SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Mykolo Romerio universiteto

STUDIJŲ PROGRAMOS

LYDERYSTĖ IR POKYČIŲ VADYBA (621N61001)

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *LEADERSHIP AND CHANGE MANAGEMENT* (*621N61001*)

STUDY PROGRAMME

at Mykolas Romeris University

1. **Dr. Mary Lyn Glanz (team leader)** *academic,*

2. **Dr. Kristiina Tõnnisson,** *academic,*

3. **Prof. Dr. Georgi Apostolov.** *academic,*

4. **Mr. Simonas Rasimavičius,** *representative of social partners,*

5. **Ms. Dalia Miklaševičiūtė,** *students' representative*.

Evaluation coordinator - *Mr. Pranas Stankus*

Išvados parengtos anglų kalba
Report language - English

Vilnius
2016

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Lydersytė ir pokyčių vadyba
Valstybinis kodas	621N61001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Žmonių išteklių vadyba
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	Antra
Studijų forma (trukmė metais)	Nuolatinė (1.5), Ištęstinė (2)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Žmonių išteklių vadybos magistras
Studijų programos įregistravimo data	2009-04-06 Nr. ISAK-674

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Leadership and Change Management
State code	621N61001
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) Part time (2)
Volume of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master of Human Resource Management
Date of registration of the study programme	April 4, 2009 No. ISAK-674

CONTENTS

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	Corrected/ updated Table 2.2.2 from SER
2	List of teaching staff participation in conferences
3	List of social partners in the programme

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

Mykolas Romeris University's (MRU) mission is to educate society and future leaders capable of creating and introducing innovations that determine diverse scientific, cultural and technological progress. The key strategic priorities of MRU include creating new attractive national and joint study programmes developed in collaboration with foreign universities, fostering lifelong learning and electronic studies, and research activity. It offers study programmes in social sciences, physical sciences and humanities and is the second largest university in Lithuania.

Currently there are five faculties (Faculty of Economics and Finance Management, Faculty of Law, Faculty of Social Technologies, Faculty of Politics and Management, and Faculty of Public Security), one Business and Media School (establishment of MRU with Middlesex University in London) and the network of Research Laboratories at MRU. The university offers altogether 106 study programmes. There are 31 bachelor's degree programmes, 74 master's degree programmes and 6 doctoral programmes taught at MRU. 6 master's programmes are double/joint degree programmes. The number of students enrolled in MRU is about 13500 and about 250 among them are foreign nationals. More than 160 doctoral students study in the fields of law, management, economics, psychology and education.

The programme Leadership and Change Managements is located within the Faculty of Politics and Management together with other similar management programmes.

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 *27/04/2016*.

1. **Dr. Mary Lyn Glanz (team leader)** Dean of Graduate Studies for Glion Institution of Higher Education and Les Roches-Gruyère University of Applied Sciences (Switzerland)**,**
2. **Dr. Kristiina Tõnnisson** Director of EuroCollege, University of Tartu (Estonia)
3. **Prof. Dr. Georgi Apostolov** Vice-Rector of South-West University "Neofit Rilski" (Bulgaria)**,**
4. **Mr. Simonas Rasimavičius** *Nordic / Nordic, Central and South&West / Workplace / GIS UK&I Demand Manager /Workforce Planner (Lithuania)***,**
5. **Ms. Dalia Miklaševičiūtė,** Graduate of ISM University of Management and Economics (Lithuania)

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The graduate study programme on Leadership and Change Management is organized according to all necessary legal acts issued by Ministry of Education and Science of Lithuania. The programme aims, objectives and learning outcomes are well defined. They meet the requirements for the second-cycle studies and for the Master's degree defined in the Bologna Qualifications Framework, in Dublin's Descriptors and national documents. They are coherent and demonstrate consistency in the programme title, programme aims, intended learning outcomes and content. The well defined programme is the outcome of good co-operation with social partners and based on both the market research and practical experience on local, regional and international needs for Change management specialists and change leaders.

The academic and professional requirements of the programme are appropriate for the second cycle of higher education studies. The aims/objectives of the programme take into account the evergreen on-going changes in societies and correspond nicely to constant change cycles within different levels and spheres of human development. Programme's outcomes are based in students gaining 4 general competencies (e.g. generate new ideas) and 4 specific competencies (e.g. effective negotiations). These competencies are then further elaborated into 15 key outcomes some of which are competencies. The ambitions and language of these outcomes needs to be looked over as they are not precise and/or rather hard to measure. e.g. to be open minded, to use neurolingvistic programming, to have high internal motivation etc. These and similar outcomes should be worked on and tuned further.

