



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

**ALYTAUS KOLEGIJOS
STUDIJŲ PROGRAMOS ĮSTAIGŲ IR ĮMONIŲ
ADMINISTRAVIMAS (valstybinis kodas - 653N23010)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF OFFICE AND ENTERPRISE ADMINISTRATION
(state code - 653N23010)
STUDY PROGRAMME
at ALYTUS COLLEGE**

Experts' team:

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

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| Studijų programos pavadinimas | <i>Įstaigų ir įmonių administravimas</i> |
| Valstybinis kodas | 653N23010 |
| Studijų sritis | Socialiniai mokslai |
| Studijų kryptis | Vadyba |
| Studijų programos rūšis | Koleginės studijos |
| Studijų pakopa | Pirmoji |
| Studijų forma (trukmė metais) | Nuotalinė (3); Išėstinė (4) |
| Studijų programos apimtis kreditais | 180 |
| Suteikiamas laipsnis ir (ar) profesinė kvalifikacija | Įstaigų administravimo profesinis bakalauras |
| Studijų programos įregistravimo data | 2012-01-10 |

INFORMATION ON EVALUATED STUDY PROGRAMME

| | |
|---|--|
| Title of the study programme | <i>Office and enterprise administration</i> |
| State code | 653N23010 |
| Study area | Social sciences |
| Study field | Management |
| Type of the study programme | College studies |
| Study cycle | First |
| Study mode (length in years) | Full time (3); Part time (4) |
| Volume of the study programme in credits | 180 |
| Degree and (or) professional qualifications awarded | Professional Bachelor of Office Administration |
| Date of registration of the study programme | 10 January, 2012 |

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

| No. | Name of the document |
|-----|---|
| 1 | <i>The Evaluation of the programme</i> |
| 2 | <i>Subject's exam, assessment criteria</i> |
| 3 | <i>Differential exam, assessment criteria</i> |

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

Alytus College (AC) is a state institution of higher education in the Southern Lithuania region. The main goals of Alytus College are to provide higher education and professional qualification

corresponding to the needs of the economy of Lithuania and the level of science and newest technologies, develop applied research activities that are necessary for the region, consult subjects of economy, provide conditions for continuous education, organize improvement of professional qualification and re-training, educate the society capable of working under the conditions of rapidly changing technologies.

The study programme of Office and Enterprise Administration (OEA) was launched at Alytus College in 2012. The OEA study programme was prepared referring to the results of the research of the labour market needs and the experience of foreign science institutions.

In accordance with the plan of the study programme external assessment provided by the Centre for Quality Assessment in Higher Education (SKVC) and by the order of AC Director No V-175 of 28 May 2014 and by the order of AC Director No V-40 of 19 February 2015 a group was approved for the preparation of OEA study programme self-assessment. SER gives a review on goals and learning outcomes, analyses the present situation and summarizes the experience acquired during the implementation of the study programme.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *17/May/2016*.

- 1. Prof. dr. Pandelis Ipsilandis (team leader)** *Professor of School of Business and Economics, Technological Education Institute of Larissa, Greece.*
- 2. Prof. dr. Tatjana Volkova,** *Professor of BA School of Business and Finance, Latvia.*
- 3. Dr. Pedro Pablo Cardoso Castro,** *Lecturer of Business School, Leeds Beckett University, UK.*
- 4. Ms. Lina Grigonytė,** *Executive director at Association of Management Consultants of Lithuania, Lithuania.*
- 5. Ms. Indrė Šadzevičiūtė,** *student of Vilnius Gediminas Technical University study programme Entertainment Industry.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aim of the program as it is defined in SER is clearly aiming at preparing administrators on different levels. Although, the understanding of role of administrator has changed its meaning nowadays and the administrator can be understood as one who administers affairs; one who directs, manages, executes, or dispenses, whether in civil, judicial, political, or ecclesiastical affairs; a manager in broader sense, there is a need in labour market for office administrators,

manager's assistants, project administrators, etc.

To some extent the programme aims and LOs are consistent with the type and level of studies and the level of qualifications offered. The title of the programme "Office and Enterprise Administration" (further OEA), its LO, content and the qualification offered (Professional Bachelor of Office Administration) are also partly coherent and compatible with each other. It corresponds to the purpose of the first level of Professional Bachelor's studies and the 6th level according to the description of the Qualification Structure of Lithuania: training specialists practitioners to satisfy the needs for a particular job position, who possesses strong practical skills. In addition, the definition of areas of professional activities of the future specialists need to better communicated. Expert team thinks that the goal of the program should provide more clarification on describing for which professions the program is preparing students. If the aim is to prepare the administrators for managing company (division) activities, then the professional activities would be as manager's assistants or office administrators, etc. to give clearer picture to applicants for this program for what kind of jobs graduates could apply for. It was also evident during the visit that the program was oriented to prepare administrators for public sector, but as it was explained by AC due to the translation is not clearly stated in the goal of the programme. There are areas of activities defined in SER (p. 6) but not professions for which graduates can apply and start their professional career. This distinctive feature of the program needs to be more visible in the goal and communication with the society.

