STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

ISM Vadybos ir ekonomikos universiteto

STUDIJŲ PROGRAMOS

ŠVIETIMO LYDERYSTĖ (621N20021)

VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *EDUCATIONAL LEADERSHIP* (*621N20021*)

STUDY PROGRAMME

at ISM University of Management and Economics

1. **Prof. Dr. Csaba Forgacs (team leader)** *academic*

2. **Prof. Dr. Pandelis Ispilandis,** *academic*

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

4. **Ms Ugnė Bartašiūtė,** *representative of social partners*

5. **Mr. Eimantas Kisielius,** *students' representative*

Evaluation coordinator – Ms Kornelija Bukantaitė

Išvados parengtos anglų kalba
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Studijų programos pavadinimas	*Švietimo lyderystė*
Valstybinis kodas	621N20021
Studijų sritis	Socialinių mokslų
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antra
Studijų forma (trukmė metais)	Nuolatinė (1,5)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos magistro laipsnis
Studijų programos įregistravimo data	2011-05-11

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Educational Leadership*
State code	621N20021
Study area	Social Sciences
Study field	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 Management
Date of registration of the study programme	2011-05-11

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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.	Writing Learning Outcomes. A Guide for Academics, ISM (2015)
2.	Template for a Course Module description (Modulio Pavadinimas)

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

ISM University of Management and Economics is an institution of undergraduate, graduate and post-graduate education in business, management and economics. The University

ISM runs its operations from the Vilnius campus located in the centre of the city and serves as an advanced centre of management studies, executive training and leading academic thought.

The Undergraduate School of ISM offers three undergraduate programmes taught in English, namely, Economics and Politics, International Business and Communication, and Industrial Technology Management, and another three programmes taught in Lithuanian, in the areas of Economics, Business Management and Analytics, and Finance.

The Graduate School of ISM offers Master level programmes in International Marketing and Management, Financial Economics, Innovation and Technology Management, while the Executive School offers Master level programmes geared to professionals with at least 4 years of managerial experience, as well as non-degree programmes for corporate clients (executive training).

ISM also provides doctoral studies in Management and Economics with other Lithuanian and International Universities.

The ambition of ISM is to become European boutique business university: highly specialized in its learning and research areas, and outstanding in quality of its services. Recently ISM runs an on its campus the "Entrepreneurships Centre" which is a platform of activities, people and resources fostering interdisciplinary competencies like Entrepreneurship, Creativity and Innovation through action based learning.

The programme under review was first introduced in 2012, as an integral part of the "Time for Leaders" project – an initiative of the Center of School Improvement and the Ministry of Education and Science (hereafter MES). The project started in 2009 aiming at fostering reforms in education sector in Lithuania and targeting experts from different universities to steer project development and implementation. The present Master programme of Educational Leadership was one of the project's outcomes and its main aim was to enhance leadership capabilities of educational leaders and organizations thus responding to critical societal needs. They were regarded as an essential step of Lithuania's development as an integral part of EU and respond to European-wide imperatives of sociological, technological and societal changes. The development of the programme was funded by European Structural Funds, managed by the MES.

ISM faculty were involved in the project since its beginning by participating in expert groups and conducting visibility studies. As a result, the Educational Leadership Master's programme was created and ISM got funding for two consecutive intakes of students. Thus, EU funding subsidized student tuitions for the first two cohorts but after that it was ceased for two years since the potential students were mainly secondary education teachers and other persons in education bodies, who were not in a position to finance their studies themselves. In 2016 ISM was the only bidder when a new public call was announced to restart the programme and got funding for another three intakes starting from February 2017.

The programme fits the ISM strategy for utilizing their resources (know-how, facilities, quality of teachers, brand name) to become more interdisciplinary by offering distinct thematic management degrees (e.g. in Energy management, Health Care Management, etc.). It is also in conformity with the strategic plans of the Lithuanian MES "2013-2022" Strategy.

This is the second external peer-review since its inception in 2013 when it was given a three-year accreditation. The self-assessment team of the EL was constituted by Rector's Order

No. 01-07-28 01-07-28 (01-07-27 on p. 7) and composed of a Programme director, the Vice-dean for the executive studies (being also a lecturer in the programme), a lecturer, the Quality Director, an alumna and a Deputy Director of Education Supply Centre – an establishment operating under MES. Different data sources were used for self-assessment: reports of the University and its divisions; social surveys; studies and analyses; the Statutes and Regulations of the University.

SER gives a clear schedule of Time table of the assessment group indicting activities carried out. This is the second external evaluation of EL under the rules of the Centre for Quality Assessment in Higher Education of Lithuania.

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 14/12/2016.

1. **Prof. Dr. Csaba Forgacs (team leader)** *academic*
2. **Prof. Dr. Pandelis Ispilandis,** *academic*
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5. **Mr. Eimantas Kisielius,** *students' representative*

6. **Evaluation coordinator – Ms Kornelija Bukantaitė**

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme under review was first introduced in 2012, as an integral part of the "Time for Leaders" project – an initiative of the Center of School Improvement and the Ministry of Education and Science (hereinafter MES). The project started in 2009 aiming at fostering reforms in education sector in Lithuania and targeting experts from different universities to steer project development and implementation. The present Master programme of Educational Leadership (hereinafter EL) was one of the projects' outcomes and its main aim was to enhance leadership capabilities of educational leaders and organizations thus responding to critical societal needs. They were regarded as an essential step of Lithuania's development as an integral part of EU and respond to European-wide imperatives of sociological, technological and societal changes. The development of the programme was funded by European Structural Funds, managed by the MES. Currently it is one of the programmes offered by the Executive School of ISM.

The programme has certain specific features as compared to other existing Master's programmes in Lithuania (namely "Education Management and Leadership" and "Management

of Education Institutions" offered by LUES and "Strategic Leadership" offered by KUT). It differs from them in a way it integrates management and leadership capabilities in the context of education institutions and implements the "leadership for learning" concept. This is not a teacher-training programme but it is intended for teachers and education managers having post-graduation and relevant work experience who are expected to lead educational changes within public and private education organizations and communities.

The Review Team finds that, although the EL study programme has been compared to similar programmes in the country, continuous and more careful benchmarking (against appropriately defined criteria) still needs attention and is strongly recommended in view of the programme sustainability.