The aim of the programme is to provide valuable leadership and managerial skills and the theoretical knowledge for the top and middle range managers acting both in private and public sectors and enabling them to apply acquired skills and knowledge for policy- and decision-making processes. The programme covers all - knowledge, abilities, ethical principles and values. It also explains to the students the European Union context of social policy and global change, needs of the society, social problems and priorities of Lithuanian public policies. The programme aims to align several related fields of study and to present subjects, which develop human resource management, effective communication, decision making and leadership skills.

The objective and learning outcomes of the study programme are publicly available and they reflect the required professional and academic competencies. They are clearly defined and well-communicated to teachers and students and are available to other stakeholders. The matrix in which the courses of the programme are listed in the SER gives a good overview in what

courses and how the learning outcomes of the programme are reached. The expert team is convinced that learning outcomes are generally updated and that programme members are involved in the evaluation.

The programme meets the demands of working life and labour market. At the same time the program is still struggling with the target group. There are both recent graduates from BA programs as well as "top and middle managers" studying in the programme. The panel acknowledges a clear step towards "middle managers group" but it might take still some more time to have more homogeneous target group.

In sum, the aims and learning outcomes of the programme are clear and understandable, publicly available and well defined. The programme aims are consistent with relevant international standards and the name of the programme, its learning outcomes, content and qualifications offered are compatible with each other.

2.2. Curriculum design

The curriculum design meets all the legal requirements necessary in the Republic of Lithuania and in EU. The study programme Leadership and Change Management is a well-coordinated and fashionable programme within the Faculty of Politics and Management. The programme aims, learning outcomes and curriculum design are consistent with the type and level of studies. The programme itself is nicely utilizing the need for constant change management and leadership. The scope of the programme is sufficient to ensure learning outcomes. Hence, the balance between "traditional change management" and new emerging trends should be reconsidered. In the current fast changing economic and social environment the emphasis on the "entrepreneurship mind set" during changes could and should get more attention.

The programme lasts altogether for 4 or 3 semesters depending on the type of studies (part time vs full time respectively) and the volume of the studies is 90 credits of student's contact hours and self-study work. During the studies, students have to collect certain points for Master Thesis each semester (altogether 30 ECTS by the end of the studies which constitutes 33% percent of the executed programme). In full time studies the students should take 30 ECTS in all semesters, in part time studies the students should take 24 ECTS in each of the first three semesters and during the last semester they have to finish their Master Thesis and take one more additional course.

The programme is made of eight compulsory study course subjects, amounting to 48 credits, which make more than 60 % of all programme subjects. Out of these 8 courses there are

6 specialized study subjects: Elite Theories, Negotiations and Impact, Diversity Management, Leadership, Human Resource Management, and Cross-Cultural Communication. The remaining two study subjects: Strategic Marketing Management and State Institutions, and New Public Management – are more general. Students can choose additional two study objects from six proposed: Conflict Management, Practicum of Psychology of Positive Thinking, Official Protocol and Etiquette, Rhetoric and Image management, Strategic Decision Taking, Strategic Project Management. In addition there are some subjects that are mandatory for the students who didn't have them/ take them during their bachelor studies: Strategic Management, Management, Public Administration Backgrounds. Each subject has 6 ECTS credits, each semester 30 ECTS or 24 ECTS – so the study subjects are spread evenly and the workload is proportionally distributed during all period of studies.

In their interviews, reviewers could verify that students, social partners and/or graduates of the programme have been very satisfied with the reputation and the quality of the programme. Teaching staff uses variety of different methods and approaches in content delivery. During interviews expert team evidenced some really passionate teachers and heard the opinions of the students that lectures are interesting, yet the study process remains challenging and does not lack the sophistication. That shows the systemic approach in building up the curriculum and balancing between "edutainment" and building of core leadership competences, necessary in the change management.

After having studied some final theses, the expert team found them adequate for the programme. Graduates of the Programme are successfully integrated into the labour market. Since many of them were successful professionals also before the programme, it is challenging to witness concrete career development track and/or change/upgrades of the workplaces of the graduates.

