VILNIAUS UNIVERSITETO
STUDIJŲ PROGRAMOS *ŽMOGIŠKŲJŲ IŠTEKLIŲ VALDYMAS (valstybinis kodas – 621N60001)*
VERTINIMO IŠVADOS

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EVALUATION REPORT
OF *HUMAN RESOURCE MANAGEMENT* (*state code – 621N60001*)
STUDY PROGRAMME
at VILNIUS UNIVERSITY

Experts' team:

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Išvados parengtos anglų kalba
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Studijų programos pavadinimas	***Žmogiškųjų išteklių valdymas***
Valstybinis kodas	621N60001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Žmonių išteklių vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės studijos (1,5)
Studijų programos apimtis kreditais	90 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Žmonių išteklių vadybos magistras
Studijų programos įregistravimo data	2007-02-19

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	***Human Resource Management***
State code	621N60001
Study area	Social Sciences
Study field	Human Resource Management
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (1,5)
Volume of the study programme in credits	90 ECTS
Degree and (or) professional qualifications awarded	Master of Human Resource Management
Date of registration of the study programme	19-02-2007

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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.	CV of A. Marcinskas
2.	CV of A. Stankeviciene
3.	CV of R. Lukosevicius
4.	Course description of Talent Management
5.	Links to support the needs for the programme

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

Master's Degree Study Programme *Human Resource Management* is implemented and developed by Vilnius University, the Faculty of Economics, Department of Management. Human Resource Management is one of the Master level study programmes offered in the field of Business and Management. Since 1997, the study programme was named as Personnel Management, which changed to Human Resource Management in 2012. The program has passed external evaluation twice, in 2005 and in 2008. In 2008 it got accreditation for six years.

The Self-evaluation group for the Master's Degree Study Programme in Human Resource Management for preparing Self-Evaluation Report (SER) consisted of eight members: six staff members from Department of Management (a professor, four associate professors and an administrator), one student of HRM study programme and a senior specialist of the Department of Studies. Information collection for SER began before February 22, 2016 and the final version was completed due May 10, 2016.

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 *09/02/2017*.

1. **Prof. dr. József Temesi**, *Corvinus University of Budapest, Department of Operations Research and Actuarial Sciences, professor emeritus, Hungary.*
2. **Prof. dr. Inga Lapiņa**, *Riga Technical University, Faculty of Engineering Economics and Management, Vice Dean for Academic Affairs, Latvia*.
3. **Ms. Viire Täks,** *University of Tartu, Faculty of Economics, School of Economics and Business Administration, specialist, Estonia.*
4. **Mr. Gintautas Kučas,** *Lithuanian Marketing Association, Managing Director, Lithuania.*
5. **Ms. Julija Stanaityte,** *Kaunas University of Technology, Student of Master Study Programme "Human Resource Management".*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The study programme has **well-defined aim** (SER p.5) which was formulated on the analysis of similar Master study programmes. The SER divides the study programme

competences to two groups: generic and professional competences. Two competences has been classified as generic and three as professional ones. Each competence is related to two to three learning outcomes, forming fourteen learning outcomes together. Learning outcomes meet the legal requirements. They cover all five descriptors of the second study cycle: knowledge and its application, research skills, special abilities, social abilities and personal abilities. Most of the learning outcomes are clearly stated and understandable.

However, learning outcomes 4.2-5.2 (SER p.6) need better tramslation in the English version to give clear understanding to various stakeholders. After reading learning outcomes carefully, the expert team found that learning outcomes 4.3 *"The ability to develop programmes of human resource management improvement to be used to increase the added value created by the organisation "* and 5.1 *"The ability to choose specialised tools for analysis and to apply them to the analysis of different fields of human resource management; on that basis, to propose solutions for management improvement"* do have somewhat fuzzy formulation, but are generally understandable. As the meaning of SER learning outcomes, 4.2 and 5.2 remained unclear they were discussed with the self-analysis group. Learning outcome 4.2 *"The ability to integrate the choices in human resource management into the intended outcomes of the general strategy of the organisation"* was explained as ability to link and select right human resource management tools to support companies' strategy. Learning outcome 5.2 *"The ability to establish the impact of human resource management on other organisational functional areas and to find acceptable solutions for the integration of those areas"* was explained as ability to understand the link and impact between human resource management and other managerial areas. The expert team accepted these explanations.**.**

The **aim of the study programme and learning outcomes are publicly available** in many different sources: on the official VU website, on the official EF website; on the official VU website for applicants; on the official website of AIKOS, in yearly published VU brochures (available in internet, various events and schools), in different events, fairs and meeting with pupils. The content of given websites mostly match with SER. However, on the page, https://www.aikos.smm.lt/Registrai/_layouts/15/Asw.Aikos.RegisterSearch/ObjectFormResult.aspx?o=PROG&f=Prog&key=2263&pt=of&ctx_sr=za5dHDvp0IGJ2%2fD6Fkt7rIse6a8%3d length of the study period is 1.5 and as well as 2 years simultaneously.

