



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Generolo Jono Žemaičio Lietuvos Karo akademijos
PERSONALO VADYBOS PROGRAMOS (612N70002)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF *PERSONNEL MANAGMENT (612N70002)*
STUDY PROGRAMME

at The General Jonas Zemaitis Military Academy of Lithuania

Grupės vadovas:
Team leader:

Prof. Dr Jeffery H. Butel

Grupės nariai:
Team members:

Prof. Anu Toots
Dr Renate Deininger
Prof. Inesa Voroncuk
Doc. Dr Regimantas Čiupaila
Augustė Meškytė

Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Personalo vadyba</i>
Valstybinis kodas	612N70002
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Viešasis administravimas
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3,5); iššęstinė (5)
Studijų programos apimtis kreditais	216
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Viešojo administravimo bakalauras
Studijų programos įregistravimo data	2009-08-31

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Personnel Management</i>
State code	612N70002
Study area	Social Sciences
Study field	Public Administration
Kind of the study programme	University Studies
Study cycle	First
Study mode (length in years)	Full-time (3,5); Part-time (5)
Volume of the study programme in credits	216
Degree and (or) professional qualifications awarded	Bachelor of Public Administration
Date of registration of the study programme	2009-08-31

© Studijų kokybės vertinimo centras
The Centre for Quality Assessment in Higher Education

CONTENTS

CONTENTS	3
I. INTRODUCTION	4
II. PROGRAMME ANALYSIS.....	4
1. Programme aims and intended learning outcomes	4
2. Curriculum design	5
3. Staff	5
4. Facilities and learning resources.....	6
5. Study process and student assessment.....	7
6. Programme management	8
III. RECOMMENDATIONS	9
IV. SUMMARY	10
V. GENERAL ASSESSMENT	Klaida! Žymelė neapibrėžta.

I. INTRODUCTION

The Academy is the only higher education institution in Lithuania preparing officers for the Lithuanian Armed Forces. It aims to provide high-quality university education in conjunction with military education and training. The Academy's highest body, Senate, links the Academy with the Ministry of National Defence. Below that, Council has ultimate responsibility for internal issues. There are four subordinate structural units: Science and University Education, Military Training, Cadet Battalion and Logistics. This structure is designed to coordinate university and military studies. The programme being assessed is located within the Department of Management. The programme is administrated by the Vice-Rector for Studies and Research.

The programme is delivered, monitored and evaluated by three institutional units: the Division of Studies, the Department of Management and the Study Programme Committee for Social Sciences. The Division of Studies is responsible for monitoring the quality of the provision. It collects, collates and analyses information on the study process and results. This information and the evaluation of it are presented to Senate, Academy administration and relevant departments.

The programme was given full accreditation by an external evaluation panel in 2004. In 2007 an internal quality assessment led to more clearly defined required competences for graduates. The current evaluation was conducted in May 2013 by a panel of experts from the United Kingdom, Austria, Estonia, Latvia and Lithuania, including a representative of employers and a student representative. During the site visit the Panel met administrative staff, teachers, current students, alumni and employers, reviewed teaching accommodation and learning resources, and scrutinised student work.

II. PROGRAMME ANALYSIS

1. Programme aims and intended learning outcomes

The programme was designed for persons completing their secondary education and wishing to pursue a career in the Lithuanian Armed Forces. The programme combines academic and military education at the same time as seeking to prepare public administration specialists who understand public administration policy and functions and are capable of thinking critically, assessing and implementing personnel development strategies in public institutions, including the military. The aims and programme description are clearly stated and published on the Academy's website.

The intended learning outcomes seek to provide students with the knowledge and abilities which are necessary for understanding, analysing and assessing the functioning of public administration. The programme aims and intended learning outcomes are based on the perceived needs of graduates during their military career, as set out by the Ministry of Defence, and subsequently in civilian life.

The programme follows Lithuanian regulations for higher education to ensure that the aims and intended learning outcomes are consistent with the type and level of the award. Thus, the intended learning outcomes are set appropriately at bachelor's level and graduates are expected to be familiar with and understand theory and practice and be able to apply these in their careers.

The programme provides an holistic approach to public administration and includes subjects such as information management systems, law and finance management. Although the programme title is Personnel Management, graduates are awarded a degree in Public Administration. The balance

between these two subject areas needs to be reviewed to ensure greater congruency between programme title, intended learning outcomes, content and the name of the final award.

