SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KLAIPĖDOS VALSTYBINĖ KOLEGIJA

ĮSTAIGŲ IR ĮMONIŲ ADMINISTRAVIMAS **STUDIJŲ PROGRAMOS (653N23004)**

VERTINIMO IŠVADOS

––––––––––––––––––––––––––––––––––––

EVALUATION REPORT

OF *OFFICE ADMINISTRATION* (653N23004)

STUDY PROGRAMME

at KLAIPEDA STATE COLLEGE

Grupės vadovas: Team leader:	Paul O'Sullivan
Grupės nariai: Team members:	Prof. dr. Tatjana Volkova
	Prof. dr. Pandelis G. Ipsilandis
	Giedrius Romeika
	Jolita Čeičytė

Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

Studijų programos pavadinimas	*Įstaigų ir įmonių administravimas*
Valstybinis kodas	653N23004
Studijų sritis	Socialinių mokslų studijų sritis
Studijų kryptis	Vadyba
Studijų programos rūšis	Koleginės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3 m.), Ištęstinės (4 m.)
Studijų programos apimtis kreditais	180 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos profesinis bakalauras
Studijų programos įregistravimo data	Lietuvos Respublikos švietimo ir mokslo ministro 2002 m. rugpjūčio 30 d. įsakymu Nr. 1515

––––––––––––––––––––––––––––––––––––––

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Office administration*
State code	653N23004
Study area	Social Sciences
Study field	Management
Kind of the study programme	University Studies
Study cycle	First
Study mode (length in years)	Full-time (3 years), Part-time (4 years)
Volume of the study programme in credits	180 ECTS
Degree and (or) professional qualifications awarded	Professional Bachelor of Management
Date of registration of the study programme	30 of August 2002, under the order of the Minister of the Ministry of Education and Science of the Republic of Lithuania No. 1515

CONTENTS

I. INTRODUCTION

Klaipeda State College (hereby KVK) is the result of a merger in 2009 of Klaipeda Business and Technology College and Klaipeda College. The College is now the third largest college in Lithuania. *The Administration of Public Institutions and Companies* programme (hereafter – The Programme) is located within the Faculty of Social Sciences, one of three Faculties in the College.

The Programme was included in the Study and Teaching Programme Register on the 30th August 2002 and was launched on the 1st September 2002. The Programme has not been assessed by external experts to date.

The procedures of the external evaluation the College undergraduate degree Programme were initiated by the Centre for Quality Assessment in Higher Education of Lithuania nominating the external evaluation peer group formed by the Head Paul O'Sullivan (Ireland), Prof. Dr. Tatjana Volkova (Latvia), Prof. Dr. Pandelis G. Ipsilandis (Greece), Giedrius Romeika (Lithuania) and Jolita Čeičytė, student representative (Lithuania).

The Self Evaluation Report (hereafter – the SER) of the Programme was made available to the Expert Team in September 2013 and a preliminary report prepared. The Expert Team obtained further information during the site visit in Klaipėda on November 12th through interviews with Programme co-ordinators, Department Heads, members of the teaching staff, students, graduates, employers and other stakeholders.

II. PROGRAMME ANALYSIS

1. *Programme aims and learning outcomes*

The aim of the Programme is formulated in accordance with the appropriate level descriptors of the Lithuanian Qualifications Framework in alignment with the European Qualifications Framework for Lifelong Learning (EQF) and the descriptors of first-cycle short studies of the Framework for Qualifications of the European Higher Education Areas.

The aim of the Programme is based on the professional and academic requirements of the public and private labour markets. Surveys in SER carried out by Klaipeda Territorial Labour Exchange (SER, 8 p.) confirm demand for the programme. The Programme aim and learning outcomes are publicly available. The *Professional Bachelor of Management* and *Administrations* qualification is awarded after successfully completing the Programme.

The aim of the Programme is: "*to train a modern administration of institutions and companies specialist who is able to work in corporate, state and public institutions, and is knowledgeable in the principles of business and finance organization, state and organization management systems; to educate an administration of institutions and companies specialist who is able to professionally employ modern information technologies in the administration of human and material-financial resources as well as is competent in correct communication and preparation of documentation in the national and in two foreign languages, is able to systematically improve personal and professional skills, and to adapt to constant changes in the field of business and activity*" (SER, 5 p.). The overall programme aim is challenging and broad. This would be acceptable if this broad aim was expressed through and worked through the set of Learning outcomes (hereafter - LO). However the learning outcomes as documented in the SER and as discussed during the visit do not fully represent this aim. The Expert Team believes that the Programme aim has to be reviewed to ensure alignment between it, the programme learning outcomes, and the Degree awarded.

Also, the SER states that "*the study programme LO serve as the basis for the preparation of institutional and corporate administrators who would be able to plan and organise the daily work of the company, state and public institutions, company divisions, and would delegate the company CEO's directions to the staff and supervise the implementation of these.*" (SER, 9 p.)
The Expert Team suggests that the Programme management might develop a terminology which accurately summarises the broad aim of the programme, and also indicates the nature of the Degree awarded to graduates of the programme. This would particularly seek to avoid any confusion between the use of the terms "*specialist*" (used in the description of the aim) and "*administrator*" (a term used throughout the LO).

It might be argued that some of the LO formulated are not appropriate to the level of qualification and are too ambitious for a college level degree programme. For instance, "*organisation of staff management and accounting*" and "*development of an organisation's...plans, projects and provisions and organising their implementation*". Indicate high level learning outcomes leading to senior roles in business organisation and pubic organisations.
Graduates of the Programme receive a Professional Bachelor's Degree which includes both Management and Administration in the title. The Expert Team would welcome clarification of what administration of an organization means in the context of modern management. If, as is stated, the Programme aims to prepare "*administrators*" for organizations, the LO might be expected to relate more to tasks of the office or department administration. This is a different focus to the LO associated with the overall administration of a private company or a public organisation. Three specializations are identified in the overall study programme. Until 2011, the specialisations were *Administration of Business Enterprises* and *Administration of Public and State Institutions*. A new

specialization *Administration of Human Resources* was launched in 2011, stimulated by the views of graduates and social partners, which seemed to be strongly supportive of such a management specialism. This was confirmed by social partners during the site visit. The decision to offer a new specialization seems to be validated as this specialization was the most popular among the students admitted in 2013. The Expert Team considered whether students had been encouraged in this choice or whether, in fact, a meaningful set of alternatives had been offered. Part-time students are still taking the old choice alternatives – i.e. the choice between public and private administration – but this will effectively run out after the current year.