In sum, the curriculum of the study programme meets all legal requirements. At the same more English language could be included into the study process. At least one full course delivered fully in English during the curriculum would be suggested by the team. This is exactly the step which is also planned and currently in the process of being developed further - the idea to invite professors from the foreign universities to teach full courses in various management programme.

2.3. Teaching staff

Currently 14 teachers are involved in Leadership and Change Management Master's Degree Programme: 5 of them are professors, 7 of them are associated professors and 2 of them are lecturers holding a doctoral degree. 86% of the teaching staff are full-time employed and 14 % are adjunct instructors working in the areas of practice relevant to Leadership and Change Management. The reviewers checked and can confirm that the study programme is provided by teaching staff meeting all legal requirements. Both the composition of the teaching personnel – i.e. the mix of senior and junior staff members as well as the mix between academic and practical skills and experience among lecturers - is adequate to achieve the learning outcomes at the master's level.

Since the beginning of the programme, almost 40 per cent of teaching staff were changed. That occurred due to the fact that 2 of the teachers terminated employment with MRU, three teachers were transferred to teach to other study programmes and several subjects were changed according to the recommendations received during the last accreditation of the programme. Staff development opportunities exist and are communicated well to teaching staff. These include but are not limited to conference participations, ERASMUS exchange abroad, training on teaching aids, participation in seminars, etc.

In the area of programme-related research outputs, teaching staff meets qualification requirements. This is demonstrated by the number of publications as well as of conference presentations and the involvement in research activities (funded by Research Council of Lithuania, EU Tempus, EU Social Fund etc.). There is formal procedure in the faculty about how to get support for participation in various professional improvement activities, but the procedure is not too strongly connected to the programme management. Several lecturers mentioned that qualification improvement is their own personal responsibility. That might become systemic problem in the future. Programme management committee should take more active role in qualification improvement process and management of the faculty could provide clear rules/procedures/budget about professional improvement.

The research facilities supporting the staff have been significantly improved by the new Social Innovations Laboratory Network (MRU Lab), which includes a number of laboratories. These Laboratories are established to prepare and implement international projects and contract research for public and business sectors under new funding schemes. Facilities in the labs are impressive and the panel can see that this is an area that is being well resourced and could be an attractive addition to teachers' activities. Access to the lab is also available to students of all study levels, social partners and foreign colleagues.

In discussion with lecturers on the programme during the on-site visit, reviewers found a good level of staff satisfaction. There is a common understanding between teaching staff and they described their involvement with programme development. The stated philosophical basis for the programme could be better articulated for external review of the programme and the panel suggests that teachers are encouraged to do this more formally to help establish the identity of the programme going forward.

In conclusion, the team finds that the faculty teaching and research activities, amount and quality of their publications, the number of conferences and trainings/exchanges attended, is on very good level. The staff international publication record, international teaching experience and involvement in international research projects could and should be further developed in order to reach the general academic level in Europe. In order to improve academic staff's language skills and support and motivate them to deliver courses in a foreign language the special encouragements have to be considered. Also greater encouragement and support should be given both for the staff and students to utilise foreign databases. The 'demonstration effect' (the use of foreign guest speakers) already done within the Faculty, could provide the necessary catalyst for more widespread use of English throughout the MRU. The staff members should continue to focus on research output. It would be advised to have more clear focus for research/ applied research and to have even stronger links to various research laboratories. At least a common framework would be a valuable tool.

2.4. Facilities and learning resources

The pre-visit documentation notes that MRU is based in modern spacious and well-designed buildings and uses good sized classrooms equipped with multimedia facilities. These campus facilities offer students all possibilities to be expected from a well-equipped, contemporary academic campus and descriptions of facilities given in pre-visit documentation were substantiated on the panel visit. Students have unlimited access to the internet. Specialised software for collecting information and processing information are available. Access to an extensive variety of scholarly databases like EBSCO, EMERALD and others is ensured and also available remotely, in addition to very well stocked shelves in the physical library space.

Library facilities are particularly good and offered on a 24 hour per day basis. The training and support given by library staff on study support and research resources especially for the final student project is noteworthy and very much appreciated by the teachers and students. The Library opening times are also of importance to students balancing work and study and the

option to access library help on site 24 hours a day should not be underestimated. Extra facilities in the library for studies are matched by good classroom spaces and excellent auditoria. The new Laboratories add a serious and well equipped research facility that is open to all involved in the program.

