such programmes as defined in various instruments and regulations of the Republic of Lithuania and benchmarks very positively with similar programmes in major universities in Europe and further afield. The Expert Team finds that the programme has the appropriate outcomes required of this level of programme and that the structure, content, and sequencing of the programme are appropriate and ambitious. The delivery team is excellent and their engagement with both scientific enquiry and teaching innovation are major strengths which should continue to be encouraged.
2. The evolution of the programme has been significant and has been informed by both formal ESF sponsored review and continuous feedback from key stakeholders. The structure, as now proposed, is well aligned to labour market needs and graduate career paths. The design is complex but the logical sequence of subject modules allows for the acquisition of both general and professional competences. However, certain areas of subject content should now be included in the programme (e.g. particularly Entrepreneurship, Research and scientific methodology) and others might be moved from elective to mandatory status (e.g. eMarketing and Global Electronic Business in the sub-branch '*Marketing & Global Business*').
3. The subject content is fully documented and presented (SER, Annex 4) and there is meticulous mapping of competences and learning outcomes. The documentation of assessment in the subject descriptors might be reviewed for consistency.
4. Much progress has been made in adopting and integrating innovative learning techniques and there are outstanding examples of best practice evident. The team can now further leverage the potential of the learning platform and of online learning resources in pursuit of internationalisation objectives.
5. Resources available to the programme are fully adequate and the library resource is now of world-class standard and fully serves the requirement of innovative teaching and learning.
6. The positive aspects of the study process include the published admission rules, social and academic support, dissemination of relevant information, VLE, transparent assessment, student feedback, an appeals mechanism, and checks on plagiarism. There are student exchanges but these are somewhat restricted by finance and language. The social partners hold high regard for the programme's graduates.
7. A complex and comprehensive management structure is described but there should be additional clarity around decision-making responsibility and ultimate accountability and a programme manager/leader role is recommended by the Expert Team in the context of the challenge of student recruitment and the need to deliver full implementation of the new structure and content. This should provide coherent and integrated leadership.
8. The team should now internationalise the programme further and the new English language stream offers a platform for promoting inbound and outbound mobility of staff and students.

## V. GENERAL ASSESSMENT

The study programme *Management and Business Administration* (state code – 612N90001) at Vilnius University is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	4
3.	Staff	4
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	4
6.	Programme management (programme administration, internal quality assurance)	3
	<b>Total:</b>	<b>22</b>

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

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

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

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

Grupės vadovas:  
Team leader:

Dr. Michael Emery

Grupės nariai:  
Team members:

Prof.dr. Tatjana Volkova

Mr. Paul O'Sullivan

Ms. Karolina Zelbienė

Mr. Dionis Martsinkevichus

**VILNIAUS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS  
VADYBA IR VERSLO ADMINISTRAVIMAS (VALSTYBINIS KODAS – 612N90001)  
2013-06-28 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-260 IŠRAŠAS**

<...>

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Vilniaus universiteto studijų programa *Vadyba ir verslo administravimas* (valstybinis kodas – 612N90001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	4
3.	Personalas	4
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>22</b>

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

**IV. SANTRAUKA**

1. Pirmosios pakopos studijų programa *Vadyba ir verslo administravimas* akivaizdžiai atitinka tokio tipo programoms keliamus teisinius reikalavimus, apibrėžtus įvairiuose Lietuvos Respublikos dokumentuose ir taisyklėse, ir nenusileidžia panašioms programoms, vykdomoms žymiausiose universitetuose Europoje ir pasaulyje. Ekspertų grupės nuomone, programa užtikrina tinkamų rezultatų pasiekimą, kurie privalomi šio lygio programoms, ir programos struktūra, turinys ir seka yra tinkami ir ambicingi. Dėstytojų komanda yra nuostabi ir jų pastangos tiek mokslinių tyrimų, tiek ir dėstyimo inovacijų srityje yra pagrindinės stipriosios pusės, kurias ir toliau reikėtų skatinti.