According to the SER page 7, the Programme quality survey of 2011 showed that both College teaching staff and students were familiar with the LO and tasks of the Programme. This was confirmed during the site visit as well.

Overall, the Expert Team notes that there are too many LO (for example, 30 LO for specialization in the Administration of state institutions and public companies). It is difficult to meaningfully monitor and evaluate student achievement across such a range of outcomes. Some LO are formulated at a subject level, others at Programme level. Management should review these LO to ensure compliance with the *Regulation of the Management and Corporate Administration Study Field and degree level of studies and also adjusting to the Dublin Descriptors within Bologna process which clearly specify the way in which outcomes at this level should be written.* The Expert Team would also suggest that an Advisory Board and an Extended Programme Committee, involving social partners, would help to unlock the potential for Programme development.

2. Curriculum design

The curriculum design meets the legal requirements of the Republic of Lithuania. The European Credit Transfer and Accumulation System (ECTS) was implemented in KVK in 2011 and created the conditions for the accumulation and transfer of credits, defining the required workload of a student to achieve LO of a study subject (SER, 10 p.).

The scope of all subjects of Programme complies with ECTS requirements. Each semester of full time studies consists of 30 credits. During the study period a student is required to achieve 180 credits - i.e. attend 4,800 hours of studies.

The credit weight of each module is at least 3 credits. During any one semester, a student studies a maximum of 7 subjects. During the overall study process, students of the Programme study 38 individual modules (and, in addition, a Final Thesis), completing each of them with a summative examination.

The Expert Team noted that there may be too many individual study modules leading to a fragmented Programme design. An alternative approach might involve introducing modules with a five or six credit minimum weight, thus linking similar subjects towards more integrated content and learning outcomes and decreasing the number of examinations. Benchmarking with leading EU Colleges offering similar study programmes would be helpful to improve the curriculum design, and to enhance cooperation possibilities including Erasmus mobility exchanges.
The modules are evenly distributed and their themes are not repetitive. Studies in general subject areas help to shape the world-view and general understanding of the student. The free optional courses are not, in fact, indicated by the study plan for full time and part-time studies (SER, table 4 and 5). The Programme Committee is asked to review this to ensure that students can access the information on optional courses offered by the College at the earliest stages of studies to plan their learning experience.

First and second semesters are dedicated to general subjects, providing a foundation for the study field subjects. In the fifth and sixth semesters, students study the Programme specialisation of their choice. The logical sequence of the subjects could be redesigned to ensure the acquisition of knowledge and skills, and the development of abilities required, for an 'institutional and corporate administrator' after the acquisition of the competences expected of a general administrator, thus avoiding too detailed a description of learning outcomes.

The specialist options offered later in the programme also require attention. The alternatives for students are a choice between 'Public Service' related modules and 'Human Resource Management' related modules. It would seem more logical to offer a choice between organisational types (Public Sector v Private Sector) or between business functions (Human Resource Management v Marketing). This might bring greater coherence to the overall curriculum and relate better to the broad aims stated in Section One.
During the Programme students prepare 3 term papers. Term papers in the study plan are logically sequenced and there are clear connections between learning outcomes of study subjects.

Full-time studies take place five days a week and the weekly in-class learning duration ranges from 18 to 26 hours. This conforms to the requirements of the Requirements of the Basic, Special Professional and Integrated Study Programmes. Part-time studies take place over a period of 4 years and 8 semesters. Each semester thus consists of 21–24 credits. The scope of the studies remains the same for full-time and part-time. However, some subjects are covered across several semesters in part-time mode (e.g. Information Technologies, Applied Mathematics, Public Administration System (TP) and etc. (SER, 16-17p.)).

The part-time programme is designed to meet particular needs of students, some of whom are not currently resident in Lithuania. The part-time students attend lectures in a block, attending each afternoon for 15 days consecutive days, and covering the content of 5 modules in each semester. This allows them to combine studies and work activities, even as non-residents. It is stated that consultation hours are provided for both full time and half time students. The Expert Team strongly suggests that the learning strategy required to support the learning needs of part-time students on this basis must be further elaborated. It is essential that stronger support for the achievement of desired LO is provided for part-time students. The College Management is urged to make use of all resources, including the *Moodle* platform in a more interactive way, and to provide a stronger focus for the involvement of such students in research activity.

Professional Practice is included in the list of modules in 2010 and in the total available credits. The latest data on student numbers provided in the SER is for 2011, even though data for the academic year 2012/2013 should have been available at the time when the SER was being prepared.

Internships foster the knowledge and skills required for career entry. The practical training is allocated 30 ECTS. Internship places are consistent with the specializations of the students.

Programme specialisms consist of 15 credits in total and are implemented across two semesters. Overall, three specialisms could be available - *Administration of Business Enterprises*, *Administration of Public and State Institutions* and *Administration of Human Resources* - but, in effect, only two are now offered. It was stated that after the introduction of the specialization *Administration of Human Resources*, students admitted in 2013 (both full time and part time) have chosen only 2 specializations (*Administration of Public Institutions* and *Administration of Human Resources*) reflecting a radical development of the Programme towards Public Administration and HR Administration. The Programme Committee should carefully monitor the direction of Programme development brought about by this change, and the quality of courses offered in this emerging specialization in order to align the courses with a HR Administrator's job description. For

instance, skills such as "assisting in recruitment process, ensure the relevant HR databases is up to date, orient new employees, to be the first point in contact for all HR inquiries, etc…" might be more appropriate.