The overall aim of the programme is stated as: "*to develop high quality educational leaders who have understanding and critical appreciation of the theories, tools and techniques of management and leadership to enable them to implement leadership mission for learning more effectively in leading organisations*". This complies completely with the aim of the extended project "Time for Leaders for 2016-2020" of the Ministry of Education and Science – "*To enhance leadership capabilities of educational community*" and therefore, to critical public and market needs, national policies and developments.

The programme aims and objectives are also in conformity with the strategic plans of the Lithuanian MES for 2013-2020 and one of the key objectives of the EC's Strategic Framework for Education and Training ("ET 2020"). Their development was based on a feasibility study, surveys, consultations and other kinds of interactions with school principals, teachers, municipalities' representatives, high school teachers and officers from the MES within the previous stage of the "Times for Leaders" project. In this project experts from ISM were involved from its very beginning. International experts from UK (University of Warwick, Institute of London, University of Sheffield) were also engaged in developing programme's aims and objectives and subsequently in its delivery. Therefore, the results of the "Times for Leaders" project have been the main imput for developing this study programme and they need appropriate update in view of its restarting after 2 years break.

Social partners were involved from initial stages of the "Time for Leaders" project. They contributed also to identifying lecturers from other universities to teach in the programme. During the meeting with the Panel, representatives of stakeholders (mainly from MES) demonstrated a clear understanding of what is needed in the Lithuanian sector of secondary education. They emphasized on increasing the number of motivated leaders in schools. Social partners expressed opinion that knowledge and skills that are gained through different courses of this programme are relevant and can be practically used in the field that graduates work. This was confirmed by graduates.

The study programme aims at developing abilities corresponding to Level 7 (second cycle) studies in accordance with the Lithuanian Qualifications Framework. The alignment of the learning outcomes (hereinafter LOs) of the master study cycle with the learning outcomes of the study programme under review corresponds to the Order of the Minister of Education and Science on approval of the descriptor of study cycles (2011 No.V-2212) and it is presented in Table 4 (SER, pp. 14-15). The LOs address the 5 different types of competencies – Knowledge acquisition and its application, Research skills, Special, Social and Personal abilities.

Social partners were involved in working out EL study programme including LOs since the very beginning because the programme is of great importance both at municipal and school level. Social partners confirmed that they are on regular basis involved by the university regarding developing and improving the programme. Their suggestions and remarks are always taken into account.

The study programme LOs are defined very generally (in very short and abstract definitions, some of which almost repeating the level descriptors – e.g. D1, D3) and a mapping scheme links them with the study subjects that support the achievement of specific programme learning outcomes divided in 4 groups (A, B, C and D). As it has become clear during the site visit, the Director of the programme had been mainly involved in writing the programme LOs for the SER (pp. 14-17). Therefore, more involvement of teachers in writing programme LOs is suggested by the Expert Team in oder to better demonstrate the peculiarities and the value of the EL programme in terms of intended competencies during external evaluation as well as for the wide public. More detailed LOs definitions could be found in subject descriptions for each of the offered courses but in some cases there is a confusion between learning outcomes and learning objectives (e.g. "obtain skills and analytical competencies…"; "develop skills ...”; “have a critical awareness”; etc. – these are not learning outcomes – Annex 2. Course descriptions). The Review Board realizes that the transformation from "teaching objectives" orientation to "learning outcomes" approach takes time and appreciates the efforts that ISM puts in this issue by supporting its staff for writing LOs (e.g. "A Guide for Academics on Writing Learning Outcomes" has been provided to staff in 2015; Winter Academy focused on defining LOs and linking assessment methods with them; etc.). But at the same time the Experts would like to stress that this should be a paradigm shift in teaching and not just regarded as a formal task by staff. Teachers enjoy academic freedom, care about their subjects and try to improve them constantly so they should be encouraged to work on improving the LOs definitions and make more explicit the outcomes of their teaching.

The Review Team recommends also that LOs should reflect more on the distinct characteristics of the programme, instead of being expressed in a generic form (e.g. A2, C5, D1, D3, E2, etc.). Programme Learning Outcomes should be restated more concretely and in a way that they emphasize "Leadership" as to correspond to the name of the programme and a reasonable balance between "Leadership" and "Management" should be maintained.

 The programme's aims and LOs are publicly available to students and any interested person via the university's webpage (http://www.ism.lt/projectai), the Open Information and Consultation System – AIKOS (http://www.aikos.smm.lt), and the Time for Leaders' webpage (http://www.lyderiulaikas.smm.lt/en). Nevertheless, more active communication on these is recommendable since the the graduates commented that the programme aims were made clear only during the entrance interview ("*entrance interview helped me understand aims and objectives of the programme*").

Overall, the programme aims, learning objectives and learning outcomes are consistent with the type and level of studies and the level of qualification offered. The name of the programme, its learning outcomes, content and the qualification offered are generally compatible with each other although certain misbalance stil exist between the title ("Educational Leadership") and the content (more focused on Management). Therefore, the Review Team

recommends to programme management and staff to distinct Leadership and Management in education and to make clearer the aims and LOs related to Leadership topics.

<u>*Strengths*</u>
- ✓ The programme aims and objectives corespond to real and important societal needs and conform to the strategic plans of the Lithuanian Ministry of Education and Science.
- ✓ The programme is very strongly support by Social partners and is higly valued by Alumni.

<u>*Weaknesses*</u>
- ✓ Some programme learning outcomes are defined very generally in short and abstract statements.
- ✓ The programme Director has been mainly involved in writing the programme learning outcomes.

2.2. Curriculum design

The curriculum complies with the General Requirements for Second Cycle Study Programmes in Lithuania (June 4, 2010, No. V-826) and ensures acquisition of Master level competences in Management. It conforms to the ECTS system – the total volume of the credits is 90, and the master thesis is 30 credits. The programme is offered as 1,5 year full-time studies, where the contact hours account for 13% of the total study workload (30 hours of consultations are assigned for the final work). The volume of 87% for students' self-study work in most of the study subjects (94% for the first semester electives) is very high above the required minimum of 30% and this requires appropriate justification which is absent in the report.