SER presents little evidence about **public and labour market needs** for the study programme. It consists comparison of Human Recourse Management Master programmes in Lithuanian Universities and one opinion from a company manager. Therefore, the expert team asked more evidence about the public and labour market needs. University presented verbal

explanation and a document with three internet links with a short comment to each of them. These links consist Lithuanian Labour market prognosis for 2016; a news about Lithuanian Ministry of Economy announcement; and the opinion of the Šiauliai University Career Centre manager, Lina Bivainienė. These sources reflect to the growing need about human resource specialists in Lithuania. At the same time, there is no additional information about the human resource management knowledge and skills that are needed by the labour market. During the meeting with the management, SER-group and social partners' the expert group understood that there is strong competition between Master's programs in Lithuania. As written in SER other Master degree **Human Resource Management study programmes** can be found in three other Lithuanian universities. Therefore, distinction from other similar programmes is important. The SER indicates that the **focus** of these study programmes **is different.**

Vilnius University study programme intends to **contribute more to labour market legislation and to international and intercultural analysis** compared to similar programmes in other Lithuanian universities (SER, p. 8). According to meeting with SER-group, it is also more **strategy related** than competing programmes, but it is not clearly stated in SER. It says (p. 8) that learning outcomes were discussed with social partners and specialists, but it is not clear what were the changes introduced, based on these discussions. During the meeting with social partners they gave some support to clarify the strategic focus. The partners confirmed the lack of potential employees with ability to relate organizational strategy with human resource management processes. The expert team concludes that **social partners do not see substantial differences between Vilnius University Human Resource Management programme and similar programs from other universities.**.

As human resource management is quite broad but skills-demanding management area, a survey about market needs in specific human resource management areas would be extremely important. The expert team concludes that **the study programme would benefit a lot from a more detailed and systematised analysis of public and labour market needs**. Results of the market study could help to map external threats and opportunities, and to specify areas that are less covered in the curriculum but had strong market demand. The analysis of market needs would also help to develop learning outcomes and to raise awareness about the strengths of the study programme. The SER committee team indicated during the meeting that they would like to offer broad-based human resource management knowledge as there is no market for narrow specialisation. The expert team understand this worry but **recommend a more practical approach with the attention to areas with high market needs**. It would make the study programme more distinguished, give better chances to alumni in labour market, and get

competitive advantage compared to other Lithuanian universities.

Regarding the legal requirements the name of the study programme and its learning outcomes are compatible, however, the abovementioned improvements are recommended.

The expert team looked at the course descriptions to verify their objectives. The aims and learning outcomes are properly stated. The expert team found that **the teaching staff** is familiar with the general and specific concept of the learning outcomes and they **have been able to form proper learning outcomes regarding course descriptions.** The unified course description template gives a solid framework for that. Students have an access to the learning outcomes from the university homepage, and these are explained in the first class of each course.

2.2. Curriculum design

The structure and volume of the Programme correspond to legal requirements for Master studies but the expert team concluded that either the length of the Programme or the proportion of contact hours has to be extended to achieve its goals. Human Resource Management study programme is **90-credit master programme**, which is the minimum of the required amount. **Independent workload** is 64% or more, depending on the particular course, that is much more than required minimum (which is 30%) and exceptional for full-time studies. Taking into account that contact hours are held in the evenings; more than 60% of the total workload of the students is individual work; and the majority of students have full-time jobs, the evaluation team is concerned that it is difficult to achieve all the learning outcomes.

The study programme **has not less than 60 credits study field courses** with five subjects during one semester and less than 60 credits of **supplementary studies.** Study subjects and modules are distributed evenly through the study period. Each semester includes 30 credit points divided to compulsory modules (25 credit points) and optional modules (10 credit points). **Each compulsory module** includes four courses to **provide the students with knowledge** in management and research (for example Strategic Management, Knowledge Management, Cross-Cultural management, Leadership etc.). The university offers to students **a list of supplementary courses,** the general content of these courses is appropriate.

The content of the programme is related to some of todays' important human resource management topics as cross-cultural management and knowledge management. However, some **important human resource management topics got little attention** in the study program. The only compulsory course which covers **employees planning, recruitment and selection** is Human Resource Management. This is an introductory course in the first semester. The expert team had a talk with students who have passed this course. They described the handling of these topics in Human Resource Management as it "grasped the surface". In addition, alumni

indicated that they had liked to get more knowledge about topics like recruitment techniques. In small amount, same topics are covered in Organizational Behaviour and Organizational Psychology subjects, but these are optional courses, and Talent management will replace Organizational Behaviour subject. Expert team is concerned that if students do not select Organizational Psychology course they may finish the Human Resource Management study programme with rather limited knowledge in these important areas.