A strategic redesign of the curriculum would be beneficial. This should focus on developing a coherent core of subjects with a strong focus on administration, knowledge and skills, thus building a foundation for pathways toward later specialisation. As was stated earlier, the specialisations now offered on the programme span types of organisation and types of function. This makes for a weak and incoherent programme design.

It was also noted that not all of the study field subjects provide knowledge and abilities necessary for the acquisition of the qualification in the field of institutional and corporate company administration. Subject areas such as Supply Chain Management, Customer service, Customer relationship management, Event planning etc… could be offered, providing competencies which might be in daily demand in a meaningful administration role.

Similarly, the attention given to economics (two modules totalling six ECTS) might be reduced through combining these modules as Applied Economics, thus making room for a Quality Management module (of three ECTS).

The final stage of the programme involves the preparation, defence and evaluation of a *Final Thesis* which attracts 11 credits. The Expert Team noted that a number of thesis titles are not aligned with the scope and focus of the Programme ('Integrating a new product on the marketplace') or are simply too broad ('Ethics in Public sector').

Module descriptors are developed in compliance with the general requirements and the *European credit transfer and accumulation system (ECTS), the Regulation of Management and Corporate Administration Study Field.*

In general, the content and assessment of the modules are appropriate to the achievement of the intended Learning Outcomes. The objectives of the subjects are formulated to achieve the Learning Outcomes, and the content, coursework and delivery are appropriate. As was stated earlier some of the programme Learning Outcomes are actually expressed as, in effect, module level outcomes, creating an overall confusion in the programme design.

A variety of teaching/learning methods are used including problem-based learning, team work, subject games, discussions, creative exercises, brainstorming, and individual work. The methods for assessment of a students' achievement are varied and effective and promote objective verification of learning achieved. The Expert Team endorses the teaching staff for applying the wide range teaching and learning methods and assessment strategies in the study process which clearly shows that there has been significant improvement of study process through staff training and development.

On the visit, students mentioned that more visits to companies would be helpful to achieve the desired Learning Outcomes of the programme. Further ECTS credits might be assigned to foreign languages studies, which currently are only offered in first year.

Overall, the scope of the programme is sufficient to ensure the Learning Outcomes. A major component in testing the achievement of the Learning Outcome is the quality and assessment of the Final Thesis. In the Final Thesis, the student should seek to demonstrate that he/she has acquired the professional competences of all the fields of activity provided for in the Programme. The purpose of the Final Thesis is to determine the level of professional competences which a student has acquired

through the study of the subjects related to the professional domain. Similarly, successful completion of Professional Practice demonstrated his achievement. The aim of the evaluation of Learning Outcomes demonstrated in the Final Thesis allows the student to demonstrate that he/she has accomplished the study goals and acquired the professional competences which lead to the award of the Bachelor's Degree.

No specific evidence is provided that the *content of the programme reflects the latest achievements in science, art and technologies* except for the new methodology introduced for Final Thesis preparation in 2011 involving a variety of techniques involving SPSS. It could be argued that advanced statistical manipulation is not particularly required for a thesis at this level, and that greater attention to effective questionnaire implementation and basic descriptive statistics might be more useful.

3. Staff

The staffing of the Programme meets the legal requirements. The qualifications of the teaching staff are adequate to ensure the LO and are sufficient for the implementation of the Programme objectives. Out of 33 teaching staff involved in the Programme 31 teaching staff have an academic education that corresponds to the field of the subjects taught. The teaching staff, whose qualification differs from the subject field, has extensive experience of teaching the subject (from 20 to 34 years) and have the necessary pedagogical experience (SER, 19 p.). Studies in the College are focused on professional activity. Therefore professional experience in the field of the subject taught is one of the key requirements for staff members and this is also adequate.

A total of 25 teaching staff delivers study field subjects. Two teachers have practical work experience of up to 3 years, 19 teachers have practical work experience ranging from 3 to 20 years, and 4 teachers have over 20 years of experience. Out of 147 study basics credits, 15 credits in the study field subjects (*Management, Applied Research Methodology*) are taught by 2 (10.20%) associate professors with a doctoral degree in social sciences. It may be stated that teaching staff qualifications and practical work experience in terms of subjects taught corresponds to the requirements of relevant legal requirements.

Available data from the SER shows that 2 teachers (6,06%) have practical work experience of less than 3 years, while 31 teachers (93,3%) have an experience of over 3 years (SER, 19 p.). During the reference period 17 teaching/learning publications by 12 teachers have been prepared and published (SER, 18 p.).

The number of the teaching staff is adequate to ensure learning outcomes. During the period of reference 33 teachers and 156 students were engaged in the Programme (1 October 2011). Analysis of the number of teachers and students in the study programme revealed that there is an average of 17.5 students per teacher (allowed maximum is 30) (the load in terms of staff – 8.9) in the Programme. It can be stated that the number of teaching staff is sufficient for the implementation of the intended learning outcomes.

There is a turnover of teaching staff reported but this does not impact in a negative way on the delivery of the programme. In the period under review there was a turnover of 7 teachers – four teaching staff were on maternity leave, two teachers have already returned to work, two teachers left work for personal reasons (change of the place of residence, leaving to live and work in another city), two teachers retired, one teacher worked in a secondary position on a fixed-term contract (SER, 18 p.).

Klaipeda State College creates necessary conditions for the professional development of the teaching staff necessary for the provision of the Programme. All teachers in the College have an equal opportunity to improve their qualifications. A qualification improvement plan is drawn up annually. Teachers link their qualification improvement with the methodology and innovations in the subject taught, by participating in international scientific-practical conferences, seminars, traineeships under real work conditions and undertaking traineeships in higher education institutions abroad (SER, 20 p.).