Most lecturers use more or less e-environment in their work, mostly while providing learning materials, tasks and homework. University has widely popular e-studies environment MOODLE which allows flexible organisation of the study processes and spread of academic information. Several courses modules of Leadership and Change Management programme are delivered using MOODLE. According to the students and lecturers, video lectures are not widely used during the study process. Still, encouraging this approach would be convenient for the working students not being able to attend classes. Additionally there was a reported difficulty in relation to the ability of students to read international texts and a corresponding lack of relevant material in the Lithuanian language. This area should get additional attention during next development phase. In sum, the campus, premises, technical facilities and library services support the students very well in their studies and research projects.

2.5. Study process and students' performance assessment

The study process and students' performance assessment in Leadership and Change Management programme is consistent and systematic. During the first lecture of the subjects students are communicated about intended learning outcomes, how learning process will be organized and how final results will be evaluated. The link between course intended learning outcomes and the form of assessment is explained to the students.

The Leadership and Change Management master study programme is carried out both in full-time and part-time mode. However, during the last two years only part time students have been accepted (27 students in 2014 and 36 students in 2015). The study period in full-time mode consists of 1,5 years and in part-time mode the studies last 2 years. In 2012/2013 admission year 12 full-time students and 9 part-time study students successfully completed the study (respectively 54.55% and 27.27 % from the ones who started their studies 1,5 or 2 years ago). In 2013/2014 admission year 13 full-time students and 14 part-time study students successfully completed their study (respectively 48.15% and 35,9%).

Various study methods that enable students to achieve learning outcomes are applied in the studies of Leadership and Change Management programme. The main method of gaining theoretical knowledge is lectures. Both teachers and students of the programme have mentioned that various practical assignments and group discussions are normal parts of most of the courses

as well. Students are very appreciative of the practice-led teaching which characterises some classes. They appreciate being involved in group works. Even more projects or specific tasks, more activities during the lectures are expected by the students.

Practitioners proactively propose real business problems for resolutions during study process and formulate topics and tasks for the course works. Traditional methods of teaching are complemented by distance learning and possibility to use Moodle. Lectures are organized in various forms: oral, throughout multimedia tools, discussion with students. Often knowledge assimilation is based both on independent work, whereas teachers advice also the student face to face or online (e.g. via Moodle system). MOODLE is available and used by part of the faculty. Its full capabilities could be enhanced by enforcing students also to upload their work and to encourage more discussions (in forums). General communication with students is taking place via internet, e-mail, telephone and during the consultation time. Often students and teachers develop deep and informal relationships ("lecturer as a partner" approach), e.g. giving mobile phone to students, constant communication, quick feedback on the quality of lectures and better response to student's needs.

Written final exams are the most used evaluation methods. The assessment scheme described in pre-visit documents appears limited for Masters study with an emphasis on knowledge rather than application, synthesis and analysis. The panel believes this may relate also to the inadequately constructed outcomes of the programme. It may be reasonable to use more oral exams/ written essays/group work/ final presentations to develop argumentation skills and competences of master students. The tutorial system is effective in supporting students. Teachers' office hours are clearly stated and the accessibility of teachers at all times is appreciated by the students.

The final assessment is usually based on the cumulative score, which is the sum of the intermediate elements. Different teachers choose different proportions and different evaluation methods. Variety of evaluation methods and practices are used across different subjects and it creates the potential of good practice exchange between the teachers in the same programme.

Students have opportunities to participate in student mobility programmes and student-exchange programmes, e.g. such as Erasmus. These possibilities are known for students, but the general participation rate has still a huge potential. Currently the participation is low because of lack of particular encouragement and/or flexible enough schemes (often students have jobs and/or families). Still, the exchange should be encouraged much more and new ways for flexible options should be discovered. Also the university plans to organize more short summer schools and look for more cooperation possibilities within other forms of mobility (traineeship, summer

schools, Erasmus intensive programmes) to give alternative shorter mobility opportunities for such students.

Students also benefit from various considerable academic and social support throughout their studies. For some students the Masters Thesis is a major hurdle and in this regard we would commend the initiatives taken in by library staff to help support and underpin students independent study. Some study skills provision is advised for students who are balancing work and study and in some cases, returning to academic study after some time and the panel considered if this should be mandatory if an issue is identified rather than left to the student's own responsibility, simply because of the lack of understanding some students have of the tasks before them. At the same time the panel is equally mindful of the fact that these students will have to manage complex serious situations and coping with their studies may act as a filter system for future competence in employment.