The total programme workload of 90 credits is allocated equally among the 3 semesters. No more than 5 subjects are taught per semester, as required. The study subjects are spread evenly and their themes are not repetitive. Each of the semesters include 4 compulsory and 1 elective course (out of 3) accounting for 6 ECTS. There are 6 electives (3 per semester) listed in the SER without any explanation as to why the first semester elective courses have less class hours for lectures (10 hrs) than all the other subjects in the curriculum (16 hrs and 24 hrs) and why no class hours for workshops have been envisaged for these electives. It is said to be a "practice oriented master programme" (p. 17, SER) although the amount of lectures (162 hrs) exceeds the number of seminars/workshops (136 hrs). This obvious discrepancy should be reconsidered and appropriate changes undertaken so as to reaffirm the declared practice orientation of the studies. Each course is completed by "exam, project or report" as reported (p. 18, SER) but in Table 5 (p.19) all subjects in the curricula (with only one exception) complete by exams which is not that appropriate for the master level programmes and especially practically oriented ones. The final semester includes the writing of the Master thesis which accounts for 30 ECTS credits.

Overall, there are a number of inconsistencies between the title and the structure of the study programme and the title and the content of some subjects which raise a major question as to whether the profile of this programme focuses on Leadership or Management. From a deeper

analysis of the study subjects composition and sequence as well as their proper content several conradictions or ambiguaties become evident. First, taking into account the title and the main aim of the Educational Leadership programme, the Expert Team sees no rationale for offering Leadership courses as electives while Management subjects as core ones (e.g. Organization management and leadership theories, Organizational behaviour, Coaching and consulting, Leadership laboratry are elective while Strategic management, Human resources management, Marketing strategy, Management Accounting, Project management are core courses). At the same time, relevant subject as, for example, Organizational culture or pshychology, Personality theories, Social or interactional psychology, Conflict management, Mentoring, etc. are missing although some knowledge from these fields exists in condense form within the discipline Organizational behaviour but that is quite insufficient for a programme aiming at developing "high quality educational leaders". Moreover, this discipline is elective and students might not choose it.

Second, the place of some disciplines within the programme is somewhat questionable. For example, the Leadership for learning course, which directly corresponds to the major aim of the Educational Leadership programme, as well as to its history (the "Time for Leaders" project and its "leadership for learning" concept – p. 11, SER), the public needs it addresses, the expectations of the stakeholders, etc. is placed in the second semester instead of situated in the first one (it might be appropriate for an introductory course). The same counts for the Leadership laboratory.

Third, apart from the various mistakes (e.g. the title of the discipline "Organization, leadership and management theories" in Table 5, p. 19, SER differs from the one of the course description – "Organization management and leadership theories" on p. 37, Annex 2; etc.). There are certain inconsistencies between the titles, aims, LOs and the content of some disciplines and their content. These are, for example, Educational mission through sustainable leadership, Leadership in HR management of educational institution, The new paradigm of public administration, Innovative educational project management, etc. In this latter case, the content of the discipline is basically a project management course. It is very similarly with the "new paradigm" and "public administration" in the respective discipline, etc.

In conclusion, from the programme analysis it becomes clear that the Educational Leadership is intended to build predominantly Management skills and competencies. Initially the programme emphasized more on Leadership, but latter on its focus was partially shifted to Management. The Review Team could not get a clear and well-grounded answer about that change. There was not a strong position of the SER team during the discussion about the reasons of that shift. Social partners and Alumni have also brought up this concern during the meetings. Graduates liked the Leadership courses and were not so much attracted by Management subjects. Although the two areas are strongly related to each other, Leadership is more focused on the individual / person while Managament directs more at the position / organization. Hence, the Leadership is seen by graduates not only for career growth but as a necessary personal attribute to bring change and that it could better prepare them to make impact on educational environment at workplace. Social partners also expressed opinion that the Leadership element should be strengthened in the programme in its future delivery as that better fits the national educational policies and strategies.

As a result of all these observations, the Expert Team recommends that the structure of the curriculum should be reflected in order to find an appropriate balance between Leadership and Management not only in content and in implementation but demonstrating it on study descriptions. One of the feedbacks which is worth mentioning is that the graduates have been very much satisfied with the programme and appreciated that they got more education on Leadership in comparison to Management which underlines the need for further consideration. Improvements will enhance the curriculum and serve better the student and public needs as well as the national policies and developments. The review and restructuring of the programme (including electives), and involving more Leadership aspects / subjects can work in that direction. Additionally, since there was a great variety of academic backgrounds and work experiences of graduates (e.g. Philosophy, Political Science, Mathematics, etc.) some bridging management courses should be considered at least as electives. Moreover, lecturers should contextualize their lectures and rest of learning activities more to the field of education and leadership in education. The restructure of the core and elective courses in the curriculum can be supported by the newly introduced policy of ISM to provide incentives for teaching staff who develops new subjects.

In spite of the weaknesses already mentioned, the content of the subjects is consistent with the master level of the studies. It reflects the latest achievements in management science and related fields (e.g. the compulsory and additional readings in all subjects are up to date). Further references, contextualization and application to fit the leadership and education sector is recommended by the Expert Team.

The curriculum provides aslo opportunities for the development of social research skills. In the first semester students study Social Research Methodology which is followed by selecting their preliminary topic and an academic advisor is assigned to them which is reasonable and has been well-justified during the visit. The study process is completed by the Master's final thesis which confirms the knowledge and skills acquired by student and his professional qualification. Students are required to present their theses proposals to study commission with participation of social partners. Social partners (mainly MES) also participate in the defense of the theses as well as in the promotion and the use of research results.

The topics of theses relate to programme aims and objectives. Stakeholders have been involved in defining Master theses topics or areas of interest and worked closely with teaching staff to match academic character of the theses with their needs and policies.

The study subject descriptors include recent articles as well as additional teaching materials to support the development of students' learning and their research skills. Graduates enjoyed the close cooperation with teachers having face to face talks on any issues raised during study period but in some cases support for writing theses was not as expected. In contrast, some of them were involved in research as extension of master theses work.

Overall, there are sufficient proofs that the Educational Leadership is a valuabe study programme despite the weaknesses established which are able to be improved.

Strengths

- ✓ Stakeholders are involved in defining Master theses topics or areas of interest, work closely with teaching staff to match students research interests with their needs and

policies, participate in the defence of the theses and are active in promoting and using the research outcomes.

✓ The curriculum provides very good opportunities for developing social research skills and competencies by students.

Weaknesses

✓ Inconsistencies between the title and the structure of the study programme and the title and the content of some subjects, coused by the imbalance between "management" and "leadership" components of the programme.