During the reference period 3 lecturers were enrolled in doctoral studies and one teacher completed such studies and was awarded the doctoral degree in social sciences. All teachers of the Programme were involved in training & development amounting to a minimum of 10 hours per annum of which 34.7% were dedicated to pedagogical qualification improvement. 65.3%, of the total time allowed for professional development were allocated for professional qualification improvement. Seminars and conferences were also a feature but most of the time was devoted to attendance at courses and training sessions. As part of participation in project activity, 13 teachers attended the ECDL course, 8 – the SPPS programme course, and 17 – a course on working in Web CT (course tools) environment (SER, 20 p.).

The teaching staff of the programme is involved in research directly related to the Programme being reviewed. During the period of reference 31 teachers engaged in the Programme carried out 114 applied researches and, based on the findings, published their work. Of these 22 publications related to general training and 62 to the study field. Further development of research activities to an international level and publication in internationally refereed scientific journals need to be encouraged. 33 teachers took part in the activities of national and international projects, were involved in the preparation of subject programmes, descriptions, and methodological instruments, raised their qualification and attended courses of virtual teaching/learning environment *Web CT* and *Moodle*. The teaching staff prepared new and updated subject programmes, participated in the project training sessions, conducted various research, prepared methodological material, hosted non-educational sessions, seminars, training sessions, prepared, implemented, supervised projects and acted as experts and co-authors (SER, 18 p.). 10 teachers are involved in the activity of national and regional social, professional, etc. organisations, including the Language Teachers' Association of Lithuania, the Lithuanian Accounting Educators and Researchers Association, and the Association of Economics Teachers of Lithuania (SER, 20 p.). This proves that continuous improvement of qualification of teaching staff is taking place and thus ensures quality of teaching process. However it was noted during the site visit that further development of teaching staff competencies should be encouraged mainly focusing on improvement of language skills, particularly English. This will help to unlock the potential for staff international mobility development and meaningful knowledge exchange and interaction with international and regional professionals.

4. Facilities and learning resources

The long-term update of material resources is provided for in the plan *Update and Improvement of the Learning Environment of Study Programme*, for 2011 – *in the Application for the Acquisition of Property, Repairs and Funds for Events*, and for 2012 – *in the List of Required Goods, Services and Works for the Budget Year*. The need for update of methodological resources is examined during department meetings and is provided for in action plans of teachers and the department (SER, 23 p.).

The premises for studies are adequate both in their size and quality. Students use a range of facilities study building (Jaunystės St. 1), assembly halls, sports grounds, outdoor open spaces, swimming pool and dormitories (SER, 21 p.). The number of rooms and other premises is sufficient

for the implementation of Programme. One student of the Faculty of Social Sciences gets an average of 1.40 m^2 of the total floor space of study rooms. Since study hours of the full-time and part-time students differ, the floor space of study rooms is 2.25 m^2 and 3.72 m^2 per student, respectively. Study premises are used in a rational manner. About 21% of polled students and 68% of teachers agree that rooms are furnished according to ergonomic requirements. Study premises meet the requirements of occupational safety and hygiene standards (p. 21). The library of the Faculty of Social Sciences contains 99 workplaces, including 36 computerised workplaces with Intranet and Internet access. Furthermore, 66% of the students agree that the number of workplaces in College libraries and reading-rooms is sufficient. A development project will further enhance teaching space and facilities. Students are satisfied with the working hours of the libraries and reading-rooms of the Faculty of Social Sciences and conditions for individual study. The library provides printing, copying, scanning and binding services, Wi-Fi Internet connection.

The teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality. Programme requires students to work with the following computer equipment and software: computers with licensed Microsoft Office 2010 office software, Microsoft operating systems Microsoft Windows XP, Microsoft Windows 7, statistics programme SPSS19.0, staff management programme BCPLIUS and antivirus programme NOD32. To ensure the studies, computerised rooms have been equipped with the above software. 15 rooms are equipped with stationary multimedia; departments have portable multimedia used in other rooms. Hardware and software are constantly upgraded and updated. Most College computers are connected into a network and have Internet access. College dormitories also have Internet access; therefore students can use their computers to search for information and work when they do not have lectures. 100 students of the Faculty of Social Sciences share 20 computers. 49% of students and 81% of teachers agree that the study programme is provided with special software and hardware.

Most students are generally positive about access to the use of information technologies available at the College. Although only 41% of students and 73% of teachers are satisfied with hardware and software variety (SER, 22 p.) and the rate of satisfaction is higher for teaching staff. In order to ensure the quality of study process, acquisition of the following software and hardware is recommended: world-wide roaming access service developed for the international research and education community. It would allow students, researchers and staff from participating institutions to obtain Internet connectivity across campus and when visiting other participating institutions by simply opening their laptop (https://www.eduroam.org/). The possibility (and infrastructure) for students ensuring usage of own IT devices with necessary software and security software has to be provided by elaborating private IT devices (laptops, tablets, smart phones) obtaining and usage policy within KVK.

Klaipeda State College has adequate arrangements for students' Professional Practice in place. The Expert Team commends the very well equipped Business Practical Training Company rooms where students can acquire necessary professional skills by establishing and running virtual companies. The overall study plan of the Programme provides for four professional activity practices. The practices are performed in companies as well as in the Business Practical Training Companies at the College.

Students of the Programme carry out Professional Practice in a company under real working conditions. They find these placements by themselves or they use the databases of the College. Advertisements of practice places are available on the College website. Notification about vacant practice places for students are posted on notice boards. The Faculty of Social Sciences concluded 263 cooperation agreements with companies, establishments and organisations under which social partners undertake to accept students for the performance of practice. The procedure of practice

organisation and assessment is regulated by the *Descriptor of Practice Organisation and Assessment Procedure*. When a student selects a practice location, a practice supervisor assesses the suitability and correspondence of the chosen practice location to the implementation of learning outcomes of the study programme; then the agreement is made between the student, the head of the company and the College.

Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible. The library fund of the Faculty of Social Sciences means that the book stock is continuously updated with the latest general and specialised literature as well as periodical series'. The library fund is proportionate to the various study fields. College teachers submit orders for new literature for consideration by the library. The atmosphere in the Library enhances the learning process and there is a highly competent library staff. Much of the library holding are classic books in the Lithuanian language. During the visit to the library, the Expert Team noted the special sections dedicated to Public Administration and the resources available for Administration of Private Enterprise in the Management section of the library. The online resources are of high quality and are particularly helpful for accessing research journals in the field of studies.

All new literature is registered in the electronic catalogue of the Lithuanian college library. Since 2003 the library has been participating in the development project of the Lithuanian Academic Libraries Network (LABT). The library subscribes to 42 periodicals, including 23 publications directly related to this programme. 41% of surveyed students and 68% of teachers consider the literature available at the library to be sufficient for Programme studies. Approximately 54% of students believed that they have access to the most current literature. Approximately a quarter of students surveyed believe that there are sufficient literature resources in foreign languages available for the Programme. Electronic databases can be used in the College: *EBSCO Publishing*, *Emerald*, *Oxford Art Online*, *Oxford Journals Online*, *Oxford Music Online*, *Oxford Reference Online*, and *Taylor & Francis* etc…

5. Study process and student assessment

The admission requirements to the Programme are well-founded. No special requirements are applied to the admission to the Programme. The same requirements for the admission to studies apply to students of part-time studies as to students of full-time studies. The admission of students to the KVK has been centralised in compliance with the system of the Lithuanian Higher Institutions Association for Organising Joint Admission (LAMBO BPO), General Provisions of the Association of Higher Education Institutions of Lithuania and KVK student admission rules. There are several stages in the development of the admission procedure according to the legislation and the centralised student admission to KVK was implemented from 2009/2010. Candidates are admitted to the College by a competition that includes the grade of maturity examination in Mathematics, the Lithuanian Language, and Foreign Language and the annual grade in History. Priority is given to the candidates with higher competitive scores. Data provided in the SER suggests that high-school graduates' interest in the study programme has remained consistent across the period 2007/2012. This ensures that the programme has stable demand and it ensures continuity of entry standards. The size of the groups admitted ensures an efficient learning environment as well as effective group and team work during lectures and seminars. The ratio of students admitted to those graduating over the past 5 years in the case of full-time students shows that 80% of all the students admitted to the programme have graduated successfully.

The ratio of students admitted to and awarded graduation in part-time studies over the same five year period shows that 52% of all the students admitted to the programme have graduated successfully. The SER does not examine the high dropout rates of the students and doesn't provide a strategy or plans for dealing with this issue either in the short term or the long term. The SER

states that KVK tracks the reasons why students leave the programme, but most of the reasons offered are based on assumptions: "*Analysis of the results of progress made in connection with the results of admission to studies, and the number of students who fail to complete studies, an assumption can be made that less motivated students are the ones who do not complete the studie*s" (SER, 2 p.). It is also suggested that part-time students experience difficulty reconciling work, family and study. However, during the site visit it was further stated that some of these part-time students actually live abroad. The assumption is also made that student wastage in the full-time study mode is often determined not only by academic failure but also by financial difficulties and emigration.

There is more detailed information provided for analysis of reasons of part-time students terminating of studies (see SER, 33 p. – "*Analysis of the reasons of study termination implies that part-time students tend to experience difficulties reconciling work, family and studies more often*")

The part time mode is a very interesting version of blocked delivery where the students come for two weeks at the beginning of the semester for a deeply intensive engagement. Other blocked delivery models might ask students to come to the College every 3-4 weeks for a 3 or 4 day intensive session. In this case all of the modules for the semester are piled into a 3-4 week period at the beginning. This is extraordinarily challenging. For instance the Open University might have such an attendance pattern but it is supported by customized books, videos, CDs, online support and tutor support. None of this is thought necessary in this College nor is there any apparent use of Moodle for students who may in fact be living abroad. Why not for instance have a tutorial group in Dublin if a significant group of the part-time students are located there. It is not good enough to simply say "the less motivated students drop out".

KVK could pay closer attention to investigating the reasons behind drop-out rates to build a necessary system to help students to finish their studies wherever possible. The goals and key performance indicators (KPIs) could also include appropriate graduation rates for both full and part-time students which could be closely monitored and analysed by the Study Programme Committee.

Students are encouraged to participate in research, artistic and applied research activities. Such activities were initiated in the KVK in the period under review: 1) research implemented by students based on the chosen topic of the final thesis. The students carry out research during their Professional Practice and the defence of the final thesis is attended by representatives of employers and officials of higher university education institutions 2) joint student and teacher publications and reports at scientific conferences. In cooperation with teaching staff, 3 students prepared articles published in the article compendium *Business and Technology Insights 2012 (SER, 25 p.).*

KVK offers a range of activities to students related to artistic creation, for example the KVK folklore theatre *Aitvaras* which includes festive events, art projects, etc... According to the SER, in 2007–2012 study programme students participated in events related to the activity of the BPTF (business practical training firms): international and Western Lithuanian region BPTF fairs and Lithuanian college entrepreneurship competitions PROFAS – 2010. There is a positive experience of companies involved thus getting acquainted with students, although participation of part-time students in scientific applied and artistic activities during last years has decreased due to the economic and social reasons. This trend has to be monitored and an incentive system provided to ensure a good balance between the total range of desirable activities during the study process.