In addition, expert team asked clarification about course descriptions (Appendix 1) during the meetings, having little information about teaching **qualitative research methods**. Explanation indicated that Research Methods course introduces qualitative research methods, but there is not any practical project how to conduct and analyse interviews. As qualitative research methods are important tool for human resource managers and often used for organizational studies these aspects deserve more attention in the study programme. It also appears from the meetings and reading Thesis works that students often use qualitative methods for their research plans and final master theses. To ensure good quality of thesis more previous knowledge about qualitative methods would be beneficial.

The expert team also emphasizes that **business ethics or ethics in human resource management** are not mentioned in the course descriptions. Understanding business ethics principles and ethics in human recourse management is essential for every human resource manager. To conclude, the expert team suggests paying more attention to employees planning, recruitment and selection, qualitative research methods and ethics through increase the amount of compulsory studies in these topics. During the visit, the self-analysis group explained that based on students' feedback Organizational Behaviour course would be replaced with Talent Management. Expert team agrees that Talent Management course is needed in the programme as this area was previously less covered.

According to the SER, all of the **learning outcomes** are achievable by the courses. SER (Table 2.1.2. pp.10-11) brings out that all of the learning outcomes are related with at least five courses. After careful examination of the course descriptions the expert team agrees with most of these. However, none of the course description mentions evaluations of the impact of the labour market. Therefore, it is not clear how learning outcome 3.3 will be achieved. Learning outcome 5.1 indicates the ability to choose and use tools for analysing human resource management fields. Qualitative research methods are widely used in human resource related studies. As mentioned before, the study programme briefly introduces qualitative analytic methods, and does not include practical tasks how to prepare and conduct semi-structured and open interviews. Therefore, the expert team is not sure how learning outcome 5.1 will be completely achievable

with such limited knowledge about qualitative research methods.

Various **teaching methods are in use**, including group work, case study analysis, individual work, home assignments, presentations etc. These methods are well suited for achieving most of the learning outcomes. Study programme may benefit by **including tasks that are more practical**. During meetings with students and social partners, the expert team realised that both of them did see the need of more practice. Two student indicated that the solution would be a two-year study programme with internship in a company. Social partners indicated their will to take interns to Human Resource Management department. They pointed out the need for more practice and that they often recruit interns after the practice. The expert team understands that this decision needs much more analysis but they see **the clear need for involving more practice in the study programme.**

The **teaching materials meet the requirements**. The lists of recommended reference materials includes mostly newer textbooks and journal articles that are well related to the subjects. Unfortunately, it is not clear from the descriptions, which is the **basic textbook** for the courses and how many pages of recommended professional literature are required to read. The list of compulsory and recommended readings is quite extensive and it is doubtful if students are able to read the material within the hours allocated to the course. **The list of readings is textbook-centred** and only a few scientific articles are offered either in compulsory or recommended sections. The expert team suggests adding more **research articles to the reading list** in advance, even in the case, when the instructors give more articles during the semester in the classroom.

Final Master's Thesis preparation starts from the first semester and includes four steps: two research projects, **Module Seminar of Human Resource Management** and Master's final theses. Research **Project 1** includes the title of the Master's final theses, identification of the research problem, the aim and objectives of the thesis, potential theoretical conception of the empirical research and list of literature (SER p 14). Research **Project 2** includes empirical research and analysis. Master final thesis consists of finishing empirical analysis, evaluate the findings, draw conclusions, and provide insights and recommendations. Both research projects and **Master's final theses** are ending with public defences, with maximum 10 credit points each, and 30 points all together. Defenses and reviews of other students final master thesis is also took into account in the evaluation of Module Seminar, giving five credit points. Therefore, the **preparation and defence of final thesis** gives 35 ECTS, which is more than the required 30 points.

Master's Final Theses Defence Committee includes (SER p. 15) members

from Vilnius University Department of Management, a representative of another university, and a social partner. This **meets the requirements for Defence Committee**.

There is some **contradiction in terminology** in the SER and course descriptions. It seems that "human resource management" and "human research management" had used as synonyms. In table, 2.1.2 (SER, p. 10) is course named Human Research Management but in course description is only Human Resource Management (Appendix 1). Similarly, in course descriptions of Human Resource Management and Research Project 2 (Appendix 1) is written about human research management and SER page 7 is mentioned Human Research Management Programme Committee. The expert team realized that this might be a typing error. but as "Human research management" term is used in various documents multiple times, the term need some attention.