Expert Team agrees that the aim of the program can't be associated with "training" (SER, p. 6, the goal of the OEA study program is to train qualified administrators capable of managing office, company (division) activities and information flows; preparing documents and managing document systems; administrating labour relations; acting as assistants to the administration of an organization and representing their organization; solving project management problems; continuously improving their competences, working in a team, thinking creatively and critically as well as analysing and generalizing performance results") as "training" is more suitable for vocational education. Instead, emphasis should be given to preparation of students for certain professional activities.

The main goal of the study program is not consistent throughout the Report. For example, as it is mentioned in SER p. 8 " ...the courses of OEA study programme study field are aimed at administration of company, institution (division) performance, representation of an organization; management of company, institution (division) documents, interior and exterior information flows". This leaves impression that graduates are going to be prepared to administrate company, administrate institutional performance, etc. The graduates are not prepared to administrate a company and its performance as this is role of managers, but, essentially, to provide assistance in the company management and its performance through administration of certain activities. The same could apply for aim of studies on "institution (division) documents" (SER., p.8). The documents have to be administrated not managed. The management (as a process) applies to documents flow but not to documents as such. In the study course "Document management" description the LO are built around "Make accounting of a company/office documents". The terminology applied in the study program has to be more consistent.

It is reflected in the content of the study program that the majority of the courses are about management activities. The course titles are more emphasizing Management instead of Administration. There is only one study course comprising title Administration "Principles of Administration". As a conclusion, there is a blurring line between "administrations" and

“management” approach in the design of the program and as such doesn’t reflect on specific features of the program in comparison with Business Management program.

Benchmarking of study program to make comparison with similar level international study programs would be helpful to design aims and LO based on internationally recognized practice. Instead of this, cooperation with other universities with similar programs are reported (SUNY, Arkansas USA, Coventry De Montfort UK, Port Portugal, etc.). Benchmarking becomes even more important as program management is planning to attract international students to this program in the near future. There are 8 learning outcomes (LOs) defined at the level of program, following the general practices for defining LOs on the level 6-8. However, the LOs have to be built around understanding, development of abilities and competencies. When formulate LOs the expression what students will be able to do, what level of understanding they will demonstrate would be more helpful in designing a good LO. There are LOs formulated around “knowing” instead of “understanding”. There are some inconsistencies in the formulating LOs and the structure of the program. For example, the description of LO of the first study cycle requires to understand also moral responsibility for the impact of own performance and its outcomes for the social, economic and cultural development, social well-being and environment thus emphasizing social responsibility of organizations (see table 1, SER, p. 7). To deliver this LO on program level emphasis is given to ability to “...communicate in native and foreign languages orally and in writing, apply the opportunities provided by IT, systems, databases, principles of team work and professional ethics, analyse and generalize performance results”. Thus the LO is not aligned up to great extent to the first study cycle degree, which required inclusion of the sustainability issues in the program and highlighted in the particular LO.

The course LOs are related to the LOs of the OEA study programme so that to ensure their achievement. i.e. each course clearly defines what concrete outcomes student will achieve when studying this course. Administrators, SER members and Teachers recognize the importance of promoting also entrepreneurship in the program, but this is reflected very little in LOs and content according to SER and also evidence gathered during the visit.

Information about the goals of the programme and intended LOs are publicly accessible and is published in the Open Information, Consulting and Orienting System (AIKOS) administrated by Ministry of Education and Science of Lithuania (www.aikos.smm.lt) and on the AC website (<http://akolegija.lt/studiju-programa/istaigu-ir-imoniui-administravimas/>).

The AC website contains a module “For Applicants“, where those interested can find information about the current OEA study programme and career opportunities. The information is provided in annual AC publications, leaflets, brochures and media. The College organizes Open Doors days for high school students and adults, takes part in Fairs of Studies, where they present the OEA study programme.

The programme aims and LO are based on the academic and/or professional requirements, public needs and the needs of the labour market. This was evident also from meetings with social partners during the visit. The implementation of the OEA study programme is carried out through consultations with AC social stakeholders, evaluation of the changes of business environment, considering the results of the performed surveys. Taking into account labour market needs, graduate recommendations and student preferences, the teachers of OEA study programme provide suggestions on the results of the taught courses and updating the course content. The analysis of work force demand within Lithuania in 2012–2015 shows a constant demand and employment opportunities for specialists in administration of company activities,

personal assistants of managers and business service administrators with higher education of management and public administration field. Among the specialities under biggest demand in Alytus County as it was mentioned by social partners there are administrators and sales representatives.