2. Curriculum design

The curriculum comprises 216 ECTS spread over seven semesters in the full-time mode and 10 semesters in the part-time mode. The number of modules taken does not exceed seven in any semester. The ECTS per semester is 30 for full-time studies and 20-25 for the part-time studies. This meets legal requirements.

The curriculum structure is clear and the sequence of subjects is logical and not repetitive. Teachers liaise to avoid unintended overlap and repetition. There is clear progression through the years of study.

The component courses provide a basic overview of the subject consistent with the type and the level of the subjects.

To better reflect the title of the award some additional content is needed. This, for example, could include public administration organisation theory, basics of public policy, local self-government and public management, and European Union governance. A variety of teaching and learning methods, including lectures, problem-based learning, case-studies and presentations, is employed. These, and associated assessment methods, are well-designed to facilitate students' achievement of the intended learning outcomes.

The programme is divided into three parts: General university education (20 ECTS), study subject in the field of Public Administration (169 ECTS), optional subjects (12 ECTS) and two work placements (15 ECTS) in the fourth and seventh semester. The programme's intended learning outcomes cover knowledge and its application, research skills, subject-specific skills, social skills and personal skills. However, external stakeholders and students feel that opportunities for students to gain more practical experience could usefully be extended.

The content of the subjects reflects the latest achievements in science. However, the Academy needs to enhance its support for teachers' research activities which are directly related to the programme to ensure that the programme continues to reflect current norms. Research could be enhanced by wider access to, and use of, literature in English, and increased staff exchanges with foreign institutions. The final theses show that students are able to reflect the latest achievements in science although their use of references in English could be extended.

3. Staff

Teaching staff are well qualified. There are 32 teachers: 10 professors, 15 associate professors and seven lecturers. During the period 2008-2012 the number of professors doubled and the number of associate professors tripled. The academic qualifications of staff significantly exceed legal requirements set for bachelor programmes. The teaching experience of staff meets legal requirements but is variable. In most cases it exceeds 10 years, but often includes work in non-tertiary education.

All teachers teach subjects related to their academic degree and research profile. Staff members who met the Panel demonstrated good English language skills. Around half of the teachers are employed part-time and work in other universities. Their work contracts and qualification assessment procedures are similar to full-time staff. Employing competent teachers from other universities ensures the best quality of teaching and brings broader and different approaches to the programme. New perspectives are also provided by visiting foreign lecturers. Although, typically, they deliver a

single lecture, they are highly ranked military professionals from various countries including China, Denmark, UK and USA.

The teacher-student ratio is favourable and teachers' workload is not heavy. Approximately 330 students are currently on the programme, giving a teacher-student ratio of 1:10. Typically, a teacher supervises three theses and delivers four lecture courses per year. All staff have weekly office hours when they are available to students for consultations. There is considerable communication outside these times, by e-mail and telephone. Students report that teachers are easy to contact and very responsive.

The age structure of the academic staff has been skewed towards the upper end. For example, the average age of associate professors and lecturers in 2012-13 was 50 years. However, recently, several younger teachers have joined the Department and the average staff age is falling. Vacancies are filled through open competition.

The Academy requires continuous improvement of professional competences and teachers' achievements are assessed every five years. Teaching quality is enhanced through classroom observations by colleagues and the sharing of best practice. Where there is cause for concern, teaching observations are conducted formally by the Department. There are numerous opportunities for professional development, but their take-up is variable. Around one-third of staff have participated in conferences abroad and considerably more in conferences held in Lithuania.

In developing their professional capabilities teachers receive some support from the Academy. English language courses and advice on preparing courses in English for ERASMUS students are highly appreciated. However, the criteria for provision of financial support for staff development activities such as conference participation could be more transparent.

The Academy runs its own scientific journal in cooperation with Lithuanian and foreign universities and many academic staff have an excellent publication record, including articles in highly-ranked peer-reviewed academic journals (indexed in Thomson Reuters). However, others, including senior staff, have a very modest research and publication record. Over the period 2005-12 teachers undertook five applied research projects directly related to the programme, four of which were financed by the Ministry of Defence. There have been other projects but not directly relevant to the programme. The Academy is advised to encourage and support more research directly related to the programme to provide it with a firm academic underpinning.