Students have opportunities to participate in student mobility programmes. Students participate in mobility programmes under the Erasmus University Charter and the action plan of the Department of International Relations. The Erasmus exchange is at a very early stage of development. Only 4 students of the study programme took part on the Socrates/Erasmus programme. This accounts for

4% of the average number of students of the study programme in 2007–2012. These are the first students of this study programme to have participated in exchange at foreign higher education institutions. The SER does not comment on this level of participation, and does not propose methods to encourage staff and student mobility. During the visit the Expert Team were informed that there are barriers to transfer of ECTS credits obtained abroad due to local practice. It was suggested during the site visit that staff discourage students from participating in Erasmus exchange for this reason. This is not in compliance with European Higher Education Area guidelines. This effectively prevents expansion of international mobility of students. Additional conditions must not be imposed on mobile students.

The College ensures an adequate level of academic and social support. Students have access to constant and consistent academic, financial, sports, health, and cultural support in a variety of forms. The Expert Team commends the orientation programme for first-year students, group tutoring, consultation, and specialist assistance initiatives. According to the SER, results of the student survey show that 75% of Programme students are completely or partially satisfied with the availability of teaching aids. Nearly the majority of them (83%) are completely or partially positive about the possibilities of using information technologies available at the College. College students are allocated grants pursuant to KVK Provisions of the Distribution of Grants, prepared in accordance with legal acts of the Government of the Republic of Lithuania.

The assessment system of student performance is clear, adequate and publicly available. The performance of students is assessed according to KVK Study Provisions, regulating the system for the assessment of students' knowledge and skills through the application of individual accumulative assessment. The process of the assessment system is clear and well publicised. Cheating, plagiarism, and other unfair and dishonest activity is penalised by expulsion of the student or by prohibition of retaking of an examination. Software tools are used to detect plagiarism.

Final thesis scores were regarded by the Expert Team as being high, with no thesis receiving less than 7 out of 10 in 2011 or 2012. This would not reflect the normal grade distribution. The average evaluation score of final theses in 2011 was 9.3 points, in 2012 – 9.2 points. This issue should be considered by the Faculty in relation to how Learning Outcomes are measured during the defence of the Final Thesis.

Systematic and continuous assessment of coursework throughout the semester means that students can monitor their progress and knowledge acquisition. There is systematic and regular analysis of the assessment system, which suggests that the system is both efficient and effective. According to a student survey carried out in 2012, 84% of students find the evaluation system to be fair and objective. The preparedness of full-time students for assessment is regarded as very good. Students demonstrate theoretical and practical knowledge of the topics examined, achieving 'Very Good' and 'Excellent' levels.

The majority of graduates achieve professional careers which meet both the programme providers' expectations and regional development needs. A Survey of full-time graduate placement from each study programme is carried out at the College every year. This analysis is performed twice a year – on 1st October and 1st February. This process can be viewed as positive achievement of KVK. In the period 2007–2011, the number of graduates in full-time employment was 85, of which 61 were working in their area of qualification, and 24 were working in different fields than that studied. The SER did not mention any strategies to improve graduate placement. The Alumni Association established at KVK could be of great help in helping to monitor the development of competences needed in the job market and could also assist with the employment of graduates.

During the reference period, the statistics of Programme graduates' employment are viewed by KVK as being very positive given the economic crisis and high emigration and the College regards

the graduate uptake of the Programme as fulfilling expectations. In order to establish the demand for specialists, research was carried out to determine the market demand for corporate and institutional administrators. Results of an employer survey suggest that 83% of companies indicate a strong demand for specialists. It can be concluded that the study programme graduates satisfy the labour market demand and the demand for qualified specialists.

6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated. *S*tudy programme management involves participation of the representatives of all the College management bodies: the Programme is analysed, assessed, modified and administered with the participation of the Programme Committee, department, faculty, College study quality committee, Academic council and College administration.

The Programme Management Committee is the key unit for overall guidance of the programme. The functions of the Programme Management Committee and decision-making structure are well defined and don't overlap. The Study Programme Committee is responsible for the development and improvement of Programme and was formed to ensure the quality of the Programme. The Expert Team would have liked to have seen greater evidence of the student and the staff voice in the Committee. There were examples of changes arising from decisions of the Committee, but the Expert Team are not certain if these changes, in all cases, were productive as some of them seem to have been influence strongly by individual social partners.

Decisions at all management structure levels related to the implementation of the study programme are said to be made in compliance with the principles of collegiality and democracy, i.e. with the participation of teaching staff and student representatives and social partners, but it is less certain that this is always the case.

There is a process in place at the College for revising the LO of the study programme. As it was outlined during the visit analysis and improvement of the LO of the Programme occurs annually when the possibilities of Programme improvement are discussed at the department with the teaching staff involved in the Programme and members of the Programme Committee in the presence of social partners.

The revised LO are then submitted to the Study Quality Committee. After feedback received from the Study Quality Committee and the remarks and proposals given by social partners, the Programme LO are prepared and approved. It would be helpful if the process of discussion and decision making was more clearly described so that there might be greater confidence about the quality and benefit of the decisions made.

The quality of Programmes is examined and assessed through the certification of study subjects of the corresponding academic year. Study subject certification is implemented in compliance with the description of the procedure for study subject quality assessment and certification. Data on the Programme implementation are collected and analysed on a regular basis. Students assess programme subjects by a unified questionnaire. In order to ensure quality implementation of the Programme, quality surveys are conducted among teaching staff and students. Every year activity planning and plan monitoring, surveys of the opinion of the qualification commission members, adaptation of new teachers, sharing teacher experience through lecture attendance are conducted.

Data on the implementation of the programme are regularly collected and analysed. The outcomes of internal and external evaluations of the programme are used for the improvement of the

programme. Information on the implementation of study programme is collected and systematised on an annual basis. A survey of the adaptation of first-year students, carried out in 2011 and 2012, showed that students successfully adapt to the College environment. An employee opinion survey on the demand for study programme specialists in 2011 was performed and surveys were conducted to establish the demand for various study programmes.

The College assesses study subject quality on a regular basis. The initial assessment of the quality of a study subject is performed at the meeting of the Department of Logistics and Administration after student feedback on the individual subject is received and the assessment results are analysed.