✓ Lack of sufficient contextualization of lectures and other learning activities to the field of education and leadership in education.

2.3. Teaching staff

The composition of the teaching staff on the study programme Educational Leadership fully complies with the leagal requirements set by Lithuanian regulations for second cycle study programmes (2010, No. V-826).

The Programme is supported by highly qualified staff including 20 academics (lecturers and theses supervisors provided in Annex 3, SER) of which 8 are professors, 9 associate professors, and 3 are lecturers-consultants. The academic staff provide an excellent overall ratio of students per teacher which is adequate to ensure LOs. The stable HR capacity maintaining the programme is supported additionally by external cooperation agreements with the Kaunas University of Technology and Vytautas Magnus universities. There is also a foreign full-professor from the University of Northern Colorado. Both the numbers and qualification of staff are adequate to ensure the intended learning outcomes.

The composition of teaching staff meets the minimum requirement *"No less than 80% of the teaching staff shall have advanced degrees of which no less than 60% shall engage in research in the same area as the subject they teach."*, since 17 of the 20 members of teaching staff (85%) hold a Ph.D. degree.

The average age of the EL programme lecturers is 52 years. The Programme had only two intakes, thus, there were no changes in the faculty during the two rounds taken so far. However, Faculty should have a plan for turnover in the coming years to decreasing average age of teachers in order to ensure adequate provision of the Programme. Meanwhile, it has to be taken into consideration that new study subjects will be put into teaching.

Involvement of visiting professors in both 1st and 2nd year delivery is significant and one of the strengths of the EL which is not general in Lithuanian HEIs. Outgoing mobility of staff is significant, however distribution of it among staff members is strongly dominated by two staff members. Faculty needs to pay attention to involve more staff in outgoing international mobility. Staff is strong by education getting diplomas from well known universities in EU and USA (e.g. University of NY, Warton Business School, etc.). They have acquired the skills to work effectively in a multicultural environment, while having international teaching/research experiences helps to provide appropriate contribution to the classes of EL.

The main research areas of the academic staff are: innovations management, entrepreneurship, project management, strategy, marketing, leadership, social responsibility make it possible to increase the level of teaching using latest results of research work. The

directions of the research are described in Annex 4 (SER), mainly determined research projects but giving stable ground to reach Programme objectives.

Research targets are discussed by the Faculty and, research activity of staff is one of the key criteria when considering promotion to Senior lecturer or Professor's position. ISM doctoral students doing research in the field of leadership and general management contributing to research profile of the Faculty meanwhile they also act as lecturers' assistants during the exam period and can be regarded as a pool of potential future teaching staff. Students are also involved in research (e.g. in the field of data collection). Over the assessment period Staff produced 70 publications (17,5/year) in foreign and nationally recognised scientific journals which shows strong research activities being in line to increase level of teaching.

The development of faculty competence gets special attention and is determined by overall ISM strategy, research strategy and financial resources and, it is incorporated into the annual competence development plan. ISM paid special attention to individual development. An annual staff plan is approved by head of Department. For staff budget is provided to attending scientific conferences on an application base, in average, once a year, however both ISM and teachers also apply for and get additional funds from outside sources on a competitive base. During the site visit the panel was convinced how effectively the Winter and Summer Teaching Academy and specialized seminars have been organized to support ISM faculty in their own research resulted in their deeper involvement in editorial boards of international journals and active participation in international conferences and projects, and in different international organizations, networks and associations such as CEEMAN (Central and Eastern European Management Development Association), EFMD (European Foundation for Management Development).

The University places great importance in selecting faculty. While its policy has always been to hire lecturers with business experience, currently its strategy also focuses in enhancing the research profile of the University. Overall, this mixture of staff presents a strong advantage for the programme, as it provides a rich blend of academic, contextual and cultural / ethnical backgrounds that brings to the programme fresh ideas, strengthens the networking potential and helps to foster the internationalization process.

Evidence from graduates shows that staff care about their subjects and their teaching, try to improve them constantly and are responsive to the student needs.

Professional development of the staff is achieved through their participation in research conferences, study trips, teaching exchange visits and projects. The University supports the development of teaching staff in a number of initiatives. Two Teachers' academies (Winter and Summer) are run each year with training topics to include, use of e-learning platforms, defining LOs, linking LOs to assessment methods, etc.

The research activity over the last years shows that individual members of staff have their own research interest and pursue research activities accordingly. To achieve the ISM vision of *"becoming a European boutique university: highly specialized in its learning and research areas"* significant effort is required to increase research output published in high impact international academic journals in the field. It is commendable that the University has started moving in that direction. ISM has recently adopted a new strategy that focuses in enhancing the research profile of the University. Actions like increased investments in research, creation of

individual research competence development plans including specific research targets, organization of research seminars and brown-bag sessions are action that confirm the intentions to strengthen the research profile of the staff and the programme. Consideration of introducing a practice of setting individual research budgets for academic will also provide additional incentive.

Strengths

- ✓ The programme is supported by highly qualified staff who care about their subjects and teaching and try to improve them constantly.
- ✓ Excellent staff selection, teaching and research competences development policies and measures.
- ✓ Involvement of visiting professors.

Weaknesses

- ✓ Uneven distribution of outgoing mobility among staff members.
- ✓ Research output that needs enhancement by increasing the number of publications in high impact international academic journals.

2.4. Facilities and learning resources

The University is located at city centre campus with a variety of buildings and spaces in various configurations which can accommodate a range of approaches to teaching delivery. The auditoriums, lecture rooms and teaching rooms accommodation is suitable for a delivery of a programme of this kind. There are three computer classrooms with 30 workstations in each, though these would also seem to be key resources for other programs. A particular feature of the building is the provision of workspaces for students, which can accommodate the individual/group work and case work aspects of the programme. About 34 of these spaces are located within the library, and another 54 are located at various common places in the building and provide for group and syndicate work to support the curriculum and the learning approach. 18 of these individual workplaces are computerised. This approach to creating learning 'pods' represents very good practice and an ambitious agenda for learning.

All auditoriums have state of the art technical provision and the campus has a 100% WiFi coverage. The ISM has adopted a 'follow me' principle which facilitates students to print and collect their printed work from any allotted printer on campus. There are excellent provisions for students' e-mail, cloud storage, and a specialised help desk information system supports inquiries and replies between students and staff.