4. Facilities and learning resources

Classrooms are appropriate for the numbers of students and the nature of the activity taking place. There are 58 classrooms including four with between 24 and 32 computer workstations. Some rooms have been recently renovated; the remaining rooms are scheduled to be refurbished. The budget for improving the infrastructure increased in 2013 and it is intended that it will in 2014. For individual work students can use the library which is located on two floors: one for books and another for periodicals and encyclopaedias. There are also two reading rooms with some seven or eight computers available to students. The number of computerised workplaces is adequate; most students prefer to use their laptops.

The present computer provision is, in general, satisfactory. There are sufficient PCs, but faster machines are needed for work with some special software programs, such as SPSS. The Academy is dependent on the Ministry of Defence for upgrading of the hardware and software. In addition to standard Windows packages there are programs for English language teaching (English Plus and Tell Me More) and for statistical analysis (SPSS). The internet can be accessed on all computers and Wi-

Fi is available everywhere on campus. The Academy has its local server for sharing learning materials and delivering distance learning.

Students undertake two types of work-placement, military and civil. These are well organised and provide an appropriate learning experience in both a military and civil environment. Military placements take place in military units while civilian placements take place in public governmental institutions, at national, regional and local level. Students are well-supported in identifying appropriate work placements and provided with supporting materials to maximise the benefits they derive from these experiences. Where possible, civil placements take place in students' home municipalities.

The Academy's library provides students with all the necessary materials for their studies and includes specialised literature for warfare, political science and leadership. In addition, cadets can use the Mykolas Romeris University Library and online resources. Subjects related to personnel management and public administration comprise a relatively small part of the Academy's work and purchasing access to e-books is not a priority. However, all major online full text academic journal databases are available, although EBSCO is not very popular among students. Teachers should encourage students to make wider and more regular use of academic databases that facilitate improved English language skills.

The stock of major texts in Lithuanian and English is good; in personal management, around 80% of books are in English. New publications are added to the library twice a year in accordance with teachers' requests. As a rule, all requests are fulfilled. Textbooks and methodological guidelines prepared by the teachers are available online for the students inside and outside of the Academy.

5. Study process and student assessment

The admission requirements are fair and appropriate and follow government regulations. Entrants' secondary education must include successful final examination performance in history, a foreign language and mathematics. In addition to a prospective entrant's competitive examination score, selection takes in to account a candidate's suitability for a military career.

Intake to the full-time mode comprises one or two groups annually; there has been no recruitment to the part-time mode since 2006. The number of applications has decreased annually, from 189 in 2008 to 113 in 2012. The number of students accepted has fallen from 32 in 2008 to 21 in 2012, although the latter represents an upturn from 2009 and 2010. The Academy considers that this reflects national circumstances rather than dissatisfaction with the programme.

Lectures are delivered in the morning; and the afternoon is set aside for self-study. However, the time for self-study is often used for military, rather than academic, activities. The result is that students' academic performance often suffers. However, since student groups comprise between 10 and 22 students teachers are able to offer personal attention and identify and address any specific learning needs of their students.

Students' participation in research activities is limited. This is due, in part, to the demands placed on them by their military training. During the sixth semester students are involved in research and writing of their final thesis. Students choose from a list of final thesis topics recommended by the Department which reflects current research being undertaken in the Department. Students are allocated an academic adviser whose research activities are in an appropriate area.

International student mobility is available for full-time students only. The mobility of full-time students is restricted by the demands of military training. In addition, there are few European military institutions of higher education with similar programmes, suitable for the Academy's students,

thereby limiting further the mobility of its students. In 2011-2012, when the Academy first engaged in mobility schemes, there were three outgoing students and 10 incoming students.

The Academy is keen to expand its outward mobility and believes that there are now better opportunities to implement this. The experts encourage the Academy to explore such opportunities and support student (and staff) participation in international exchange programmes, such as ERASMUS. Students have very good English language skills and many expressed an interest in participating in such activities.

The Cadet Battalion is responsible for providing students (cadets) with academic and social support. The Division of Studies is responsible for the providing information to help students combine their military and academic activities satisfactorily.