2.3. Teaching staff

The staff of the study programme **meets the legal requirements.** According to SER and presented CVs **94.1% of the staff have doctoral degree that** is 16 person out of 17. The distribution of qualified teaching staff is good (5 full professors, 10 associate professors and 2 lecturers in the academic year 2015/2016). The staff belongs to different departments of the Faculty. Most of them have full-time position. The **turnover is low** and the number of the teaching staff has been almost the same since 2011. **The age distribution and gender balance of the teaching staff is good.** The teaching staff consist of almost equal number of males and females (8 and 9 persons).

According to the requirements, 20% of the major study field subjects have to be taught by professors. In this study programme, five of the **21 subjects (24%) are taught by professors** (Cross-Cultural Management, Organisational Image Management, Project Management, Analysis of Financial Accountability, and Module Seminar Human Resource Management). Some of the faculty alumni are involved in the teaching process as guest lecturers. Requirement, that no less than 60% of all the study subject teachers must have a scientific degree and out of them no less than 40% has to be active researchers on the field of the study subject is **not completely fulfilled** and evaluated in SER as "mostly in compliance". The expert team recommends to continue efforts toward fulfilling this requirement completely and do involve more active researchers from relevant research fields to the teaching.

Student/staff ratio is very low: 0.93 in 2013 and 1.3 in 2015. It demonstrates much higher potential of the Faculty capacity.

The **staff travelled abroad** mainly by using Erasmus exchange programme and some of

them have teaching experience abroad. During the period, 2011-2015 professors participated in foreign exchange programs seven times (in 1-2 programs per year) and associated professors 21 times (in 6 programs per year in 2011-2012 and 2-4 per year in 2013-2015). These numbers demonstrate staff mobility but the trend is decreasing. **The programme would benefit a lot from invited foreign experts and active business leaders** sharing their experience.

Research activity is an important part of the teaching staff workload in a Master's programme. Staff members participate in conferences, seminars and research trainings. They are publishing books, articles and taking part of editorial boards of journals. **The overall picture is good and acceptable.** Each teaching staff member has to pass attestation after every five years to ensure the good teaching quality and active research. Based on SER it remains unclear what kind of conditions are made by Vilnius University to support professional development of the teaching stuff.

2.4.   *Facilities and learning resources*

The Programme uses **the infrastructure** of the Faculty together with students of other programmes. There are sufficient number of different types of classrooms equipped with contemporary electronic devices (computers, projectors). Computer classes provide possibility to use relevant softwares (like SPSS). There are wireless areas in the university buildings to use the Internet and Moodle conveniently inside and outside of the classrooms.

The library is open 24/7 to ensure students availability even after the evening classes and the weekends. **The required study materials** such as books, databases could be found in the reading rooms or could be borrowed. Some of the databases, e.g. Human Recourse Management, EBSCO, and Knowledge management meet specifically the needs of the Programme to achieve proper learning outcomes. Students and the teaching staff have access to these databases also by VPN service and there is a possibility to access journals online.

As it was mentioned earlier, the **teaching materials meet the requirements**. The lists of recommended reference materials includes mostly newer textbooks and journal articles that are well related to the subjects.

Part of **students and alumni said they were not using Moodle** because of convenience and usability reasons. This is important information and need to be changed.

The criteria about adequate arrangements for students' practice is not applicable as the Programme does not have internship in the curriculum.

2.5. *Study process and students' performance assessment*

The admission requirements are clear and available on the main website of the Faculty of

Economics. Admission is based on students' grades from diploma supplement and the grade of the final thesis. The applicants who do not have Bachelor or Master Degree in economics or management have to have at least 30 ECTS credits from the undergraduate business and management programmes (SER, p.27). **The number of admitted students** increased in the last two years compared to the previous three-year period: it was 32 in 2014 and 23 in 2015, while the previous numbers were 21, 14 and 15. Dropout rate has a fluctuation between 10% and 40% during the assessment period. There is a need to analyse the reasons and to elaborate measures against withdrawal from the Programme.

One of the **attractive features of the programme** is that the full-time programme adjusted the time-allocation scheme to the needs of those students who have full-time jobs (Annex 6 demonstrates that about 75% of the students have full-time job). The classes are held 5 days a week from 5.30 to 8.30 pm. Another attractive feature is that the proportion of individual work is high allowing the teachers to apply self-study methods (home assignments, cases, recommended readings). However, **the number of contact hours is low for a full-time 90-credit Master's study programme.**

The department **encourages students to participate in research**, even if study duration is short. According to the SER, students have opportunities to pursue research during their studies, but only a few students have been involved in research activities. Master students are encouraged to write and publish journal article with supervisor. On that way, one to two articles are written in the faculty every year. Several students continue in Ph.D. and stay to work for VU. Under the Erasmus program students have mobility opportunities but HRM students are not very active in that. During the period 2009-2016, approximately one student per year went to study abroad.