Moodle provides a virtual learning environment which is the main platform for both administration task, reposition of teaching materials, and communication between students and lecturers. Discussions with staff and students confirmed the intensive use of Moodle in the study process. The IT department trains lecturers to video their lectures, but the exploitation of potential uploading videoed lectures on Moodle is still low. The University is evidently totally compliant with international standards in relation to software licensing.

Overall, the physical premises are spacious, comfortable and provide a very pleasant and at the same time effective learning environment to students and staff. They are adequate both in

their size and quality. The teaching and learning equipment are also adequate in size and quality. ICT services are fully compatible with international standards.

The academic community is supported by well organized library facilities. The current stock in printed books contains about 5000 titles (most in English) and 18000 copies. Regarding textbooks, a stock of 10% of each cohort for each subject is kept on the Library and can be loaned to students for a semester. The programme budget finances the supply of textbooks.

The library also, sees itself as being a source of science promotion. The Electronic databases of undergraduate, graduate and postgraduate final papers, Electronic Theses and Dissertations (ETD), and the electronic database of science publications (PBD), are fed with the best academic works and latest research.

In common with all Academic library provision in Lithuania, there is an excellent e-Library resource spanning full-text journals and books, and representing all of the major databases that would be expected in a quality university internationally (about 210118 titles). A special budget of 7000 euros annually is dedicated for expertise books that are ordered by the academic staff. The teaching materials (textbooks, books, periodical publications, databases, etc.) are adequate and accessible in the physical library and the e-Library. There are also sufficient English language resources to support the Educational Leadership MSc programme.

In addition, the library is instrumental in the provision of information literacy training – which is an initiative under ISM Strategic Direction Programme – and the training of 650 users each year testifies to a real commitment to the resourcing of learning and research.

Staff shares office space but special space exists for private meetings with students.

Strengths

- ✓ Excellent premises and state-of-the-art technical provision for the delivery of the programme, which can accomomodate individual and group work and stimulate efficient communication and collaboration between teachers and students.
- ✓ Fully functional and supportive learning environment (including rich e-learning resources).

Weaknesses

- ✓ Still low level of exploitation of videoed lectures on Moodle.

2.5. Study process and students' performance assessment

The admission of students follows the conventions set by the Admission Regulations of the ISM University which are publicly available at the website of ISM. Potential students can also find detailed information on the Programme aims, learning outcomes, career opportunities and detailed course descriptions (http://www.ism.lt/project). The first round of admission is performed by the municipalities, ministry and other governmental institutions and the second round is hold at ISM. Applicants udergo English language test or provide certified proof of English competencies at level B2.

The admission process is effective and the criteria are aligned with the overall strategy of the programme to attract high calibre candidates with appropriate academic background, and work experience and very good knowledge of English. The management of the programme takes all measures to ensure that selected students are aware of the study requirements and are well

prepared for their studies. Academic staff praised the quality of admitted students and consider them as eager to learn.

So far the programme had only 2 student intakes before it was ceased for 2 years and therefore safe conclusions regarding trends in demand for the programme cannot be drawn.

The delivery of the courses is scheduled on Friday evenings and Saturdays to facilitate working students. The Expert team received evidence of an excellent induction process at the beginning of each taught subject.

Students enjoy a rich learning experience that is based on project work, group or individual assignments, self-assessment, etc. The appropriate arrangement of classes allows plenty of interaction among students and teachers. Interviewed alumni expressed their satisfaction about certain aspects of the programme that add great value in their learning experience; interaction with colleagues with diverse backgrounds, different workplace experiences, plenty of team work, caring professors are some of the highlight of the study process.

Students are prepared well for conducting research. An elaborate system of methodological guidelines, procedures are in place and presented to students at the first semester of their studies, while students receive supplementary support in the form of workshops in addition to personal consultation by their supervisors. Thesis topics are presented to the Study commission. Stakeholders are invited to the presentation of thesis topics and also during the defence of theses. The list of master thesis of the students who successfully completed the programme shows that students have addressed very interesting topics relevant to the area of their studies. Because of their diverse background, student needs for being prepared for research work vary. The Expert Team advices the Programme Committee to consider the students' suggestions for extending the timespan of the Research Methodology course and enhance the theoretical side in some courses. Developing a PhD programme on Educational Leadership should be also considered (this was suggested by the stakeholders, as well).

Several initiatives that encourage students to engage in the research activities and cases of students continuing their research work beyond the Master's level are acknowledged and it is expected that ISM will continue to encourage student involvement in alignment with their current strategy to become stronger in research.

Student outward mobility is very limited, basically because the majority of students are already holding jobs. Only one student has participated so far in mobility programmes doing a period of study at a partner university under bilateral agreement and no incoming student so far. It is worthwhile for the programme to explore alternative ways to increase student mobility and internationalization of the programme through the development of Intensive Erasmus Programmes (could be in the form of Summer Schools) and participation in existing ones so students derive the benefits on an international perspective.

Students receive academic support throughout their studies, that includes proper induction at the beginning of their studies and regular guidance by the Programme manager on administrative issues and the Programme director on academic matters.

As evidenced by alumni, study regulations and rules are clear and transparent to them. Communication channels with the administration and the lecturers include visits during office hours, as well through the ISM e-learning platform or e-mails. Individual study plan can be

prepared on student request according to the Individual Study Plan Development Procedure. Individual study plan (e.g. postponing MSc thesis, clearing academic debts before proceeding with other courses, postponing taught courses to next semester, etc.) is drafted for students who repeat a failed course, or have health issues.

The ISM e-learning system is the main platform that contains teaching and learning materials, schedules, regulations, guidelines, and announcements relevant to the programme or other activities that may be interesting to students.

All students at ISM University of Management and Economics may become members of the ISM Students' Association. Other opportunities offered by the University to students that enrich their student life include: ISM Choir, ISM Politics Club, ISM Young Researchers' Club, ISM Investors' Club, and ISM Debates Club. Students of the particular programme seem well informed about events, extra curricula activities and other happenings, but because of work obligations their participation is limited.

Although ISM does not have a dormitory of its own, it has an agreement with a local hotel and has negotiated favourable price level for ISM students. The dormitory is not far from the campus and can be reached on foot. It is equipped with very modern apartments, study rooms, canteen and wireless internet in the whole building. The dormitory is popular among local and international students. International students who do not want to stay at the dormitory also receive support from ISM administrative staff on renting premises in Vilnius.