From 2011-2012 each student group has had a coordinator responsible for providing continuing support and guidance on academic matters. Full-time students are provided with all necessary material resources, such as accommodation, food, and clothing, for the duration of the programme. They also receive student grants. The Cadet Battalion is responsible for their cultural and sports activities; students are able to access all facilities of the Academy including three sports halls.

The assessment system is explained clearly in the programme and individual course descriptions.

Students' performance is measured by a variety of assessment methods which includes an interim evaluation, evaluation of individual and group tasks, participation in seminars and a final examination. These taken together provide a cumulative score in which the contribution of the examination varies between 20% and 70%. While there may be good reasons for some variability in the contribution of the final examination component there needs to be a review of students' exposure to different assessment methods and a clear rationale for such variability between courses.

Assessment of the final thesis is based on topic relevance, coherence, theory presentation, research complexity, value of results, author contribution, conclusions and suggestions, consistency, language and style, thesis presentation and public defence. Students receive appropriate support in developing their theses.

The programme is part of the complex military officer career path. Graduates continue in the Lithuanian Armed Forces. Although they may seek employment in the civil sector on leaving the armed forces, to date none has done so. Social partners, including the Ministry of National Defence and Commandant of Logistics Command, are in close contact and they report satisfaction with the performance of graduates from the programme.

Student progression rates have differed considerably between full-time and part-time modes. Full-time students make progress: in 2010 out of an intake of 16 full-time students 13 graduated (81%); in 2012 27 graduated from 32 entrants students (84 %). For some years the Self-Evaluation Report combines full and part-time students when reporting progression rates and therefore it is not possible to discern differences in progression rates between these modes of study for these years. During the period 2008-12 34 students interrupted their studies due, in the main, to military requirements.

6. Programme management

There is a clear structure identifying responsibilities for programme management at all levels. The Vice-Rector for Studies and Research has overall responsibility for programme management and related quality assurance issues. The Division of Studies reports to him and, in turn, is informed by the Department of Management and the Study Programme Committee for Social Sciences. The Division of Studies is responsible for the Academy's internal study quality monitoring across all programmes and departments.

Senate meets four times a year and reports to Council. Full Council meets annually, although 'Small Council' meets monthly to expedite Council business. In March 2013 Senate established the Committee for Quality Management to work alongside the Study Programme Committees and the Committee for Teachers' Attestation. This action falls outside the period covered by this evaluation and it is too early to assess its effectiveness, but it is a positive development.

All information relating to the study process is collected by the Division of Studies. This information is gleaned from students, graduates and representatives of the armed services. The Self-Evaluation Report did not specify the nature of the data obtained or provide details of how and when it was obtained. However, since the completion for the Self-Evaluation Report there has been a shift towards collection of more quantitative (rather than qualitative) data. Again, it is too early to assess the impact of this.

The information provided presented little opportunity to evaluate the contribution of internal evaluations to programme improvement. This reflects the lack of transparency in the collection, collation and analysis of data collection for quality assurance and programme management purposes.

However, a number of recommendations from the previous external evaluation have been implemented. Some have yet to be implemented fully, although recent developments indicate that the Academy is seeking to make the necessary changes. Some, such as recruiting sufficient numbers of students are not totally within the power of the Academy to implement, although it is working with other higher education institutions on this issue.

Students, graduates, the armed services and Ministry of Defence are involved in programme management and enhancement. Academy students have their own representative system which reflects their closely-knit community and they have representatives on some committees. However, involvement of rank-and-file students in programme management, and quality assurance needs to be better articulated and more transparent. The student and the Academy systems appear to operate in parallel, with little interaction between them. This is exemplified by the fact that, although the student representative on the Self-Assessment Report writing team was highly articulate and aware of key issues, students who met the experts were unaware of the Self-Assessment Report. This indicates a need for better communication with students on academic matters. Given that many graduates will eventually wish to seek employment in the private sector, there is a need to engage in wider consultation with the private sector to ensure that the programme meets such needs.

The Academy is committed to quality improvement and its recent changes indicate this. It has made some progress and will benefit further from the more student-focused approach being implemented. However, it must first raise the profile of the academic component of the programme (compared with the military aspects) in the minds of the students if students are to be engaged fully in their learning, and develop a sense of 'ownership' in programme management and enhancement.

