EDUCATIONAL SETTING AND OPERATIONS OF THE IT-SYSTEMS AT LAUDER BUSINESS SCHOOL

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Introduction. This paper serves as the overview of the organizational structure of the educational process at Lauder Business School. It provides information about such vital components of a university, as student and lecturers, administrating and management, as well as processes facilitating overall operations, such as admissions, scheduling, as well as international relations.

Due to the nature of this report, it is solely based on the extensive experience and thorough observations of one of the students that successfully graduated from the bachelor program and is currently enrolled at one of the Master programs that are described in this article. The content of this paper serves as an insight into how this university functions and operates on a day-to-day basis from the perspective of practical application of IT in educational insstitutions.

The author will generally describe main processes and core elements of Lauder Business School, such as details about students and their application process, lecturers as well as courses taught. Due to the main focus of this paper, the author will purposefully provide limited information on all issues other than IT-systems and its application at Lauder Business School. This report aims to provide a strong emphasis on the structure and functions of the Lauder Business School's IT-system, which serves as a valuable tool for smooth daily operations and reliable communication system. This information is presented to provide a better understanding of how IT-systems are used in Lauder Business School and how the matters are interlinked.

List of abbreviations
LBS Lauder Business School
EU   European Union
CIS Campus Information System
MA   Master of Arts
BA   Bachelor of Arts
IT   Information Technology
ECTS European Credit Transfer System
US   The United States of America

Overview of Lauder Business School. Lauder Business School (hereinafter referred to as LBS) is an Austrian University of Applied Sciences founded in 2003 with financial support of and named after the US-American businessman and philanthropist Ronald Steven Lauder. The university is located in the capital of Austria – Vienna and provides services to approximately 500 students and employs 77 staff members including lecturers at the moment.

Study Programs. LBS offers 3 educational programs: 1 Bachelor program – International Business Administration and 2 Master programs – International Management and Leadership as well as Banking, Finance and Compliance. The bachelor program is composed of 5 full-time semesters and 1 semester allocated for the bachelor thesis and graduation commission-exam preparation. Upon successful completion of the course, a student is awarded an academic title Bachelor of Arts – B.A. or BA. Similarly, both Master programs are composed of 3 full-time semesters and 1 semester allocated for the master thesis and graduation commission-exam preparation. Likewise, upon successful completion of the course, a student is awarded an academic title Master of Arts – M.A. or MA. Both titles are internationally recognized, meaning that each student is able to apply for a further step of higher education after obtaining them at LBS, i.e. continuation of studies in Master or Magister programs is possible with an LBS Bachelor diploma. Likewise, the same applies to pursuing an academic title of Doctor or PhD after successful graduation from either of the LBS Master programs.

Application Process. The application process at LBS is a thoroughly administered process, which involves several different steps of sorting out candidates.

The first step requires an applicant to fill out an online form on the official LBS website. This step informs the university about the student's willingness to apply and provides the university with personal data, such as name, surname, contact details, relevant experience both academic and professional, as well as any applicable comments. After the student is internally registered, (s)he is contacted within 2 weeks by the head of admissions with an e-mail that provides all information relevant in the following steps of application.

At the second step of admission the applicant is asked to provide comprehensive curriculum vitae in a standardized form suggested by Europass, the organization supported by the European Commission, in addition to the documents specified in the detailed application form. After the applicant's qualifications have been verified and approved, (s)he is contacted for the next step.

The third step of admission provides an applicant with an essay question that has to be answered within 3 working days: this essay is afterwards evaluated by the head of admissions. In case the essay is evaluated positively, the applicant is invited for the last step in this process – interview.

The interviews are, as a rule, conducted in person; nevertheless in can be as well done online in case an applicant is not able to come to Vienna. Such interviews require students to introduce themselves to the director of studies of the respective study program and to demonstrate knowledge and experience that will serve as a basis in their education. The applicants are as well presented with an opportunity to inquire about any details regarding LBS.

There is a possibility to fail at any stage of application; nevertheless interviews are regarded as the most challenging by current students of LBS. The number of rejections is gradually increasing every year, since the university tries to identify the most competitive and perspective students and the competition is gradually rising among applicants.

Lecturers. Each course is not only aimed at providing students with knowledge and evaluating them, but as well at

assessing their experience with the specific lecturer. At the last class of every subject, all student are asked to fill out an assessment form to give the LBS administration information about the course, the way of teaching, overall impression and, of course, comments and suggestion for improvement. This way, not only students are able to learn from lecturers, but vice versa, lecturers benefit from students' input.

All lecturers with no exception hold academic titles in diverse fields from different universities globally. This ensures a high level of expertise and reliability of teaching quality. In addition to that, due to the fact that the language of instruction is English, all lecturers are required to prove high level of command of the language in order to avoid any type of misunderstandings both with students and administration staff of the university.