The College Study Quality Committee assesses improved study programmes that are implemented and submits proposals on their revision. A decision on the certification of a study subject is adopted by a majority vote of the teachers involved. Adjustments to the study programme are approved *by the Order of the Director of the College*.

Cooperation with stakeholders (company representatives, graduates, students and teachers) contributes to the preparation of highly qualified specialists, the quality of the study process and the organisation of the studies. Stakeholders are involved in the implementation of the Programme and can propose improvements. Employer representatives are members of the KVK final theses defence commissions, and supervise Final Theses. In order to ensure the connection between theory and practice in the programme, teachers, students, and company representatives are encouraged to cooperate in programme delivery. This cooperation also includes regional organisations.

The quality system implemented in 2002 by the College ensures that the Programme fulfils the needs of students, employers and other interested parties as well as the social, intellectual and economic requirements of regional development. No analysis was provided as to how the quality system implemented is aligned with European Standards and Guidelines of Quality Assurance.

The purpose of the quality assurance system is to ensure the correspondence of the Programme to the needs of learners, stakeholders and other interested parties and social, intellectual and economic requirements of the society development. Internal study quality assessment is implemented pursuant to *College Study Quality Guide*. From 2010, the College started implementing the project on the *Improvement of the KVK Study Quality Management System.*

The new *KVK Integrated Development Strategy for 2011–2021* provides for the development of the system for the improvement of internal study control and study quality. Improvement of internal self-analysis, assurance of impartiality, benchmarking, analysis of student satisfaction surveys, assessment of the functioning of the system for the improvement of internal study control and of study quality, all contribute to developing a higher education quality system that works. The Quality assurance strategy is developed from an analysis of environmental impact factors, identifying goals, creating annual activity plans of the *College, Faculty, and the Department of Logistics and Administration.*

The comparison of Study programme with EU leading Colleges offering similar programme would be beneficial for benchmarking and further improvement of the Programme. The SWOT analysis underpinning the KVK development strategy for 2011 – 2021 would also be helpful in improving programme development.

KVK should analyse the many cooperation agreements with companies at Programme level to ensure that necessary partnerships in the area of study programme are build up and maintained.

The annual cycle of quality monitoring is documented in detail thus ensuring transparency and coherence of activities performed at KVK. These documents include: Study quality guide, Activity Plan of the Logistics and Administration Department, KVK Study Provisions, KVK Study Quality Committee Work Regulation, description of the Procedure of Study Subject Quality Assessment and Certification, description of the Procedure of Practice Organisation and Assessment.

III. RECOMMENDATIONS

1. To reconsider the aims and learning outcomes of the Programme thus ensuring delivering the expected competences for the professional qualification 'administrator" associated with the title of the Programme and avoiding too detailed description of learning outcomes on programme and subjects levels and adjust the content of Programme accordingly.

2. To elaborate a Programme development plan with clear goals and key performance indicators to achieve consistency and integrated activities for continuous improvement of the Program. The goals and key performance indicators (KPIs) could be formulated regarding the students graduation rates both for full and part-time students and closely monitored and analyzed by Study Programme Committee.

2. To revise the curricula, making a more coherent core of subjects with a stronger focus on the administration field of studies. This will ensure stronger pathways towards later specialization. To reconsider the design of the Programme avoiding specializations on 2 different levels: types of organizations (public and private) and functional level (HR administration).

3. Further development of teaching staff competencies is recommended in the areas of improvement language skills, development of research activities aiming at unlocking potential of staff international mobility and meaningful interaction and knowledge exchange with regional professionals.

4. To create an assistance and support system to help reduce the drop-out rates of the students, particularly in part-time mode. KVK needs to investigate the reasons behind drop-out rates in order to build a necessary support system and improve completion rates.

5. The learning strategy around part time students has to be developed giving stronger support to students for ensuring achievement of desired learning outcomes.

6. Further internationalization of the Programme and international exchange of students and staff should be encouraged, thus developing necessary competencies for administrators working in international environments by removing real and perceived barriers to mobility.

7. To ensure that the expected learning outcomes are evaluated critically during the defence of the Final Theses and those grades would be reflected in a normal distribution.

8. The Expert Team would have liked to have seen greater evidence of stakeholder, staff and student voice in the Programme Managment Committee and would welcome the establishment of an Advisory Board or Consulting Committee for Programme Management.

IV. SUMMARY

The curriculum design of the programme meets the legal requirements of the Republic of Lithuania and the ECTS was implemented fully in 2011. The qualifications and practical work experience of the staff also correspond to the legal requirements for the subjects taught. The teaching staff and the management team are motivated and engaged in both the delivery and the ongoing development of the programme. However, the overall aim of the programme is broad and challenging and is not fully expressed and achieved in the learning outcomes even though there are too many LO overall.

Specialist subject options might be better organised around the needs of public management and private company management. There should also be a clearer focus on the nature of the roles which graduates will perform in their early careers as some of the learning outcomes relate to roles which are at senior management level and are concerned with overall responsibility with the company.

There is a commitment to continuous improvement on the part of the programme management and a clear willingness to respond to changing market needs. This work could benefit from the formal adoption of a strategic planning tool such as SWAT analysis or from benchmarking with similar programmes in other EU locations.

The programme resources and infrastructure are of good quality and in a number of instances highly innovative and it is evident that staff development initiatives have resulted in the introduction of new pedagogical approaches. It is anticipated that these improvements will continue and may help to deal with problems of high dropout rates. The programme management and teaching staff are committed to internationalisation. Actions in this area are still at an early stage of development particularly in relation to student mobility.

There is a close and productive relationship with social partners including alumni and employers but greater stake holder involvement, including the involvement of teaching staff and students, is required in the programme management committee. The investment in new buildings and learning resources provides a very positive context for the future of the programme.