III. RECOMMENDATIONS

1. The balance between personnel management and public administration content needs to be reviewed to ensure greater congruency between programme title, intended learning outcomes, content and the name of the final award.
2. The Academy should increase support for applied research projects directly related to the programme to underpin the academic standing of the programme and ensure its continued currency.

3. Greater transparency in criteria for providing financial support for staff development activities, such as conference participation, and for student mobility is advisable.
4. There is a need for improved, faster, IT hardware to support some of the more specialised programs students are expected to use.
5. There is a need for an overview and closer monitoring of students' use of self-study time and to encourage more regular use of academic databases
6. The Academy needs to encourage and support greater student outgoing mobility.
7. There is a need to review the assessment balance between examination and coursework in individual courses and across the programme as a whole and make explicit the rationale for variations in this.
8. There is a need to improve transparency in the data collection, collation and analysis for quality assurance and programme management purposes.
9. Involvement of rank-and-file students in programme management, and quality assurance needs to be better articulated and more transparent and wider consultation with the private sector is needed in order to boost students' medium to long-term career opportunities.

IV. SUMMARY

The aims and programme description are clearly stated. The programme is designed for persons completing their secondary education and wishing to pursue a career in the Lithuanian Armed Forces. The curriculum structure is clear and the sequence of subjects is logical and not repetitive. The programme is delivered by enthusiastic and well qualified teachers many of whom have a good record of high quality international publications. The library provides a good learning environment with appropriate stock, including key texts in English. Student learning is supported by the use of interactive teaching and learning methods and access to international databases throughout the campus. Students are well-supported in identifying appropriate work placements and provided with supporting materials to maximise the benefits they derive from these experiences. The relatively high number of recent incoming international mobility students and their integration into the learning experience of Lithuanian students is a positive feature. The quality assurance and programme management structure sets out clearly responsibilities at all levels. Students have their own representative system which reflects their closely-knit society.

The programme lacks a clear focus. The programme title is Personnel Management, but the award title is Bachelor of Public Administration. The relationship of the key intended learning outcomes to each of these is not always clear. The currency of the curriculum and its academic underpinning would be enhanced by increased programme-related research. Criteria for providing financial support for staff development, activities, such as conference participation, and for student mobility, lack transparency. There are sufficient PCs, but faster PCs are needed for work with some special software programs, such as SPSS. The time for self-study is often used for military activities instead of the academic learning and greater encouragement for student participation in research activities is required. The Academy needs to encourage and support greater student outgoing mobility and there

is a need for greater student use of reference material in English. Involvement of rank-and-file students in programme management, and quality assurance needs to be better articulated and more transparent and there is a need to engage in wider consultation with the private sector in order to boost students' medium-to-long-term career opportunities.

V. GENERAL ASSESSMENT

The study programme *Personnel Management* (state code – 612N70002) at The General Jonas Žemaitis Military Academy of Lithuania is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and intended learning outcomes	3
2.	Curriculum design	3
3.	Staff	4
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	19

*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:

Jeffery H. Butel

Grupės nariai:
Team members:

Anu Toots
Renate Deininger
Inesa Voroncuk
Regimantas Čiupaila
Augustė Meškytė

**GENEROLO JONO ŽEMAIČIO LIETUVOS KARO AKADEMIJOS PIRMOSIOS
PAKOPOS STUDIJŲ PROGRAMOS PERSONALO VADYBA (VALSTYBINIS KODAS
– 612N70002) 2013-09-17 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-308 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Generolo Jono Žemaičio Lietuvos Karo akademijos studijų programa *Personalo vadyba* (valstybinis kodas – 612N70002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	19