Every two years, the Committee carries out a survey on the correspondence of the study programme outcomes to the labour market needs, where social stakeholders are questioned. The results of those surveys been taken into account for program improvement. Alytus Region Municipality came into the highest unemployment territory in 2013 in Lithuania. The unemployment rate made up 18.17 per cent and is very high in comparison with average unemployment rates in Lithuania. This shows a great need to deliver competences of Entrepreneurship also for graduates of this program for ensuring employability also by reflecting this outcome in LO and overall aim of the program.

OEA program offers 2 specializations: Organization of Personnel Work and Project Management. The necessity of these specializations could be reconsidered as both specializations are more fitting in the program Business management. The Project management is a part of all administration activities as more and more activities have been run as projects.

Otherwise, Project management could be renamed as Project Administration to fit the overall purpose and philosophy of the Program. Organization of Personnel Work also is a part of all administration activities and as such could be offered for all students in the program thus reconsidering the need for such specialization. The specializations could be built around business and public sector thus giving more room for understanding specifics of each sector of economy and preparing students for understanding complexities and challenges of administration in each sector.

2.2. Curriculum design

The curriculum design meets legal requirements. The volume of the studies is sufficient for the degree offered. The study subjects and/or modules with some exceptions are spread evenly; their themes with also few exceptions are not repetitive. There are some topics overlapping in the study course and not aligned sequentially. For example, the study course *Fundamental of Business* includes issues on Assessment of economic and financial performance of a company, Income and its sources, Profit indicators, Profitability indicators, Break-even point, Calculation of company performance efficiency indicators and it is offered in the 3rd semester, while Fundamentals of accounting where students are familiarized with the basic terminology of accounting is offered in the next - 4th semester. Also some LOs are built around understanding. For example, one LO is: “..the essence of assets, equity and liabilities, income and costs, and their interrelation”. Therefore, more attention should be paid to the design of the study program curricula ensure that content of the program is built in sequential order.

In general, the content of the subjects and/or modules of the study program are consistent with the type and level of the studies. Still some updating of the Program is needed by including issues on social media and its analytics studies, being competent to understand who is accessing company data, as this is growing area of responsibilities of assistants and administrators of organization. Study program could be more enhanced in this direction by offering students basics of coding, website design benefiting from opportunities from interaction with IT faculty students. Social Partners during the meeting emphasized the need to enhance competencies of students in foreign languages / HR / Project Management and Accounting.

In general, LOs are in compliance with subject titles and the content provided. Nevertheless, some titles of the courses, e.g.; Fundamentals of Law; Fundamentals of Business; Fundamentals of Accounting; Economic Statistics, etc. should be updated thus emphasizing the practical content of the course. The aim of the course Fundamentals of Business is to "... provide knowledge and skills necessary for creating a business company, organizing the most important economic processes of a company, calculating economic performance indicators and decision-making in business competition" thus strengthening Entrepreneurship dimension of the program and as such could be reflected also in the LO of the program. The titles of the courses could be with more applied character. For example, Microeconomics, Macroeconomics course could be retitled as Applied Economics, Economic Statistics as Applied Statistics, etc. For example, there are many study courses on 3 ECTS level like: Fundamentals of Law, Environment protection and Human safety, Economic Statistics, Marketing, Methodology of Applied Research, Fundamentals of Accounting, Principles of Administration volume is 3 ECTS. This leads to the fact, there are on average 5–7 examinations per session. This number could be reduced by delivering subjects of volume of more ECTS or into modules thus also reducing number of exams per session and mainly delivering more integrated approach to study program design. Titles of study courses not only need to be updated, but also designed in such a way that ensure consistency with program LOs and delivering more updated content. This could be achieved by introducing more practical elements, simulation activities, and acquaintance with software solutions for administrative tasks in the curriculum leading also to developing critical self-reflection skills.

The content and methods of the subjects/modules mostly are appropriate for the achievement of the intended LO. To enrich the content of subjects the inclusion of contemporary tools for office administration should be considered (E.g. Social network tools and analytics; foundations on coding and web design/maintenance). For some subjects, for example, Fundamentals of accounting, the content is too broad for limited amount of ECTS and needs to be updated. The goal of the course is to "provide basic knowledge on system of grouping and generalizing economic operations and economic events that are necessary in taking economic decisions and making sets of financial statements" is not emphasizing the introduction the latest software tools for accounting.