The study process is organized by the equal amount of courses in three semesters. **Assessment of the master studies** includes cumulative grade and final exam. The Master's Final Theses Defence Committee grades Master theses and two research papers presented in the first and second semester. It is good that preparations for Master theses begin already in the first semester. It gives more time for students, supervisors, and possible ends with better quality master theses. Students shall follow the Code of Academic Ethics regarding to avoid academic fraud.

The university **ensures an adequate level of academic and social support.** Students have a possibility to contact teachers by e-mail or during the consultation hours. Every teacher have one hour per week for consultations. VU Centre of Culture and the Centre of Fitness and Sport offers students different sport and self-expression opportunities. Financial support is given in the forms of students' loans, scholarships, social benefits and possibility to live in dormitories. The student

union also could help students to solve any question or problem they have.

2.6. Programme management

The Programme belongs to the Faculty of Economics, Department of Management. In 1997 the faculty started Personnel Management study programme. It was registered as a new one in 2007, and in 2012, the name was changed to Human Resource Management.

The SER provides availability of the main quality assurance documents of the university and the faculty. These documents are based on the national regulations and takes into account the international developments in quality assessment. **The Programme Committee is responsible for redesigning and development processes have been implemented in the study programme** since 2012. It involves internal and external stakeholders, the chair, four staff members from the Department, a social partner and a student representative. The responsibility of the Committee is to analyse the learning outcomes and the learning environment taking into account the interests of all stakeholders.

The most important feature of the QA system is that all study programs have to be periodically updated and regularly monitored. There is a regular supervision of the teaching and research performance of the staff. Teaching staff is attested in every five years, and student satisfaction over five years is one of the criteria. The Faculty encourages participation in scientific conferences and seminars, provides possibilities for academic exchange programmes. Several KPIs, such as students' satisfaction, students' workload progression, success and dropout rates, career paths of graduates, are being monitored regularly. Surveys are holding "whenever necessary" (SER, p.35). However, for more than 10 years the faculty has had a standard procedure for collecting student feedback after each semester: standardized online questionnaires for the programme (on specific courses and on general satisfaction), and overall satisfaction poll for graduates.

The SER shows that **students' satisfaction rate** with study programme is increased; in year 2011 it was valued with 5.36 point out of 10 in average but to year 2014 the same measure raised to 9.22 point. The report explains the fluctuation with external factors mainly: different positions of the national economy and the increasing prestige of the human resource field. During the meetings the expert team confirmed that some changes in the curriculum happened as feedback to the students' evaluations and comments (e.g. replacement of Organizational Behaviour module to Talent Management module was initiated after the feedback of students) – that proved that the students had a voice.

On the other hand, part of **students and alumni said they were not using Moodle** because of convenience and usability reasons. This is   important   information   and   need   to   be

changed. In addition to questionnaires, informal feedback sessions with students could be more useful and could be made as a standard practice, with better results and higher involvement rates.

The expert team call the attention that there are **some other important indicators to monitor** such as share of practical trainings, content quality or the effectiveness of assessment procedures. **The quality assessment system could be improved by** strengthening on-going monitoring, periodic review and feedback system. Benchmarking with other programmes would be a good tool for managing programme portfolio and encouraging continuous improvement.

It is a usual practice to invite social partners to thesis defence committee, but **overall interaction with social partners need improvement.** Learning outcomes should be developed based on a dialog by potential employers, and by greater involvement of social partners in programme development and review. The potential project with Investors' Forum about the review of the competencies, needed in the market, and review of the programmes is a good example and could be shared as a good practice of success.

The study programme had the last external evaluation in November 2008. It was accredited for six years. During the visit the expert team asked to present the last evaluation report to see all recommendations. The previous evaluation group formulated several recommendations for improvements and – according to SER and Summary of Previous Assessment Report – many of these have been taken into account in the renewal of the study programme (Appendix 5). However, there are some recommendations still need actions. As said previously, better market analysis is needed. In addition, there were recommendations to involve more guest and foreign lecturers and to increase focus of internationalisation. The need for paying more attention to teaching practical skills is also valid.

III. RECOMMENDATIONS

1. It is recommended reformulate learning outcomes 4.2-5.2 to be unambiguously understandable to all stakeholders. To avoid misunderstanding the expert team suggest making full course descriptions accessible for students in all communication channels.

2. To achieve learning outcome 3.3. and 5.1 the expert team recommends to add more theoretical knowledge and practical tasks about labour market analysis and qualitative research methods.

3. The expert team suggests paying more attention to employees planning, recruitment and selection techniques, qualitative research methods and ethics through increase the amount of compulsory studies in these topics.

4. More detailed and systematised analysis of public and labour market is needed. The expert team recommends paying in the curriculum more attention to areas with high market needs. The study programme needs more practical approach.

5. The full-time, 90-credit programme could achieve its objectives if either the length of the programme or the proportion of contact hours will be extended.

6. Adding more research articles to the reading lists of courses is recommended.

7. The programme would greatly benefit from invited foreign experts and active business leaders sharing their experience.