In accordance with the study process, a large part of the student assessment is based on project work and group or individual assignments, as it should be at a master's level. It is noticed that the programme employs tools to ensure that the assessment process verifies that subject LOs have been achieved. For example, subject learning objectives are shown to be linked to the various assessment methods used, exams are double monitored by the teaching lecturer and one additional supervisor. All exams and student written work is checked for plagiarism by special software. Failing students have a right for one re-take. If that one is failed, the student is considered as having an academic debt in a subject and has to repeat the course next year. Students drop-out of studies if they collect 2 debts.

All of the interviewed programme graduates are employed in positions relevant to their studies. They state that the education the programme offers is excellent, and find it extremely relevant to their jobs providing necessary knowledge, skills and competencies for advancing in their careers. Social partners see students as highly motivated and able to work independently, perfectly fitting various positions in educational institutions or authorities.

Strengths

- ✓ Well controlled processes assuring the smooth delivery of the programme and the achievement of mutual trust and respect between students and teachers.
- ✓ High level of interaction among students and teachers, participation of visiting professors, a lot of team work.

Weaknesses

- ✓ The programme was ceased for 2 years after 2 consecutive student intakes which requires appropriate update and preparation for the new intake.

✓ Very limited student outward and inward mobility.

2.6. Programme management

As the SER states and subsequently established during the visit, programme management arrangements are streamlined and detailed description of policies and operations in relation to quality assurance and quality enhancement exist. The roles of the Rector, the Senate, the Rectorate, the Board and the Programme Committee are all defined and described. The role of the Quality Centre and the support it provides to the programme is also presented. The Head of Corporate Relations is responsible for the strategy of partnerships, while the International Department administrates all matters relating to inward and outward mobility of students and staff.

The Vice-Rector of Studies has the overall responsibility for quality assurance on all programmes of the University and she is also responsible for staff teaching competences and necessary staff development in teaching, while the Heads of Departments are responsible for staff research competences and necessary staff development in research.

At the programme level the responsibility for the quality and academic standard of the programme lies primarily with the Programme director. The role of the programme committee which comprised two academics, a student representative and at least one social partner is mainly advisory. The Programme Committee has the responsibility of reviewing the programme based on feedback from students, teachers, and industrial partners and propose changes to the programme director.

Formal processes are complemented by open dialogue between students and teaching staff, and between students and management, and again between teaching staff and management, but this tends to occur through informal and ad-hoc channels. Any proposed improvements are approved by the University Study Committee.

The Expert Team emphasizes the need of a fuller active involvement of the teaching delivery team, students and social partners in major reviews of the programme content and study process along with a formal benchmarking against what the management considers top programmes in this area, nationally and internationally.

Social partners (mainly MES) feel comfortable to cooperate, consider the university very strong in delivering the programme. Generally, there was enough evidence of strong ties between Social partners and the University. Social partners trust the quality of students and are keen to employ graduates of the programme, participate in lecturing, provide cases for students, involved in the thesis work both in topic selection and approval as well as in theses defence and use of results.

QA processes are currently being revised to conform with AACSB accreditation requirements and also with ESG standards. QA Includes formal processes such as: Teaching competencies / Requirements for teachers / Preparation for semester / Handling student complains / Ethical Committee / Evaluation of teaching and learning, and administrative services by Students and Teachers, / Programme reviews, / Annual enhancement plans, etc.

Because of the small size of the university QA is also practiced trough informal ways such as: Midterm meeting of the programme director with students, Meetings of the director with faculty, direct contact of students with lecturers, Peer reviews, etc. The Expert team received

evidence by graduates and staff and is convinced that both formal and informal practices work towards the improvement of the programme quality. The administration of the programme has a genuine interest in maintaining the high quality of teaching. The ISM QC which is responsible for administrating the formal QA processes is allocated a small budget mainly to support awareness activities within the University.

Strengths

- ✓ Strong programme leadership and involvement in achieving quality results as well as strong institutional support in terms of policies, operational procedures and established standards.
- ✓ A Quality Assurance system is in place, including processes related to quality of study processs, driven by a well-organized and staffed Quality Centre.
- ✓ Social partners and Alumni are very keen to support the programme and contribute to its future development.

Weaknesses

- ✓ Lack of appropriate benchmarking process and criteria.
- ✓ Need for more active engagement of teachers in defining programme learning outcomes and developing the programme as to fit its main aim.

2.7. Examples of excellence

- ✓ A very rich learning environment in terms of teaching and learning activities (e.g. project work, group or individual assignments, simulation games, role – playing exercises, self-assessment, etc.), high level of interaction and sharing experiences with classmates with diverse backgrounds, stakeholder involvement, and workplace experiences.
- ✓ Very strong support by stakeholders and employers who underline the importance of the Educational Leadership programme and its strong influence on renewing leadership in secondary schools and the whole Lithuania's educational sector.
- ✓ Ensured full financial support for 3 new intakes of students.

III. RECOMMENDATIONS

1.

It is strongly recommended to programme management and staff to distinct Leadership and Management in education and make clearer the aims and objectives realated to Leadership topics. This requires review and restructuring of the programme (including the electives) and involving more Leadership aspects/subjects so as to find appropriate balance between Leadership and Management and better fit the title and the main aim of the Educational Leadership programme.

2.

The programme and subject learning outcomes should reflect more on the distinct characteristics of the programme, instead of being expressed in a generic form. It means that, the learning outcomes should be restated more concretely and in a way that they emphasize "Leadership" as to correspond to the name of the programme and a reasonable balance between "Leadership" and "Management" should be maintained in order to meet the expectations of stakeholders and prospective students. More involvement of teachers in improving the programme learning outcomes is also strongly suggested.

3.

Lectures, references and learning activities should be contextualized more to the field of education and leadership in education. The diverse background of students should be taken into account and appropriate bridging courses should be considered in order to better respond to their real needs. Continuous and more careful benchmarking (national as well as international) against appropriately defined critiera is recommended in view of the programme sustainability.

4.

Elaboration of appropriate initiatives and measures is recommended in order to involve more staff in outgoing interntional mobility and attract incoming lecturers so as to increase the internationalization of the programme. It is worthwhile to explore alternative ways to increase also student mobility and internationalization of the programme through the development of Intensive Erasmus Programmes (e.g. in the form of Summer Schools) and participation in existing ones so students derive benefits on an international perspective. Furthermore, consideration of introducing incentives like individual research budgets for academic staff in order to increase the number of research publications in high impact factor international journals is suggested.