The scope of the programme is sufficient to ensure learning outcomes. The volume of the study programme is 180 ECTS credits. The duration of the full-time (FT) studies is three years, while that of part-time (PT) is four years. Total number of hours is 4800. There are 41 study courses offered in the program and they are divided as general courses, core and compulsory courses, as well specialization courses, and optional courses. These 41 courses are offered during 3 years of studies thus leaving an impression of fragmented approach in designing the program. All study subjects in the semester are finished by an exam or assessment of an independent assignment (course paper/project) and thus delivers high pressure on students to pass many exams. There is a Practical training offered to students as a part of studies. Based on findings during the meetings with students more company visits could be organized to facilitate learning experience in practise.

2.3. Teaching staff

The study programme is provided by the staff meeting legal requirements. The number of the teaching staff is adequate to ensure learning outcomes. 20 teachers of the study field subjects and

4 teachers of general subjects work within the OEA study programme. The ratio is one teacher to 6 students. The age balance is ensured aiming at sustainability of the program in longer run.

The qualifications of the teaching staff are adequate to ensure learning outcomes. Teachers in the OEA study programme have at least a Master's degree or equivalent tertiary qualification. 3 doctors, 1 PhD candidate and 20 masters work in the OEA study programme; 75 per cent of teachers working in the OEA study programme have at least 3 years of practical experience in the area of the subject taught; 22 per cent of the subjects of the study field are taught by doctors (see annex 3.2). That satisfies the requirements for the implementation of the programme provided by the legal acts.

The teaching staff is motivated and majority of them is a full time staff which provides good conditions and joint activities for program development. Teaching staff turnover is low and thus able to ensure an adequate provision of the programme.

The AC creates conditions for the professional development of the teaching staff necessary for the provision of the programme. During the period under analysis all teachers of the study programme improved their competencies in various ways: carried out applied research, participated in projects and scientific work related to the OEA study programme, conducted training courses and workshops, participated in conferences, seminars, training courses, internships, and exchange programs. Teachers of the OEA study programme conducted applied research and/or improved their competencies in different projects implemented by Alytus College.

Teachers of the OEA study programme are constantly improving their practical work competencies by participating in internships, maintaining very close ties with the city and the region's employers, local authorities, sharing their experiences and knowledge. Subject teachers of the study field, working within the OEA study programme, have a suitable and adequate practical and pedagogic experience in the area of work of a higher education institution. Teachers have favourable conditions to participate in internships.

The teaching staff of the programme is involved in research (art) directly related to the study programme being reviewed. They prepared 18 articles for internationally reviewed publications in international databases, 21 articles in other publications thus demonstrating commitment to carry out research. The training on updating teaching methods and technologies would be desirable, particularly referred to VLE (Virtual Learning Environments). The policy for keeping records on training on teaching methods, particularly related to dealing with cultural differences as the aim is to recruit from outside Europe and the delivery of materials using VLE.

At the same time, English language skills have to be upgraded and management of AC has to provide necessary support to increase English language proficiency. More visiting professionals from industry could increase value of education to students and teachers.

2.4. Facilities and learning resources

The premises for studies are adequate both in their size and quality. AC provides comfortable environment and modern facilities for students. The area of the premises designed for the realization of the OEA study programme is 1370 m², 1012 m² of which are intended for theory studies (depending on the occupation of premises, they are also used by students of other AC study programmes), 360 m² – for practical and laboratory work. 10 study rooms are used for theory teaching, 5 rooms – for practical and laboratory work. Most of the study rooms have 30 seats, 3 auditoriums have 40 to 120 seats (SER, 16). All study rooms are equipped with the

necessary equipment: computers, multimedia projectors, etc., are adequate both in size and quality.

The teaching and learning equipment (laboratory and computer equipment, consumables) are adequate both in size and quality. Hardware and software is updated considering current level of technological progress, the latest scientific achievements and demands of the labour market. VMware virtualization solution based on VDI-Virtual Desktop Infrastructure is successfully used to improve the AC study process. Due to the functional VPN (Virtual Private Network) network, students and the staff have the availability of virtual desktop environments, the MOODLE learning environment for both AC internal and external network. Students can have free and unlimited wired and wireless Internet connection and perform independent work. Computers are equipped with Windows 7 or 8 operating systems, office and other application software. The following software is used in the realization of the OEA study programme: Microsoft Office 2010, Libreoffice office software; IBM SPSS Statistics Base for data processing; BSS Dokumentai dokument management system for electronic document management; Rivilė, Debetas, Stekas-apskaita, Stekas-alga, Stekas-kadrai, LITLEX for personnel records and accounting; and free programs (Zoho.com, Google drive, Prezi.com, Flickr, Snapfish, Picasa Delicious, Digg, Wordpress.com blogging platform, etc.) which are available online.