V. GENERAL ASSESSMENT

The study programme *Office Administration* (state code – 653N23004) at Klaipeda State College 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	2
3.	Staff	3
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	**18**

*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: Paul O'Sullivan

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

                        Prof. dr. Pandelis G. Ipsilandis

                        Giedrius Romeika

                        Jolita Čeičytė

KLAIPĖDOS VALSTYBINĖS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *ĮSTAIGŲ IR ĮMONIŲ ADMINISTRAVIMAS* (VALSTYBINIS KODAS – 653N23004) 2014-01-22 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-51 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos valstybinės kolegijos studijų programa *Įstaigų ir įmonių administravimas* (valstybinis kodas – 653N23004) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	**18**

* 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

Programos sandara atitinka LR teisės aktų reikalavimus; 2011 m. buvo visiškai įdiegta ECTS. Dėstytojų kvalifikacija ir praktinio darbo patirtis atitinka teisinį reglamentavimą. Dėstytojai ir vadovybė yra motyvuoti, jie ir įgyvendina ir nuolat tobulina šią programą. Vis dėlto visaapimantis

programos tikslas yra platus ir nelengvai pasiekiamas; jis nevisiškai atsispindi numatomuose studijų rezultatuose ir, apskirtai, pačių numatomų studijų rezultatų yra per daug.

Specialieji dalykai galėtų būti labiau susiję su viešuoju ir privačių įmonių valdymu. Be to, reikėtų daugiau dėmesio skirti funkcijoms, kurias absolventai atliks karjeros pradžioje, kadangi kai kurie numatomi studijų rezultatai yra susiję su viršesnės vadovybės funkcijomis ir bendra įmonės atsakomybe.

Programos vadovybė yra aiškiai įsipareigojusi nuolat tobulinti programą ir reaguoti į kintančius rinkos poreikius. Šį darbą būtų galima atlikti geriau oficialiai pasitvirtinus strateginio planavimo priemonę, pavyzdžiui, SWOT analizę arba lyginant šią programą su panašiomis ES vykdomomis programomis.

Šiai programai skirti ištekliai ir infrastruktūra yra kokybiški, daugelis jų naujoviški; akivaizdu, kad darbuotojų tobulėjimo paskatos davė rezultatą – įdiegti nauji pedagoginiai metodai. Tikimasi, kad šie tobulinimai bus ir toliau atliekami ir padės išspręsti didelio studentų „nubyrėjimo" problemą. Programos vadovybė ir dėstytojai yra pasiryžę didinti programos tarptautiškumą. Veiksmai šioje srityje, ypač susiję su studentų judumu, kol kas tik pradėti įgyvendinti.

Glaudžiai ir našiai bendradarbiaujama su socialiniais partneriais, įskaitant absolventus ir darbdavius, tačiau programos vadybos komitete turėtų būti didesnis socialinių dalininkų, įskaitant dėstytojus ir studentus, įsitraukimas. Investicijos į naujus pastatus ir mokymo įrangą suteikia pozityvumo programos ateičiai.

III. REKOMENDACIJOS

1. Persvarstyti programos tikslus ir numatomus studijų rezultatus, užtikrinant, kad būtų suteiktos reikiamos administratoriaus profesinės kvalifikacijos kompetencijos, susijusios su programos pavadinimu, išvengiant pernelyg detalaus programos ir mokomųjų dalykų studijų rezultatų aprašymo ir atitinkamai suderinant tai su programos turiniu.

2. Parengti išsamų programos tobulinimo planą, jame nurodant aiškius tikslus ir pagrindinius veiklos rodiklius, kad programa būtų nuosekliai ir pastoviai gerinama bendromis pastangomis. Šie tikslai ir pagrindiniai veiklos rodikliai (PVR) galėtų būtų siejami su nuolatinių ir ištęstinių studijų absolventų skaičiumi, kuris Studijų programos komiteto būtų atidžiai stebimas ir analizuojamas.

3. Pakeisti programą taip, kad jos branduolį sudarytų daugiau su administravimo sritimi susiję studijų dalykai. Tai užtikrins tvirtesnius kelius į tolesnę specializaciją. Persvarstyti programos sandarą, kad būtų išvengta specializacijų dviem skirtingais lygiais: organizacijų rūšių (viešų ir privačių) ir funkciniu lygiu (žmogiškųjų išteklių administravimas).

4. Rekomenduojama toliau didinti dėstytojų kompetenciją šiose srityse: gerinti kalbos įgūdžius, plėtoti mokslo tiriamąją veiklą siekiant atverti darbuotojams galimybes dalyvauti tarptautinio judumo programose, naudingai bendrauti ir keistis informacija su srities specialistais.

5. Sukurti pagalbos ir paramos sistemą, kuri padėtų sumažinti studentų nubyrėjimo lygį, ypač ištęstinių studijų studentų. Kad galėtų parengti tinkamą pagalbos sistemą ir padidinti absolventų skaičių, KVK turi ištirti nubyrėjimo priežastis.

6. Reikia sukurti ištęstinių studijų studentų mokymosi strategiją, pagal kurią studentams būtų suteikiama daugiau pagalbos, kad jie garantuotai pasiektų norimus studijų rezultatus.

7. Reikėtų toliau didinti programos tarptautiškumą, skatinti studentus ir darbuotojus dalyvauti tarptautinių mainų programose, tokiu būdu, pašalinus tikras ar žinomas kliūtis judumui, vystyti gebėjimus, būtinus administratoriaus darbui tarptautinėje aplinkoje.

8. Užtikrinti, kad numatomi studijų rezultatai būtų kritiškai vertinami ginant baigiamuosius darbus ir kad pažymiai būtų atspindimi normaliai pasiskirsčius įvertinimams.

9. Ekspertų grupė norėtų matyti daugiau įrodymų, kad socialinių dalininkų, darbuotojų ir studentų nuomonė Programos vadybos komitete yra svarbi ir pritartų įkurti Patariamąją tarybą arba Konsultacinį komitetą programos valdymui.

<…>

_____

_____

[1] Žin., 2002, Nr.37-1341.