5.

Developing a PhD programme on Educational Leadership shoud be considered as suggested by the stakeholders and students and being in line with the ISM current strategy to become stronger in research. This could require extending the timespan of the Research Methodology course and enhance the theoretical side in some courses.

IV. SUMMARY

The Educational Leadership programme was first introduced in 2012, as an integral part of the "Time for Leaders" project – an initiative of the Centre of School Improvement and the Ministry of Education and Science. It has certain specific features as compared to other existing Master's programmes in Lithuania. Its overall aim relates to developing high quality educational leaders and enabling them to implement leadership mission for learning more effectively in leading organisations. This complies completely with the aim of the extended project "Time for Leaders for 2016-2020" of the Ministry of Education and Science – "*To enhance leadership capabilities of educational community*".

The programme aims and objectives correspond to real and important societal needs and conform to the strategic plans of the Lithuanian Ministry of Education and Science. It is very strongly supported by Social partners and is highly valued by Alumni. At the same time, some of the programme learning outcomes are defined very generally in very short and abstract statements. The programme Director has been mainly involved in writing the programme learning outcomes.

It is very positive that the stakeholders are involved in defining Master theses topics or areas of interest, that they work closely with teaching staff to match students research interests with their needs and policies, participate in the defence of the theses and are active in promoting and using the research outcomes. Moreover, the curriculum provides very good opportunities for developing social research skills and competencies by students. There are certain negative aspects related to the imbalance between the areas of Leadership and Management and inconsistencies between the title and the structure of the study programme and the title and the content of some subjects. There are some courses in the programme where the contextualization in terms of "education and leadership in education" is not sufficiently emphasized so it is recommended to be further strengthened in a way to better correspond to the title, aims and the LOs of the Educational Leadership study programme as well as to the expectations of the stakeholders.

The programme is supported by highly qualified staff who care about their subjects and teaching and try to improve them constantly. There is an excellent staff selection, teaching and research competences development policies and measures in place. Positive element is also the involvement of visiting professors. Certain negative aspects yet exist and among them is – an uneven distribution of outgoing mobility among staff members. At the same time, the research output of teachers needs enhancement by increasing the number of publications in high impact international academic journals.

The University offers excellent premises and state-of-the-art technical provision for the delivery of the programme, which can accommodate individual and group work and stimulate efficient communication and collaboration between teachers and students. A fully functional and supportive learning environment (including rich e-learning resources) is created for students and teachers and this is of great benefit for them. There is still an area of further improvement – the low level of exploitation of videoed lectures on Moodle.

Overall, there exist well controlled processes assuring the smooth delivery of the programme and the achievement of mutual trust and respect between students and teachers. The environment and equipment provided by ISM ensures high level of interaction among students and teachers, participation of visiting professors, a lot of team work and other benefits to all study programmes, including Educational Leadership. A weak point is that he programme was ceased for 2 years after 2 consecutive student intakes which requires appropriate update and preparation for the new intake. Another negative aspect is the very limited student outward and inward mobility.

The programme has very strong programme leadership and involvement in achieving quality results as well as strong institutional support in terms of policies, operational procedures and established standards. A very good Quality Assurance system is in place, including processes related to quality of study processes, driven by a well-organized and staffed Quality Centre. Social partners and Alumni are very keen to support the programme and contribute to its future development. A countinuous and stronger benchmarking process against appropriate and well defined criteria is recommendable. There is also a need for more active engagement of teachers in defining programme learning outcomes and developing the programme as to fit its main aim and the expectations of stakeholders and students.

V. GENERAL ASSESSMENT

The study programme *Education leadership* (state code – 621N20021) at ISM university of Management and Economics 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	2
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	**18**

*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. Csaba Forgacs (team leader)

Grupės nariai:
Team members: Prof. Dr. Pandelis Ispilandis

                               Prof. Dr. Georgi Apostolov

                               Ms Ugnė Bartašiūtė

                               Mr Eimantas Kisielius

ISM VADYBOS IR EKONOMIKOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS *ŠVIETIMO LYDERYSTĖ* (VALSTYBINIS KODAS – 621N20021)
2017-02-23 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-33 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

ISM Vadybos ir ekonomikos studijų programa *Švietimo lyderystė* (valstybinis kodas – 621N20021) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	18

* 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

Švietimo lyderystės programa pirmą kartą pradėta vykdyti 2012 m. kaip projekto „Lyderių laikas" – Mokyklų tobulinimo centro bei Švietimo ir mokslo ministerijos iniciatyvos – dalis. Lyginant su kitomis Lietuvoje vykdomomis magistro programomis, ši programa pasižymi

tam tikromis specifinėmis savybėmis. Jos bendrasis tikslas yra rengti aukšto lygio švietimo lyderius ir suteikti jiems galimybę įgyvendinti lyderystės misiją, kad galėtų efektyviau mokytis pirmaujančiose organizacijose. Tai visiškai atitinka Švietimo ir mokslo ministerijos inicijuoto tęstinio projekto „Lyderių laikas 2016–2020" tikslą „Ugdyti švietimo bendruomenės lyderystės gebėjimus".

Programos tikslai ir uždaviniai atitinka realius ir svarbius visuomenės poreikius bei Lietuvos Respublikos švietimo ir mokslo ministerijos strateginius planus. Juos labai remia socialiniai partneriai ir itin vertina absolventai. Tačiau kai kurie programos studijų rezultatai apibrėžti tik bendrais bruožais, trumpais ir abstrakčiais teiginiais. Programos studijų rezultatus daugiausiai sudarė programos direktorius.

Labai gerai, kad socialiniai dalininkai aktyviai padeda kurti magistro darbų temas ar nurodo interesų sritis, kad jie artimai bendradarbiauja su dėstančiuoju personalu siekdami suderinti studentų mokslinių tyrimų interesus su jų poreikiais ir politika, dalyvauja darbų gynimo sesijose ir aktyviai skleidžia bei naudoja mokslinių tyrimų rezultatus. Be to, studijų turinys studentams suteikia daug galimybių tobulinti socialinių tyrimų įgūdžius bei kompetenciją. Yra keli trūkumai, susiję su lyderystės ir vadybos sričių disbalansu, taip pat yra neatitikčių tarp studijų programos pavadinimo ir struktūros bei tarp kai kurių dalykų pavadinimų ir turinio. Kai kuriuose studijų programoje dėstomuose dalykuose nėra pakankamai išreikštas „švietimo ir švietimo lyderystės" aspektas, todėl rekomenduojama jį labiau išryškinti, kad atitiktų Švietimo lyderystės studijų programos pavadinimą, tikslus ir studijų rezultatus, taip pat socialinių dalininkų lūkesčius.