All premises are suitable for organizing the learning process according to the labour safety and hygiene requirements (permit – hygiene passport No. 26 of 14-02-2014 issued by Alytus Public Health Centre). There are necessary tools and platforms in place. All study rooms are equipped with the necessary facilities: computers, multimedia projectors, boards or interactive boards, conference boards and/or LCD television sets. The IISC (Information and Self-Study Centre) is equipped for student individual work (58 work seats, 35 of them are computerised). As team was informed during visit, AC is planning more investments in updating learning environment in the nearest future.

The library funds, the periodicals reading room, the electronic reading room, the Business Incubator and the self-study centre of foreign languages are available for students in the IISC. Library provides necessary resources both printed and digital ones thus give opportunity for students to enrich learning experience. According to the data of 1 January 2015, the funds of the AC IISC consisted of more than 20 thousand publications. 958 copies of books were added to the library funds (SER, 19). AC is a member of the Association of Lithuanian Science libraries (LMBA) and Association of Lithuanian College Libraries (LKBA). Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible in the AC. The AC has to work on ensuring that students are able to access data basis from home thus setting the necessary infrastructure for broader access from distance to the available data basis.

The AC has adequate arrangements for students' practice. AC cooperates successfully with companies of Alytus and other regions in organizing professional practical training. Students of the OEA study programme choose individually the company in which they intend to carry out their practical training and adjust that with the supervisor of the practical training and the Head of the Department. There are agreements in place with companies from Alytus and other cities and regions that are considered basic corresponding to the requirements for the workplace of a potential graduates. AC cooperates with the Lithuanian Business Employers' Confederation, Lithuanian Business Association and Vilnius Chamber of Commerce, Industry and Crafts, etc., which provide students with a perfect opportunity to find an attractive place for their practical

training in well-known Lithuanian companies and acquire real work experience corresponding to their speciality.

Practical training in Entrepreneurship and Practical Training in Application Software are delivered by College teachers. Equipment sets for practical teaching are constantly updated, particular attention is paid to Business Simulation Firm (for entrepreneurial practical training), where students have the opportunity to gain practical entrepreneurial, social, technical and professional skills. Students assess the equipment available for practical training in most cases as fully suitable.

More development on the use of advanced applications for databases would be desirable (e.g. Excel, access, use of macros and dynamic tables). There is a necessity to verify the existence of tools/platforms to check plagiarism in student's assignments and keeping records of cases and corrective/disciplinary measures if applicable.

2.5. Study process and students' performance assessment

The admission requirements are well-founded. Since 2009 AC has been taking part in general admission to Lithuanian higher schools and acting according to general provisions of this admission. There is a huge difference between lowest and highest marks of admission (f.e. highest for part time students 18.2; lowest 5.72 and average 11.96). Such differences require rigorous pedagogical skills and methodology from teachers and ensure engagement of all students in the class and fulfilment of requirements to pass the course. There is a difference in drop-out rates which are the average student drop out of full-time students in the OEA study programme was – 22.4 per cent., part-time studies 9.9 per cent during the period of assessment (SER, p. 21). Although AC is applying the following means: more efficient forms and measures of feedback, information on social and academic support and strengthening student motivation through cooperation with stakeholders. AC teachers use traditional and modern study methods linking closely the study content with real problems in different areas and their solutions adapted to study forms, structural discussions, interview, reports, presentations with IT, analysis of audio and visual materials, expert work in teams, project preparation, discussions with practitioner's professionals and guest lecturers abroad. Nevertheless, there is a room for improvement of motivation of students to finish their studies by applying new methods of improving academic performance of students. For example, although invitation of guest lecturers, also from abroad on regular basis could add learning experience to students.

The organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes. The timetable is made considering the OEA study plan both for full time and part – time students. The timetable is adjusted to the academic calendar indicating the duration of the semester, types and dates of practical training, dates of examinations, holidays and periods for preparing graduation theses.

The number of contact hours is determined according to the Description of Full-time and Part-time Studies, confirmed by the MES LR Order No ISAC-1026 of 15 May 2009. There are no more than 8 academic hours per day in the timetable, except the cases when the college invites a teacher-practitioner for teaching a certain course (module) and the timetable has to be adapted to his work in his main job.

The study plan reflects rational proportion between theory (10 per cent), practice (35 per cent), consultations (5 per cent) and independent work (50 per cent) proportion of academic hours, i.e. the studies are directed towards the process of training and strengthening practical skills and

creative, independent work skills. At the end of a semester there is a 2–3 week examination session which takes place according to the dates indicated in the academic calendar. Students have no less than two days for preparation for their exams.