There are lecturers teaching both in the bachelor and master programs, notably not only at LBS, but as well in the renowned Viennese educational institutions such as the University of Vienna, Vienna University of Economics and Business, Webster Vienna Private University, IMC University of Applied Sciences Krems, as well as MODUL University Vienna. Lecturers employed at LBS represent a valuable asset, since a prevailing majority of them are not only accomplished academics, but as well qualified practitioners in their respective field of expertise. Some of the LBS lecturers are not only successful in their academic field, but are owners or cofounders of companies that operate in diverse fields, such as law firms, marketing research companies, teambuilding, coaching and consulting agencies.

Students. Students are a valuable part of LBS' therefore LBS devotes significant time and effort to selecting them and of course to teaching them valuable subjects. One of the most important issues to be remarked is the fact that this university is an international and culturally diversified place: the students of LBS originate from different countries globally. There is a significant amount of students coming from the former Soviet Union republics, South America and Europe. To ensure general understanding, the language of instruction is exclusively English, with the exception of courses of foreign languages in the bachelor program. For this reason, students are requested to prove their sufficient level of English, corresponding minimum to the level B2 of the Common European Framework of Reference for Languages; nonetheless most students' level C1 definitely contributes to smooth communication. Irrespective of their origin, gender, religion student are treated equally with dignity and respect at all times by all staff members, as predefined in the comprehensive LBS code of conduct and the LBS statute.

Courses. Lauder Business Schools seeks to improve its teaching methods constantly; therefore curriculum is updated regularly according to the applicable Austrian laws and decisions of the LBS council. All courses in LBS are structured to provide students with knowledge and skills deemed necessary in their future professions in business environments. The bachelor course at LBS serves to lay the foundation in diverse subjects and fields of study, generally at the introductory level at the beginning of studies and leading to a more sophisticated and intense courses at the end of 3 years. By the end of this program they are supposed to be able to navigate safely in professional settings, diverse international teams and to be competent enough to occupy entry-level and lower-level management positions in firms. This program additionally features a compulsory foreign language course of choice: all students can choose among German, Chinese Mandarin, French, Hebrew or Business Russian. The Master program is generally regarded as an advanced step in a person's education, therefore LBS seeks to provide Master students with the highest level of knowledge that can be applied in the working environment. The courses are designed for students with prior experience in academia and, commonly, with professional expertise as well. Although both Master programs focus on business, students with diverse backgrounds can be accepted in case they are deemed to be potentially successful graduates. Electronic Data System of LBS. Lauder Business School incorporates internal electronic data interchange substantially in everyday operations and relies on IT-systems significantly. This ensures high quality and accuracy of communication and allows students, lecturers and the university administration to be informed about any updates or changes that might concern practically any matter. In order for this system to operate securely, every member is given personal log-in data that provides direct access to the platform.

Student Identification Number/Matriculation Number. At the beginning of each academic year, new students' information is registered in the databanks and each student is provided with a unique identification number consisting of 10 digits. This is usually referred to as the Student ID number and it is additionally recorded in the same ministry as soon as it is assigned to a student. This number remains unchanged throughout the beginning of studies until graduation. The following mock example will illustrate how each part of this number can be interpreted: 1410573033

1410573033 – indicates the year when the student has been enrolled. This particular example shows that the student has been enrolled in 2014.

1410**57**3033 – indicates to which cohort the student belongs. The number of cohorts in each academic year is decided upon based on the number of students accepted.

141057**30**33 – indicates the code of the study program as identified by the Austrian Federal Ministry of Education and Women's Affairs.

14105730**33** – indicates the index number of the student allotted by the university.

Internal E-mail Communication. At the beginning of each academic year, new students not only receive a matriculation number, they are additionally given an email address created exclusively for internal communication with lecturers and the university administration. The email communication in universities is structured by the applicable EU laws and is a subject to strict regulations. One example of such laws is the following: lecturers and general staff of the university have the right to disregard any incoming e-mails from students from all e-mail addresses other than from the LBS e-mail address. Vice versa, the same regulation applies to students that might, for example, receive an e-mail from a lecturer's personal e-mail address. It is additionally worth mentioning that it is the students' direct responsibility to ensure their email functionality and availability throughout their study process. In order to ensure proper and uninterrupted communication, students are obliged to read emails from the LBS administration and lecturers and to respond in case needed.

CIS – Campus Information System. Campus Information System is an online intranet-platform designed specifically to provide students and lecturers of LBS with all information and resources relevant to factual education. This information includes schedule for the current semester, list of subjects, grades received for all assignments during the course, but arguably one of the most important resources available on CIS are the study materials for all subjects. These materials include, but are not limited by preparatory and mandatory literature, in-class presentations and curricula of all courses.