Programą vykdo itin kvalifikuotas personalas, kuris domisi savo dėstomais dalykais, jų dėstymo metodais ir stengiasi nuolat juos tobulinti. Dirba puikus personalas, vykdoma mokymo ir mokslinių tyrimų atlikimo gerinimo politika, tobulinamos priemonės. Taip pat pagirtina, kad dėsto kviestiniai dėstytojai. Yra ir kai kurių trūkumų, tokių kaip nelygus personalo narių išvykstamojo judumo pasiskirstymas. Taip pat reikia gerinti dėstytojų mokslinių tyrimų rezultatus didinant publikacijų skaičių aukšto lygio tarptautiniuose akademiniuose žurnaluose.

Universitete yra puikios patalpos ir naujausios techninės priemonės, skirtos programai dėstyti, sudarančios galimybę dirbti individualiai bei grupėse, skatinančios efektyvų bendravimą, dėstytojų ir studentų bendradarbiavimą. Studentams ir dėstytojams sukurta funkcionali, mokymąsi skatinanti aplinka (įskaitant išsamius elektroninius mokymosi išteklius), kuri jiems labai naudinga. Vis dėlto pastebėta, kad nepakankamai naudojamos vaizdo paskaitos „Moodle" aplinkoje.

Apskritai, procesai gerai valdomi, užtikrinantys puikų studijų programos vykdymą, studentų ir dėstytojų tarpusavio pasitikėjimą bei pagarbą. ISM teikiama aplinka ir įranga užtikrina aukšto lygio studentų ir dėstytojų bendradarbiavimą, kviestinių dėstytojų dalyvavimą, daug grupinio darbo ir kitus visų studijų programų, įskaitant Švietimo lyderystės programą, privalumus. Silpnybė ta, kad programa nebuvo vykdoma 2 metus po dviejų iš eilės buvusių studentų laidų, todėl ją reikia atitinkamai atnaujinti ir parengti naujiems studijų metams. Kita silpnybė – itin ribotas išvykstamasis ir atvykstamasis studentų judumas.

Programai vadovauja stipri vadovybė, ji siekia kokybiškų rezultatų, taip pat jai teikiama institucinė parama, būtent politinė, veiklos procedūrų ir nustatytų standartų. Įdiegta aukšto lygio kokybės užtikrinimo sistema, įskaitant procesus, susijusius su studijų procesų kokybe, kurią stebi gerai organizuotas ir puikų personalą turintis Kokybės centras. Socialiniai partneriai ir absolventai noriai remia programą ir prisideda prie jos tobulinimo. Rekomenduojama vykdyti nuolatinį aktyvesnį kokybės stebėsenos procesą pagal atitinkamus ir gerai apibrėžtus kriterijus. Dėstytojai turėtų aktyviau dalyvauti nustatant studijų programos rezultatus ir tobulinant programą taip, kad ji atitiktų savo pagrindinį tikslą bei tenkintų socialinių dalininkų ir studentų lūkesčius.

III. REKOMENDACIJOS

1.

Programos vadovybei ir personalui rekomenduojama išskirti švietimo lyderystę bei vadybą ir aiškiau pristatyti su lyderystės sritimi susijusius tikslus. Tam reikia programą peržiūrėti ir pertvarkyti (taip pat ir pasirenkamuosius dalykus), įtraukti daugiau su lyderyste susijusių dalykų tam, kad būtų išlaikyta tinkama pusiausvyra tarp lyderystės ir vadybos, taip pat kad programa labiau atitiktų Švietimo lyderystės studijų programos pavadinimą ir pagrindinį tikslą.

2.

Programos ir dalykų studijų rezultatai turėtų geriau atspindėti išskirtines programos savybes, o ne tik apibrėžti jas bendrais bruožais. Tai reiškia, kad studijų rezultatus reikėtų suformuluoti konkrečiau ir taip, jog jie pabrėžtų „lyderystę", o „vadyba" turėtų išlikti tam, kad tenkintų socialinių dalininkų bei būsimųjų studentų lūkesčius. Rekomenduojama dėstytojams dalyvauti tobulinant programos studijų rezultatus.

3.

Paskaitas, medžiagą ir mokymosi veiklą reikėtų labiau pritaikyti švietimo ir švietimo lyderystės kontekstui. Reikėtų atsižvelgti į skirtingą studentų kvalifikaciją ir apsvarstyti galimybę rengti

papildomas studijas, kad būtų labiau tenkinami tikrieji jų poreikiai. Rekomenduojama vykdyti nuolatinį nuodugnų kokybės palyginimą (nacionaliniu ir tarptautiniu mastu) pagal deramai apibrėžtus kriterijus, atsižvelgiant į programos tvarumą.

4.

Rekomenduojama labiau išplėtoti tam tikras iniciatyvas ir priemones, kad daugiau darbuotojų susidomėtų išvykstamuoju tarptautiniu judumu ir būtų galima pritraukti atvykstančių dėstytojų siekiant padidinti programos tarptautiškumą. Derėtų paieškoti alternatyvių būdų studentų judumui ir programos tarptautiškumui skatinti, tobulinant „Erasmus" programas (pvz., organizuojant vasaros mokyklas) ir dalyvaujant esamose tam, kad studentai gautų naudos iš tarptautinių ryšių. Be to, siūloma apsvarstyti galimybę įvesti skatinamąsias programas, tokias kaip individualūs akademinio personalo tyrimų biudžetai, kad būtų padidintas mokslinių publikacijų skaičius įtakinguose tarptautiniuose leidiniuose.

5.

Reikėtų apsvarstyti galimybę vykdyti Švietimo lyderystės doktorantūros programą, kaip siūlo socialiniai dalininkai ir studentai. Tai atitiktų dabartinę ISM strategiją vykdyti daugiau mokslinių tyrimų. Tam gali reikėti pratęsti Mokslinių tyrimų metodikos dalyko dėstymo laiką ir sustiprinti kai kurių dalykų teorinę dalį.

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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)