Part-time students have no less than two sessions per year; besides, introductory sessions are organized, where the students are provided with assignments for individual work, instructions and deadlines of handing-in. The study plan of the OEA study programme includes less contact hours but no less than 20 per cent of the total amount of study programme and more individual work hours. The proportion of theory (5 per cent), practice (15 per cent), consultations (5 per cent) and independent work (75 per cent) hours is calculated according to the requirements and specifics of part-time studies.

Students are encouraged to participate in research, artistic and applied research activities. Student research skills are trained during preparation of reports, course projects, and Graduation Theses. During the assessed period the students of OEA study programme did applied research on request of companies. Students take an active part in organizing annual applied research conference; participate in the activities of ICT faculty board (students make up 30 per cent of the ICT faculty board) to which they are delegated by the Student Embassy.

The Team noticed that the Final thesis doesn't include recent references to academic resources, and most students were not aware of relevant scientific articles databases and sources. This could be a requirement set on AC level to include references from the latest scientific journals from data bases available at AC. Some such requirements could be included in subject assignments enhancing students' critical thinking and reflection on latest thinking in the field of studies. Students have opportunities to participate in student mobility programmes. There is rather good awareness on international Mobility opportunity and Support provided for going abroad. There is a system in place for distribution grants for student's mobility program.

A mobility grants up to 3 BSA is given to a student for studies, short-time practical training according to international programmes and projects and bilateral inter-institutional agreements abroad. Students who have good academic results are provided with the opportunity to study in foreign institutions of higher education for up to two semesters. Erasmus + student mobility programme provides students with an opportunity to spend an integrated part of studies and/or have practical training in a company or organization of another country that participates in life-long learning programme. Students of Erasmus+ program are granted Erasmus scholarships while payments of national scholarships or loans are kept, the students are granted one-time allowance. There are clear benefits of going for international mobility; however, there are problems as students lack self-confidence, practical skills of using foreign language, being afraid of changes. The results of the mobility are an important asset of AC. The AC could exploit information and learning experience of students for improving teaching and learning practice at AC.

The higher education institution ensures an adequate level of academic and social support. Moodle platform is there to support Learning process of students. Although, students could be more encouraged to use Moodle resources by uploading self- assessment exercises, etc. Students reported to receiving a good support during studies, teachers and administrative staff are accessible and provide valuable assistance when needed. Internships are well organized and students were satisfied with experience. There is a Career office at AC. Some students are aware, but some not. This area could be developed further by asking also Alumni to help in this direction.

The assessment system of students' performance could be improved by providing clear, adequate criteria. There is a system in place ensuring that the outcomes of the subjects studied and their assessment criteria are related to the outcomes of the OEA study programme to ensure their successful implementation. Although the Team during the visit found that there is a lack of consistency in assessment and feedback. As Team noticed, assessment differs from teacher to teacher. Some teachers are accepting late submission, others not. Assessments could be more linked to LO of the program and feedback provision to all students by all teachers have to be in place to ensure consistency across subjects. There are cases of not delivering the feedback on grade as thus enhancing learning experience. More monitoring on how students use Moodle, upload documents in learning process could be applied for exploiting hidden potential of technologies available.

Professional activities of the majority of graduates meet the programme providers' expectations. The graduate employment is observed in Career Management Information System (CMIS). The objective data on how the OEA graduates succeed in entering the labour market are supplied and analysed after 6 months, 12 months and three years after their graduation. According to the data of the survey performed in October 2015, 63.64 per cent of graduates were working, 71.43 per cent of whom according to their speciality (SER, p. 27). The results of the survey have to be discussed and compared with the Key performance indicators (KPI) to monitor performance of the program and for understanding reasons behind thus making corrective actions to ensure higher rates of employability of graduates.

2.6. Programme management

Responsibilities for decisions and monitoring of the implementation of the programme seem to be clearly allocated. There is a Study Programme Committee (Committee) which is responsible for the exact implementation of the programme and continuous quality supervision and assurance of OEA study programme. Twice a year the Committee analyses information on the study programme, its implementation and organization of the study process, supplies proposals to the Faculty Council on improvement of the study programme and its renovation. The Committee analyses information on the studies and shortcomings of the study programme which were discovered during external assessments. Once in three years in the spring semester it performs self-assessment of the study programme and presents it to the study quality assurance centre together with the plan of renovation and report on implementation. Every year the Committee discusses and, as needed, certifies the requirements for preparing graduation theses and assessment criteria, analyses, accumulates, systematizes the information received from social stakeholders on the need or necessity to improve the study programme. The decisions of the committee are influenced by the teachers working in the study programme, recommendations of the graduates and employers, results of the surveys on student opinion and changes in the labour market.