8. It is recommended to motivate staff and students to use Moodle for all courses.

9. The quality assessment system could be improved by strengthening on-going monitoring, periodic review and feedback system. It is also recommended to add indicators to monitor such aspects like share of practical trainings, content quality or the effectiveness of assessment procedures. Benchmarking with other programmes would be a good tool for managing programme portfolio and encouraging continuous improvement.

10. The expert team suggests more efficient use of the quality assurance tools and communication channels between the various stakeholders in order to increase the level of management culture.

IV. SUMMARY

The aim of the programme is well formulated. SER described fourteen learning outcomes but some of these were not clearly phrased and needed additional explanation during the visit. After that clarification the learning outcomes became clear for the experts. The aim and learning outcomes are publicly available in internet webpages and various printed handouts. The content of the webpages matches with SER, except one webpage giving two different study periods (1.5 and 2 years).

Little proof about public and labour market needs were presented. The expert team concludes that market analysis should be more comprehensive and should include some information about recent human resource management capacity needs in the companies. Human resource management Master's programmes are offered by three other universities on Lithuania. It appeared that social partners do not distinguish the various human resource programmes substantially. In addition, they declared the need of more practical knowledge for the graduates.

The course descriptions meet the requirements. The name of the study programme and its learning outcomes are compatible to each other. The courses have proper learning outcomes and description templates are comprehensive. Students can see learning outcomes in the university homepage and they are explained in the first lecture of each course. However, entire course descriptions on the form as these are presented to the evaluation team in English are not available to students.

The structure and volume of the Programme correspond to requirements. The 90-credit Master programme has a minimum of 64% independent workload in each course. However, it might be too difficult for full-time working students to achieve all learning outcomes with that high amount of independent workload during short study period. The study programme has not less than 60 credits study field courses and less than 60 credits of supplementary studies. Courses are evenly distributed through semesters. Compulsory courses provide advanced knowledge in management and research; the content of supplementary courses is appropriate. The content of the programme is related to the recent important human resource management topics as cross-cultural management and knowledge management, but some aspects would deserve more attention. These are e.g. employees planning, recruitment and selection, which are briefly covered in one compulsory introductory course in the first semester. In addition, qualitative research methods have not got enough attention in the study programme.

According to SER all learning outcomes are achievable regarding the courses foreseen. Evaluation team agrees with most of these, except learning outcomes 3.3 and 5.1, which remained unclear. Teaching methods are suitable for Master's programme and for achieving

most of the learning outcomes. The programme would benefit from including more practice. Teaching materials are listed according to the requirements. However, the expert team recommends adding more articles to the reading materials. Final Master's thesis preparation includes four steps: two research projects, Module Seminar of Human Resource Management and Master's final theses. The process ends with public defence. Compose of the Defence Committee meets the requirements.

The staff of study programme meets the legal requirements. 94.1% of the staff have doctoral degree, the turnover is low, the age distribution and gender balance is good. Professors teach 20% of major study field courses. Requirement, that no less than 60% of all the study subject teachers must have a scientific degree and out of them no less than 40% has to be active researchers on the field of the study subject is not completely fulfilled. Student/staff ratio is very low.

The staff travels abroad mainly by Erasmus exchange programmes but the trend is decreasing. It would be beneficial for the study programme if foreign experts and more active business leaders would share their experience.

Facilities and learning resources are appropriate. The library is open 24/7, providing students with required study materials and granting access to numerous databases.

The admission requirements are clear and available for the applicants. The number of admitted students had increased in recent years. The study programme is organized on the way to be suitable for students with full-time jobs. Students are encouraged to participate in research and have mobility opportunities under the Erasmus program.

Assessment of the Master studies includes cumulative grade and final exam. The preparation of Master's theses starts from the first semester. Study process is suitable for Master studies and helps to achieve learning outcomes. The university ensures an adequate level of academic and social support: consultations by teachers, various culture and sport events, financial support and dormitories.

The university and the faculty have publicly available policies for quality assurance. The Programme Committee evaluates the facilities and the learning outcomes taking into accounts the opinion of students, alumni, staff and social partners. Questionnaire and informal feedback sessions have been used for collecting information. The quality assessment system could be improved by strengthening on-going monitoring, periodic review and feedback system. Benchmarking with other programmes would be a good tool for managing programme portfolio and encouraging continuous improvement.