Students are also encouraged to participate in scientific activities especially through the newly established laboratories. There are number of scientific activities/ laboratories connected the study programme where the students could offer their input and get additional valuable experience from. Currently the students involvement in research/applied research activities are rather low. Increase the students' cooperation with scientists and participation in research activities should be encouraged much more. Also the newly established Social Innovation LAB network should have social responsibility to integrate students into their everyday activities.

In sum, studies in Leadership and Change Management programme are well defined, the study process is clear and efficient, and involved parties (students, teachers, social partners) are generally satisfied with the study process and students' performance assessment. Still, exchange and drop-out rates, students' involvement within scientific activities and assessment methods should get further attention.

2.6. Programme management

The outlines for the programme management are laid out in MRU documents, such as Study Programme Regulations, Study Programme Guide, MTU Strategic Development Plan, etc. The central body of programme management activities is the Study Programme Committee. The main function of the study programme committee is to plan and develop the study programme and its subjects. This committee including representatives of social partners, students, administration and teaching staff, promotes stakeholders involvement in programme evaluation and improvement processes. The committee summarises opinions about the curriculum, evaluates changes and innovations in the study area with purpose to include this information into

curricula. The panel witnessed the input from students and social partners, but the existing links should be actively nourished further. Representative from creative agencies and public relations institutions could be included into the programme as guest lecturers during practical seminars much more than now. Stakeholders could be also included into master theses defence committee.

Quality of study programmes being implemented is ensured by annual discussions of learning outcomes, specification of study plans, feedback from students and social stakeholders, employers included, by monitoring students' achievements, graduates' employability data, and opinion of the alumni. The panel visit found that on regular bases both formal and informal feedback from students was taken and acted upon. Students all felt there was a good relationship with the programme leader who would always try to attend to student requests about the programme management and who was proactively communicating and involving them into change processes.

Study programme manager discusses the suggestions and issues received from different stakeholders mostly in the form of face to face talks and round table discussions. The decisions are included in improvement ideas and plans that will be discussed further during informal dialogues and meetings. A further source of information to help improve the programme and keep up current links may be a more formal scheme to take feedback from stakeholders. MRU is currently implementing graduate career monitoring system. In the Alumni Career Monitoring system data about university graduates is collected, monitored and managed, which is provided by the State Social Insurance Fund Board of Lithuania under the Ministry of Social Security and Labour. Based on the meetings with various stakeholders the programme management and internal quality assurance measurement system is in place. The school and the programme management is actively monitoring students' satisfaction and analysing the results

III. RECOMMENDATIONS

1. To focus seriously on 1) graduation rate 2) drop-out rate and 3) exchange rate in order to find possible solutions and flexible strategies.
2. To continue to focus on research output. It would be advised to have more links among teaching staff and students within new research centre.
3. To establish a working group of the programme managers to formally/officially discuss issues in common.
4. To offer more formal support and guidance in writing MA thesis.
5. To increase "international touch" in teaching and research, to aim for high quality academic journals and participation in cutting- edge conferences. An increased number of visiting Faculty to facilitate knowledge exchange is advised.
6. To compare/update/benchmark the study curriculum with similar programmes.
7. To offer more English language, at least one full course could be delivered fully in English

IV. SUMMARY

The second-cycle programme Leadership and Change Management is a well-functioning, well-managed programme that is corresponding to local needs and is looking towards the future. The aims and learning outcomes of the programme are clear and the programme meets the demands of working life and labour market. The programme's curriculum design is suitable for the planned outcomes and approved by the target groups. The study process is clear and efficient, and all involved parties (students, teachers, social partners) are satisfied with it. The department's teaching and research activities, including amount and quality of their publications, the number of conferences and trainings/exchanges attended etc. is on good level. The campus, premises, technical facilities and library services support very well the students in their studies and research projects and in most cases they are on excellent level. The programme has taken into account the suggestions from the last evaluation report and there are clear improvement signs in each subfield. Still, there are also many challenges left.