Information and data on the implementation of the programme are regularly collected and analysed. In assessments of the quality of the study programme, graduate and employer surveys are carried out every year. There is a need for verification of the existence of tools/platforms to check plagiarism in assignments. Management has to keep records of cases and corrective/disciplinary measures if applicable.

AC has the ALUMNUS club through which AC keeps in constant touch with AC graduates. There is plenty of room for strengthening relationships with alumni by inviting graduates as

guest lecturers. All teachers participate in the activities of study quality improvement and assessment.

During the departmental meetings that are held at least once a month, the teachers analyse and assess the environment of the studies and work, study management system and make their proposals. Every year AC collects information on the entrants, contest grades of the admitted students, number of students in groups, student academic results and drop-out, defence of defence of graduation theses of the final year students, employability of the graduates, student and teacher mobility. AC also collects information on the state of laboratories and their equipment and, based on this, makes annual plans for the needs of goods and services and the renewal. Every year analysis of the information collected is made on the following: number of students per full-time teacher's position, reasons of student drop-out and their change, practical value of graduation theses and their assessment, structure, qualification and improvement of competence of the teaching staff, library resources, teaching resources, financial resources and their structure. All this information is presented for comparison and assessment in AC annual statements. Faculties store lists of Graduation Theses and contact information of the graduates.

Improvement of AC quality is one of the most important priorities of AC activities. There is an Internal Study Quality Management System corresponding to the requirements of the international ISO 9001 standard and the main ESG areas was implemented and confirmed by AC Academic Board in 14-01-2013. In order to know the students, graduates, teachers and employers' opinion on the implementation of the OEA study programme, various quantitative and qualitative surveys are carried out. Student surveys on evaluation of teachers' work quality reveal that teachers are prepared at adequate level meeting the students' expectations in the study process. In addition, paper track of the complete quality process cycle is necessary (plan, do, check, act). Clear action plans must be created and documented, as well as evidence of monitoring activity and corrective actions/self-reflection on results of monitoring procedures.

The evaluation and improvement processes involve stakeholders. There are some good relationships with stakeholders. The Study Programme Committee (Committee) involves one employee whose professional activities are related to the OEA study programme and its goals. The Committee also invites other external social stakeholders working in innovative business companies contribute to the assessment and improvement of the study quality. The Committee consults with associations of business structures, managers and employees of SMEs and large companies, e.g. Vilnius Chamber of Trade, Industry and Crafts, Confederation of Lithuanian Industrialists, association Knowledge Economics Forum, Innovation Centre of Lithuania and others. The outside stakeholders make influence on the course topics and study outcomes. The members of this club share their experience in the organized seminars, help to make projects, supply proposals about the improvement of the study process and study programme.

Based on findings during the visit there is an opportunity to improve the internal quality assurance measures ensuring that they are effective and efficient by paying more attention to improving management on the program level. For example, academic policy for minimum scientific articles references in the Bachelor paper on the College level could be introduced thus ensuring that students are demonstrating research skills and ability to reflect on latest findings in the field of study.

2.7. Examples of excellence *

* if there are any to be shared as a good practice

III. RECOMMENDATIONS

1.

To review the programme's aims, objectives and learning outcomes accordingly to make them more coherent, put emphasis on delivering "understanding" instead of "knowledge" and align them with the needs of today's business environment in terms of facilitating entrepreneurship, internationalization dimension, modern software solutions in the field, etc. Benchmarking the programme against similar programmes at international level should definitely be part of this process.

2.

To ensure consistency of assessments across the courses and to ensure linkage to LOs and feedback provision to the students.

3.

To update the content ensuring that it is built in sequential order, enrich the content of subjects the inclusion of contemporary tools for office administration. In general, titles of study courses not only need to be updated, but also designed in such a way that ensure consistency with program LOs and delivering more updated content.

4.

Special attention is needed to ensure that the transition to English language delivery mode does not have a negative impact on the quality of the programme. A staff development plan is necessary so that lecturers are prepared to deliver study courses in English.

5.

More development on the use of advanced software solutions would be desirable by exploiting interface with IT and Interaction with IT faculty students.

6.

To increase guest lecturers and visiting professionals, also from abroad by exploiting potential of social partners.

IV. SUMMARY

Program reflects labour and market needs based also on evidence that some students are employed in places where they had internships. Teachers staff is motivated and delivers research;

AC has comfortable teaching and learning environment, modern facilities, tools and platforms and available library resources.

Students receiving good support and teaching and management staff are accessible. Internships well organized and international mobility awareness is present. There are good relations with community and Alumni.

At the same time it is necessary to mention that the program's aim is too broad and lack focus.