V. GENERAL ASSESSMENT

The study programme Human Resource Management (state code – 621N60001) at Vilnius University 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	2
	Total:	**15**

*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. József Temesi
Grupės nariai: Team members:	Prof. dr. Inga Lapina
	Ms Viire Täks
	Mr Gintautas Kučas
	Ms Julija Stanaitytė

VILNIAUS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS *ŽMOGIŠKŲJŲ IŠTEKLIŲ VALDYMAS* (VALSTYBINIS KODAS – 621N60001) 2017-05-16 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-88 IŠRAŠAS

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V. APIBENDRINAMASIS ĮVERTINIMAS

Vilniaus universiteto studijų programa *Žmogiškųjų išteklių valdymas* (valstybinis kodas – 621N60001) 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	2
	Iš viso:	15

* 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 programos tikslas gerai suformuluotas. Savianalizės suvestinėje aprašyti keturiolika studijų rezultatų, tačiau kai kurie nebuvo aiškiai suformuluoti, todėl vizito metu buvo paprašyta juos paaiškinti. Po papildomo paaiškinimo ekspertams nebekilo klausimų dėl studijų rezultatų. Tikslas ir studijų rezultatai yra viešai prieinami tinklalapiuose ir įvairioje spausdintoje medžiagoje. Tinklalapių tyrinys atitinka savianalizės suvestinėje pateiktą informaciją, išskyrus vieną tinklalapį, kuriame nurodytos dvi studijų trukmės (1,5 ir 2 metai).

Pateikta mažai įrodymų apie visuomenės ir darbo rinkos poreikius. Ekspertų grupė daro išvadą, kad rinkos analizė turėtų būti išsamesnė ir apimti informaciją apie naujausius žmogiškųjų išteklių valdymo poreikius įmonėse. Žmogiškųjų išteklių valdymo magistrantūros studijų programas siūlo dar trys universitetai Lietuvoje. Pasirodė, kad socialiniai partneriai iš esmės neskiria įvairių žmogiškųjų išteklių studijų programų. Be to, jie išreiškė poreikį, kad absolventai turėtų daugiau praktinių žinių.

Dalykų aprašai atitinka reikalavimus. Studijų programos pavadinimas ir studijų rezultatai suderinti tarpusavyje. Dalykų studijų rezultatai tinkami, o aprašai išsamūs. Studentai gali matyti studijų rezultatus universiteto interneto svetainėje, taip pat jie paaiškinami kiekvieno dalyko pirmoje paskaitoje. Tačiau išsamūs dalykų aprašai, kokie buvo pateikti atitinkama forma anglų kalba ekspertų grupei, nėra prieinami studentams.

Studijų kokybės vertinimo centras

Studijų programos struktūra ir apimtis atitinka reikalavimus. 90 kreditų apimties magistrantūros studijų programoje savarankiško darbo apimtis kiekviename dalyke sudaro mažiausiai 64 %. Tačiau visu etatu dirbantiems studentams gali būti pernelyg sunku pasiekti visus studijų rezultatus esant tokiai didelei savarankiško darbo apimčiai per gana trumpą studijų laikotarpį. Studijų programoje ne mažiau nei 60 kreditų skiriama studijų krypties dalykams ir mažiau nei 60 kreditų – papildomoms studijoms. Dalykai tolygiai paskirstyti per semestrus. Privalomi dalykai suteikia pažangių žinių vadybos ir tyrimų srityje; papildomų dalykų turinys yra tinkamas. Studijų programos turinys yra susietas su naujausiomis aktualiomis žmogiškųjų išteklių valdymo temomis, pavyzdžiui, tarpkultūrine vadyba ir žinių vadyba, bet kai kuriems aspektams reikėtų skirti daugiau dėmesio. Tarp tokių minėtinas personalo planavimas, samdymas ir atranka, kurie trumpai apžvelgiami viename privalomame įvadiniame dalyke pirmame semestre. Be to, studijų programoje neskiriamas pakankamas dėmesys kokybinio tyrimo metodams.

Remiantis savianalizės suvestine, atsižvelgiant į numatytus dalykus, visi studijų rezultatai yra pasiekiami. Ekspertų grupė pritaria daugumai jų, išskyrus 3.3 ir 5.1 studijų rezultatus, kurie išliko neaiškūs. Dėstymo metodai tinkami magistrantūros studijų programai ir leidžia pasiekti daugumą studijų rezultatų. Būtų pravartu į studijų programą įtraukti daugiau praktikos. Mokomoji medžiaga išvardyta pagal reikalavimus. Vis dėlto ekspertų grupė rekomenduoja į literatūros sąrašus įtraukti daugiau straipsnių. Baigiamojo magistro darbo rengimas apima keturis etapus: du tyrimų projektus, žmogiškųjų išteklių valdymo seminarą ir baigiamąjį magistro darbą. Galiausiai vyksta viešas darbo gynimas. Gynimo komiteto sudėtis atitinka reikalavimus.