Because LBS has a well-thought approach to online security, especially internally, these materials are available for free download only for authorized users of CIS. This is why every student and lecturer require personal log-in data to retrieve these files from the platform. This intranet serves as a convenient tool for communication regarding courses and news that concern educational process.

Furthermore, the issue students and lecturers are informed about is the yearly election of representatives of the student council. These people are members of cohorts that are voted for in a structured election. The name and the contact data of the elected person is communicated to the relevant audience.

Another function of CIS is to allow students to receive and electronic confirmation of studies. It can be freely downloaded and printed out in a standardized format either in English or in German. Upon student's choice, this confirmation may include student's grades and ECTS points earned until the moment of retrieval.

Such issue as schedule is an vital detail in any university, timetables are prepared in a timely manner at LBS. LBS schedule is coordinated and managed by the internal administrative body and is created and communicated to students and lecturers approximately 2 months prior to the beginning of each semester. This timetable is as a rule, based on lecturers' availability and takes into account Austrian bank holidays. Nevertheless, in order to allocate sufficient time for exam preparation the LBS administration as well tries to avoid scheduling more than 2 exams per week for students. In case any details of schedule change throughout the semester, students are directly informed about it via email.

It is necessary to specify that CIS-platform allows students not only to have access to their personal schedule, but to the schedule of every student and every lecturer in the university. It is possible to inquire whether auditoriums and classrooms are not occupied at the specified time as well as to see when the specified lecturer's class in scheduled. This way, students are encouraged to occupy classrooms to study in case no class is taught there at the moment. Even though one can have access to someone else's schedule, students' privacy is a notable concern for LBS; therefore such delicate information as grades and personal comments of lecturers are displayed only to the exclusive audience.

Plagiarism Software – "TurnItIn". One of the significant regulations applied in Lauder Business School are the rules relating to academic malpractice. This issue is completely based on the European legislation and is notably strict. In order to avoid such critical issue, LBS has implemented a system that allows users to identify whether a scientific written assignment may be regarded a plagiarized. This system is completely embedded in all study programs to the extent that there are no written assignments in LBS that do not have to be analysed by TurnItIn. This software automatically tracks factual text and identifies similarities and overlaps with other existing resources available both online and in the system's database as well. This tool additionally gives each student personalized and timely feedback in a form of a structured report on their submitted written assignments. Such approach ensures avoidance of plagiarism and generally prevents possible claims in terms of intellectual property rights.

This technology definitely facilitates the process of evaluating written assignments. This software does not only represent a valuable tool for students, since it allows to identify whether a written assignment is indeed original. This program is as well a way for lecturers that are obliged to read and evaluate the submitted assignments to save a considerable amount of time.

АНДРАГОГИЧЕСКИЙ ПОДХОД К ОБРАЗОВАНИЮ В СИСТЕМЕ ПОВЫШЕНИЯ КВАЛИФИКАЦИИ РУКОВОДИТЕЛЕЙ И СПЕЦИАЛИСТОВ ЗДРАВООХРАНЕНИЯ РЕСПУБЛИКИ БЕЛАРУСЬ

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Наиболее продуктивной концепцией образования взрослых во многих странах мира считается андрагогический подход к образованию американского учёного М.Ш. Ноулза, активно разрабатываемый специалистами, осуществляющими последипломное образование.

The most productive concept of adult education in many countries of the world is the andragogical approach to the formation of the American scientist M.Sh. Knowles, actively developed by specialists who carry out postgraduate education.

Ключевые слова: образование взрослых, андрагогика, андрагогический подход, андрагогическая модель.

Цель 4 «Повестки дня в области устойчивого развития на период до 2030 года» призывает государства обеспечивать всеохватное и справедливое качественное образование и поощрять возможности обучения для всех на протяжении всей жизни.

На смену девизу «Образование на всю жизнь» приходит новый слоган – «Образование через всю жизнь». Подготовка, полученная в ходе профессионального обучения, должна соответствовать быстро изменяющимся условиям и требованиям профессиональной реальности, поэтому работник обязан постоянно повышать свою квалификацию как самостоятельно, так и в рамках обучения в системе повышения квалификации. XIX Генеральная конференция ЮНЕСКО (г. Найроби, Кения, 1976) впервые определила, что целью непрерывного образования взрослого человека являются гармоничное развитие потенциальных способностей личности и прогресс в преобразовании общества. Важно, что акцент сделан на целостном непрерывном развитии личности, а не только на её профессиональном образовании и его дальнейшем совершенствовании. Предложенная в Найроби «Рекомендация о развитии образования взрослых» отражала содержание, методы, средства образования взрослых, которые должны учитывать:

– специфические стимулы и трудности участия в процессе обучения;