More focus should be put on 1) graduation rate 2) drop-out rate and 3) exchange rate in order to find possible solutions and flexible strategies. Another area for evergreen improvement is research output. It would be wise to increase "international touch" in teaching and research, to aim for high quality academic journals and participation in cutting- edge conferences. It would be advised to have more links among teaching staff and students within new research centre and to offer more formal support and guidance in writing MA thesis. At least one full course could be delivered fully in English

V. GENERAL ASSESSMENT

The study programme *Leadership and Change Management* (state code – 621N61001) at Mykolas Romeris 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	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	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:

Mary Lyn Glanz (team leader)

Grupės nariai:
Team members:

Dr. Kristiina Tõnnisson

Prof. Dr. Georgi Apostolov

Mr. Simonas Rasimavičius

Ms. Dalia Miklaševičiūtė

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V. APIBENDRINAMASIS ĮVERTINIMAS

Mykolo Romerio universiteto studijų programa *Lyderystė ir pokyčių vadyba* (valstybinis kodas – 621N61001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	4
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

Antrosios pakopos (magistrantūros) studijų programa *Lyderystė ir pokyčių vadyba* yra gerai veikianti, gerai tvarkoma programa, atitinkanti vietos poreikius ir orientuota į ateitį. Programos tikslai ir numatomi studijų rezultatai yra aiškūs, programa atitinka darbo rinkos poreikius. Programos sandara atitinka numatomus studijų rezultatus ir yra patvirtinta tikslinių grupių. Studijų eiga aiški ir veiksminga, ji tenkina visas suinteresuotąsias šalis (studentus, dėstytojus, socialinius partnerius). Katedros mokomoji ir mokslinių tyrimų veiklos, įskaitant publikacijų kiekį ir kokybę, dalyvavimą konferencijose, mokymuose, mainuose ir t. t., lygis yra geras. Universiteto patalpos, techninės priemonės ir bibliotekos paslaugos sudaro labai geras sąlygas studentams mokytis ir vykdyti mokslinių tyrimų projektus, daugelis jų yra puikūs. Akivaizdu, kad, atsižvelgiant į paskutiniojo vertinimo išvadas, buvo atlikti kiekvienos šios programos dalies patobulinimai. Tačiau dar yra nemažai spręstinų problemų.

Reikėtų daugiau dėmesio skirti 1) absolventų skaičiui, 2) nubyrėjimo lygiui, 3) mainų lygiui, siekiant rasti galimus sprendimus ir lanksčias strategijas. Dar viena aktuali problema yra mokslinių tyrimų rezultatai. Būtų racionalu didinti tarptautiškumą mokymo ir mokslinių tyrimų srityje siekiant skelbtis aukšto lygio akademiniuose žurnaluose bei dalyvauti pažangiausiose

konferencijose. Rekomenduojama, kad studentai ir dėstytojai palaikytų glaudesnius tarpusavio ryšius naujajame mokslinių tyrimų centre ir kad būtų teikiama formalesnė pagalba ir konsultacijos rašant baigiamuosius darbus. Bent vienas studijų dalykas nuo pradžios iki galo galėtų dėstomas tik anglų kalba.

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III. REKOMENDACIJOS

1. Atkreipti rimtą dėmesį į 1) absolventų skaičių, 2) nubyrėjimo lygį, 3) mainų lygį siekiant rasti galimus sprendimus ir lanksčias strategijas
2. Ir toliau susitelkti ties mokslinių tyrimų rezultatais. Rekomenduojama, kad dėstytojai ir studentai palaikytų glaudesnius tarpusavio ryšius naujajame mokslinių tyrimų centre.
3. Sudaryti programos vadovų darbo grupę, kuri bendrai formaliai / oficialiai aptartų klausimus.
4. Suteikti daugiau oficialios pagalbos ir konsultacijų rašant magistro baigiamąjį darbą.
5. Padidinti „tarptautinį indėlį" į mokymą ir mokslinius tyrimus siekiant skelbtis aukšto lygio akademiniuose žurnaluose bei dalyvauti svarbiausiose konferencijose. Rekomenduojama kviestis daugiau dėstytojų siekiant palengvinti keitimąsi žiniomis.
6. Palyginti šią studijų programą su panašiomis programomis atsižvelgiant į nustatytus standartus, atnaujinti ją.
7. Vartoti daugiau anglų kalbos – bent vienas dalykas nuo pradžios iki galo galėtų dėstomas tik anglų kalba.

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