Studijų programos personalas atitinka teisės aktų reikalavimus. 94,1 % dėstytojų turi daktaro laipsnį, jų kaita nedidelė, amžiaus pasiskirstymas ir lyčių pusiausvyra yra geri. Profesoriai dėsto 20 % pagrindinės studijų krypties dalykų. Reikalavimas, kad ne mažiau nei 60 % visų dalykų dėstytojų turėtų mokslinį laipsnį ir iš jų ne mažiau nei 40 % aktyviai vykdytų dalyko srities tyrimus, nėra visiškai įvykdytas. Studentų ir dėstytojų santykis labai mažas.

Darbuotojai vyksta į užsienį daugiausia pagal „Erasmus" mainų programą, tačiau judumo rodiklis mažėja. Studijų programai praverstų, jei savo patirtimi pasidalytų kviestiniai užsienio ekspertai ir aktyvūs verslo lyderiai.

Materialieji ištekliai yra tinkami. Biblioteka dirba visą parą ir suteikia studentams reikiamos studijų medžiagos bei prieigą prie gausybės duomenų bazių.

Priėmimo reikalavimai yra aiškūs ir prieinami stojantiesiems. Pastaraisiais metais išaugo priimamų studentų skaičius. Studijų programa organizuojama taip, kad tiktų visu etatu dirbantiems studentams. Studentai skatinami dalyvauti tyrimuose ir gali naudotis „Erasmus" programos teikiamomis judumo galimybėmis.

Magistrantūros studijų vertinimo sistemą sudaro kaupiamasis pažymys ir baigiamasis egzaminas. Magistro darbas pradedamas rašyti jau pirmame semestre. Studijų eiga tinkama magistrantūros studijoms ir padeda pasiekti studijų rezultatus. Universitetas užtikrina atitinkamą akademinės ir socialinės paramos lygį: dėstytojų konsultacijas, įvairius kultūrinius ir sporto renginius, finansinę paramą ir bendrabučius

Universitetas ir fakultetas turi viešai prieinamus kokybės užtikrinimo politikos dokumentus. Studijų programos komitetas vertina materialiuosius išteklius ir studijų rezultatus, atsižvelgdamas į studentų, absolventų, personalo ir socialinių partnerių nuomonę. Informacijai rinkti naudojami klausimynai ir teikiamas neformalus grįžtamasis ryšys. Kokybės užtikrinimo sistema galėtų būti pagerinta stiprinant nuolatinę stebėseną, periodinę peržiūrą ir grįžtamojo

ryšio sistemą. Palyginimas su kitomis programomis būtų gera priemonė valdant studijų programą ir skatinant nuolatinį tobulinimą.

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III. REKOMENDACIJOS

1. Rekomenduojama performuluoti 4.2–5.2 studijų rezultatus, kad juos vienareikšmiškai suprastų visi socialiniai dalininkai. Siekiant išvengti klaidingo supratimo, ekspertų grupė siūlo išsamius dalykų aprašus padaryti prieinamus studentams visais komunikacijos kanalais.
2. Norint pasiekti 3.3 ir 5.1 studijų rezultatus, ekspertų grupė rekomenduoja įtraukti daugiau teorijos ir praktinių užduočių apie darbo rinkos analizės ir kokybinio tyrimo metodus.
3. Ekspertai siūlo daugiau dėmesio skirti personalo planavimo, samdymo ir atrankos būdams, kokybinio tyrimo metodams ir etikai, didinant privalomų dalykų šiomis temomis dalį.
4. Reikia išsamesnės ir sistemingos visuomenės ir darbo rinkos poreikių analizės. Ekspertų grupė rekomenduoja daugiau dėmesio studijų turinyje skirti sritims, kuriose rinkos poreikiai dideli. Studijų programai reikia praktiškesnio požiūrio.
5. 90 kreditų apimties nuolatinių studijų programa galėtų pasiekti savo tikslus, jei programos trukmė būtų ilgesnė arba kontaktinių valandų skaičius didesnis.
6. Rekomenduojama į dalykų literatūros sąrašus įtraukti daugiau tyrimų straipsnių.
7. Studijų programai labai praverstų, jei savo patirtimi pasidalytų kviestiniai užsienio ekspertai ir aktyvūs verslo lyderiai.
8. Rekomenduojama motyvuoti personalą ir studentus visuose dalykuose naudotis „Moodle" platforma.
9. Kokybės užtikrinimo sistema galėtų būti pagerinta stiprinant nuolatinę stebėseną, periodišką peržiūrą ir grįžtamojo ryšio sistemą. Taip pat rekomenduojama stebėti tokius rodiklius kaip praktinio mokymo dalis, turinio kokybė ar vertinimo procedūrų veiksmingumas. Palyginimas su kitomis programomis būtų gera priemonė valdant studijų programą ir skatinant nuolatinį tobulinimą.
10. Ekspertų grupė siūlo veiksmingiau naudoti kokybės užtikrinimo priemones ir komunikacijos kanalus tarp įvairių socialinių dalininkų, siekiant kelti vadybos kultūros lygį.

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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)