Learning outcomes are built on knowledge acquisition instead of facilitating understanding thus demonstrating competence of applying the knowledge.

The content of study program leads to fragmentation of the programme and not reflecting up to great extent on latest development in the field of studies.

There is a lack of consistency in student's assessment and feedback.

There are not enough guest lecturers, also from industry and visiting faculty, also international.

V. GENERAL ASSESSMENT

The study programme OFFICE AND ENTERPRISE ADMINISTRATION (state code – 653N23010) at ALYTUS COLLEGE is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

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

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

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

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

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

| | |
|---------------------------------|--------------------------------|
| Grupės vadovas: Team leader: | Prof. dr. Pandelis Ipsilandis |
| Grupės nariai: Team members: | Prof. dr. Tatjana Volkova |
| | Dr. Pedro Pablo Cardoso Castro |
| | Lina Grigonytė |
| | Indrė Šadzevičiūtė |

**ALYTAUS KOLEGIJOS PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *ĮSTAIGŲ IR ĮMONIŲ ADMINISTRAVIMAS* (VALSTYBINIS KODAS – 653N23010) 2016-09-27
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-215 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

ALYTAUS KOLEGIJOS studijų programa *ĮSTAIGŲ IR ĮMONIŲ ADMINISTRAVIMAS* (valstybinis kodas – 653N23010) vertinama **teigiamai**.

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

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

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

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

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Studijų programa *Įstaigų ir įmonių administravimas* atspindi darbo rinkos poreikius – tai liudija faktas, jog kai kurie studentai įdarbinami ten, kur anksčiau atliko praktiką. Dėstytojai yra motyvuoti ir vykdo mokslinius tyrimus.

Alytaus kolegija turi patogią studijų aplinką, modernią įrangą, priemones ir praktines programas prieinamus bibliotekos išteklius.

Studentai gauna reikalingą pagalbą, dėstytojai ir vadovybė yra prieinami. Gerai organizuota praktika, studentai supažindinami su tarptautinio judumo galimybėmis. Palaikomi glaudūs ryšiai su bendruomene ir alumnais.

Kartu būtina paminėti, jog šios studijų programos tikslas yra per platus, nepakankamai orientuotas.

Numatomi studijų rezultatai yra pagrįsti žinių įgijimu, o ne supratimo skatinimu demonstruojant gebėjimą tas žinias taikyti.

Šios studijų programos turinys skatina programos fragmentaciją, bet nelabai atspindi naujausius šios studijų krypties pasiekimus.

Studentų vertinimui ir grįžtamajam ryšiui trūksta nuoseklumo.

Nėra pakankamai atvykstančiųjų dėstytojų, tiek iš pramonės sektoriaus, tiek iš fakulteto, tiek tarptautinių.

<...>

III. REKOMENDACIJOS

1.

Persvarstyti studijų programos *Įstaigų ir įmonių administravimas* tikslus, uždavinius ir numatomus studijų rezultatus siekiant geriau suderinti juos tarpusavyje, akcentuoti ne žinių, o supratimo perteikimą ir suderinti juos su šiuolaikinės verslo aplinkos poreikiais, turint omenyje verslumo skatinimą, tarptautiškumo dimensiją, modernios programinės įrangos sprendimus aptariamoje srityje ir t. t. Šios programos lyginimas su panašiomis tarptautinėmis programomis turėtų būti neišvengiama šio proceso dalis.

2.

Užtikrinti nuoseklų visų dalykų vertinimą ir jo susiejimą su numatomais studijų rezultatais bei grįžtamojo ryšio studentams užtikrinimą.

3.

Atnaujinti turinį užtikrinant jo sudarymą eilės tvarka, pagerinti dalykų turinį įtraukiant į jį šiuolaikines įstaigų administravimo priemones. Apskritai studijų dalykų pavadinimus reikia ne tik atnaujinti, bet ir sukurti tokius, kurie užtikrintų suderinamumą su numatomais šios programos studijų rezultatais ir dėstomu šiuolaikiškesniu turiniu.

4.

Ypač reikia užtikrinti, kad perėjimas prie dėstymo anglų kalba neturėtų neigiamo poveikio programos kokybei. Būtina sudaryti dėstytojų tobulinimo planą, kad dėstytojais būtų pasirengę dėstyti dalykus angliškai.

5.

Pageidautina, kad būtų labiau pasinaudojama pažangiais programinės įrangos sprendimais naudojant sąsajas su IT ir bendravimą su IT fakulteto studentais.

6.

Didinti atvykstančių dėstytojų ir specialistų, taip pat ir iš užsienio, skaičių panaudojant socialinių partnerių galimybes.

<...>

Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)