2. Programos vystimasis yra ženklus ir apie jį buvo paskelbta tiek formalioje ESF finansuotoje ataskaitoje, tiek apie jį girdima ir iš pagrindinių partnerių nuolat gaunamame grįžtamajame ryšyje. Šiuo metu siūloma struktūra yra gerai pritaikyta darbo rinkos poreikiams ir absolventų karjeros kryptims. Studijų planas yra sudėtingas, tačiau dalyko modelių loginis išdėstymas leidžia studentams įgyti tiek bendrojo pobūdžio, tiek profesines kompetencijas. Tačiau reikėtų į programą įtraukti tam tikrus dalykus (pvz.: tokius kaip, Verslumas, Mokslinis tyrimas ir mokslinė metodologija), o ir kiti dalykai galėtų būti pakeisti iš pasirenkamų į privalomus dalykus (pvz.: Elektroninė rinkodara ir Pasaulinis virtualus verslas, esantys šakoje *Rinkodara ir pasaulinis verslas*).

3. Dalyko turinys yra išsamiai dokumentuotas ir pateiktas (Savianalizės suvestinė, Priedas 4), ir yra sudarytas kruopštus kompetencijų ir studijų rezultatų žemėlapis. Vertinimo dokumentacija dalyko aprašuose galėtų būti peržiūrėta ir patobulinta nuoseklumo prasme.

4. Didžiulė pažanga buvo pasiekta pritaikant ir įtraukiant naujoviškus mokymo metodus ir egzistuoja išpūdingi geriausios praktikos pavyzdžiai. Komanda gali dabar toliau tobulinti mokymo platformos potencialą ir mokymo išteklius internete, siekiant įgyvendinti internacionalizavimo uždavinius.

5. Programoje esantys ištekliai yra adekvatūs ir biblioteka yra pasaulinio standarto bei pilnai tenkina naujoviško mokymo ir mokymosi reikalavimą.

6. Studijų proceso teigiamus aspektus sudaro paskelbtos priėmimo taisyklės, socialinė ir akademinė parama, aktualios informacijos platinimas, VMA (virtuali mokymosi aplinka), skaidrus vertinimas, studentų grįžtamasis ryšys, skundų sprendimo mechanizmas, ir plagiato kontrolė. Vykdomi studentų mainai, tačiau juos riboja finansavimo galimybės ir užsienio kalba. Socialiniai partneriai aukštai vertina programos absolventus.

7. Sudėtinga ir išsami valdymo struktūra yra aprašyta, tačiau reikia papildomo aiškumo kalbant apie sprendimų priėmimo atsakomybę ir galutinę atskaitomybę, bei Ekspertų grupė rekomenduoja paskirti programos vadovą/lyderį spręsti studentų priėmimo iššūkių ir naujos struktūros ir turinio visiško įgyvendinimo klausimus. Tai turėtų užtikrinti nuoseklų ir integruotą vadovavimą.

8. Šiuo metu komanda turėtų vykdyti tolesnę programos internacionalizavimą, dėstymo anglų kalba dėka sukuriamos galimybės skatinti personalo ir studentų tarptautinį judumą.

### III. REKOMENDACIJOS

1. Atsižvelgiant į darbo rinką ir ūkio paklausą, Programos komanda turėtų spręsti Verslumo klausimą kompetencijų, studijų rezultatų ir dalyko turinio prasme, siekiant užtikrinti, kad absolventai turėtų reikiamus gebėjimus. Taip pat jaučiama, kad būtina iširti įrodymais pagrįstą informaciją apie paklausą, absolventų kokybę ir karjeros galimybes, o tyrimo rezultatus būtina išplatinti (**Sritis 1**).
2. Ekspertų grupė rekomenduoja paskirti vieną bendrą Programos vadovą, kuris turėtų vykdomąsias galias ir galėtų aktyviai valdyti programą ir užtikrinti nuoseklų ir integruotą vadovavimą (**Sritis 6**).

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Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso<sup>1</sup> 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteislingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

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<sup>1</sup> Žin., 2002, Nr.37-1341.