* 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

Aiškiai nurodyti programos tikslai ir pateiktas aiškus jos aprašas. Ši programa skirta baigiantiems vidurinę mokyklą ir norintiems siekti karjeros Lietuvos ginkluotosiose pajėgose. Programos sandara aiški, studijų dalykai išdėstyti nuosekliai ir nesikartoja. Programą dėsto Studijų kokybės vertinimo centras

entuziastingi ir kvalifikuoti dėstytojai, kurių daugelis yra paskelbę nemažai kokybiškų publikacijų tarptautiniuose leidiniuose. Biblioteka užtikrina gerą mokymosi aplinką; ji turi pakankamai išteklių, įskaitant svarbiausius tekstus anglų kalba. Studijas palengvina tai, kad naudojami interaktyvūs mokymo ir mokymosi metodai, visoje Akademijoje prieinamos tarptautinės duomenų bazės. Studentams padedama susirasti tinkamą darbą, jie aprūpinami pagalbine medžiaga, kuri padeda maksimaliai padidinti iš šios patirties gaunamą naudą. Pozityvu tai, kad palyginti didelis atvykstantasis užsienio studentų, kurie studijuoja kartu su Lietuvos studentais, judumas. Kokybės užtikrinimo ir programos vadybos sistemoje aiškiai nustatyta atsakomybė visais lygiais. Studentai turi savo atstovavimo sistemą, kuri rodo studentų bendruomenės glaudumą.

Nepakankamai aišku, į ką ši programa orientuota. Programos pavadinimas – „Personalo vadyba“, o laipsnio pavadinimas – „viešojo administravimo bakalauras“. Ne visada aiškus pagrindinių numatomų studijų rezultatų ryšys su kiekvienu iš jų. Programa taptų populiarene ir jos akademinis pagrindas sutvirtėtų, jei būtų atliekama daugiau su programa susijusių mokslinių tyrimų. Nepakankamai skaidrūs personalo tobulinimo veiklai, pavyzdžiui, dalyvavimui konferencijose, ir studentų mobilumui skirtos finansinės paramos teikimo kriterijai. Kompiuterių pakanka, tačiau darbui su kai specialiomis kompiuterinėmis programomis reikia greitesnių kompiuterių. Savarankiškomis studijoms skirtas laikas dažnai panaudojamas ne akademiniam mokymuisi, o karinėms pratyboms; reikia labiau skatinti studentus dalyvauti mokslinių tyrimų veikloje. Akademija turi labiau skatinti ir remti išvykstantąjį studentų judumą, be to, studentai turi daugiau naudotis pagalbine medžiaga anglų kalba. Turi būti aiškiau suformuluotas ir skaidresnis eilinių studentų dalyvavimas programos vadybos ir kokybės užtikrinimo procese; reikia plačiau konsultuotis su privačiu sektoriumi, siekiant studentus paskatinti siekti vidutinės trukmės ir ilgalaikių karjeros galimybių.

III. REKOMENDACIJOS

1. Reikia peržiūrėti personalo vadybos ir viešojo administravimo turinio pusiausvyrą, kad jis labiau atitiktų programos pavadinimą, numatomus studijų rezultatus, turinį ir suteikiamos kvalifikacijos pavadinimą.
2. Akademija turėtų stipriau remti taikomuosius mokslinių tyrimų projektus, tiesiogiai susijusius su programa, siekiant palaikyti šios programos akademinę reputaciją ir užtikrinti jos ilgalaikį populiarumą.
3. Patartina nustatyti skaidresnius kriterijus finansiškai remti personalo tobulinimo veiklą, pvz., dalyvavimą konferencijose, taip pat ir studentų judumą.

4. Reikia įsigyti tobulesnę, greitesnę IT aparatinę įrangą, siekiant paremti kai kurias labiau specializuotas programas, kurias studentai turėtų naudoti.
5. Reikėtų prižiūrėti ir atidžiau stebėti, kaip studentai išnaudoja savarankiškomis studijoms skirtą laiką, ir paskatinti juos dažniau naudotis akademinėmis duomenų bazėmis.
6. Akademija turi labiau skatinti ir remti išvykstantąjį studentų judumą.
7. Reikia peržiūrėti egzaminų bei kursinių darbų vertinimo santykį tiek atskirų dalykų, tiek visos programos lygmenimis ir aiškiai pagrįsti jo svyravimus.
8. Reikia gerinti kokybės užtikrinimo ir programos vadybos tikslams skirtų duomenų rinkimo, lyginimo ir analizės skaidrumą.
9. Turi būti aiškiau suformuluotas ir skaidresnis eilinių studentų dalyvavimas programos vadybos ir kokybės užtikrinimo procese; reikia plačiau konsultotis su privačiu sektoriumi, siekiant studentus paskatinti siekti vidutinės trukmės ir ilgalaikių karjeros galimybių.