



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

KLAIPĖDOS UNIVERSITETO
STUDIJŲ PROGRAMOS *INOVACIJŲ VADYBA IR
TECHNOLOGIJOS*
(*valstybinis kodas - 621N20031*)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF INNOVATION MANAGEMENT AND TECHNOLOGIES
(*state code - 621N20031*)
STUDY PROGRAMME
at KLAIPEDA UNIVERSITY

Experts' team:

1. **Prof. dr. Pandelis Ipsilandis (team leader)** *academic,*
2. **Prof. dr. Tatjana Volkova,** *academic,*
3. **Dr. Pedro Pablo Cardoso Castro,** *academic,*
4. **Ms. Lina Grigonytė,** *representative of social partners'*
5. **Ms. Indrė Šadzevičiūtė,** *students' representative.*

Evaluation coordinator –

Ms Gabrielė Bajorinaitė

Išvados parengtos anglų kalba
Report language – English

Vilnius
2016

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Inovacijų vadyba ir technologijos</i>
Valstybinis kodas	621N20031
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuotalinė (1,5)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos magistras
Studijų programos įregistravimo data	2013-06-20

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Innovation Management and Technologies</i>
State code	621N20031
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
Degree and (or) professional qualifications awarded	Master of Management
Date of registration of the study programme	20 June, 2013

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

CONTENTS

I. INTRODUCTION	4
1.1. Background of the evaluation process	4
1.2. General.....	4
1.3. Background of the HEI/Faculty/Study field/ Additional information.....	4
1.4. The Review Team.....	6
II. PROGRAMME ANALYSIS	6
2.1. Programme aims and learning outcomes.....	6
2.2. Curriculum design	8
2.3. Teaching staff	10
2.4. Facilities and learning resources	13
2.5. Study process and students' performance assessment.....	14
2.6. Programme management	17
2.7. Examples of excellence *	19
III. RECOMMENDATIONS	20
IV. SUMMARY.....	21
V. GENERAL ASSESSMENT	23

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.	<i>Benchmarking research on the study programmes</i>
2.	<i>Graduates' employment data</i>

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

Klaipėda University (hereinafter: KU) is an institution of higher education, established by the Republic of Lithuania in 1991. KU has a multidisciplinary structure of research, recognized

artistic activity, and multi-cycle studies. The university has the experience of international project development, implementation, and expertise.

KU has a well-developed three-cycle study system: 60 undergraduate study programmes, 1 integrated study programme, 59 graduate study programmes (including one in the study field of Management), and 10 doctoral study programmes (including one in the study field of Management).

The university is in a process of reviewing its postgraduate programme portfolio in order to rationalize the number of graduate programmes vis-à-vis its resources.

The University comprises five faculties (Humanities, Social Sciences, Marine Engineering and Natural Sciences, Pedagogy, and Health Sciences), moreover, an Academy of Arts, an Institute of Continuous Studies, and an Institute of Baltic Region History and Archaeology. Altogether, it has 36 Departments and 11 research and study centres.

The various Faculties and administrative services of KU are located in different parts of Klaipėda, some of them in a significant distance from the central administration. Although quite a number of communication processes can be carried out online, the concentration of all the divisions in one campus would be more favourable for more intensive activity of the academic community. The Faculty of Social Sciences (hereinafter: the SSF) where the administration and the main lectures of the assessed study programme take place is one of the divisions most remote from the central campus. As laid out in the approved structural changes of KU over the period of 2016 to 2017, the SSF is to be transferred to the premises in the KU campus.

In 2014, KU has implemented an ISO 9001-compliant internal Quality Assurance system University-wide which provides measures of activity and contributes to maintain the quality of studies. The QA system provides for programme self-evaluation and updating every three years.

The Innovation Management and Technologies study programme was developed due to the efforts of the Republic of Lithuania Science, Innovation, and Technology Agency. The development of the programme was also approved by the Ministry of Education and Science of the Republic of Lithuania. Its development and implementation received targeted funding from the European Structural Funds (project Development and Implementation of the 2nd Cycle Study Programme Innovation Management and Technologies (INOVADYBA), project code No.VP1-2.2-ŠMM-09-V-01-014). The aim of the project was to develop, register, and implement a 2nd cycle study programme Innovation Management and Technologies, to improve the professional qualifications of the academic staff teaching in the programme, and to build their new competences necessary for the training of specialists able to solve innovation management-related problems.

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 20/May/2016.

1. **Prof. dr. Pandelis Ipsilandis (team leader)** *Professor of School of Business and Economics, Technological Education Institute of Larissa, Greece.*
2. **Prof. dr. Tatjana Volkova**, *Professor of BA School of Business and Finance, Latvia.*
3. **Dr. Pedro Pablo Cardoso Castro**, *Lecturer of Business School, Leeds Beckett University, UK.*
4. **Ms. Lina Grigonytė**, *Executive director at Association of Management Consultants of Lithuania, Lithuania.*
5. **Ms. Indrė Šadzevičiūtė**, *student of Vilnius Gediminas technical University study programme Entertainment Industry.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme under review was developed as a result of an initiative of the Lithuania Science, Innovation, and Technology Agency, aiming to address the forthcoming needs in highly skilled individuals, as they are identified in the Europe 2020 strategy which is oriented to knowledge and innovation-based economic development. The programme received support by European Structural funds and it is one of five such master's level programmes that are offered in various regions in Lithuania. As such the programme aims are fully aligned with the mission of the Klaipeda University as a “...*centre of research, arts, and studies of Lithuania as a maritime state and of the Baltic Sea Region which trains highly qualified specialists...*”.

Within this framework, the programme tries to balance its objectives between providing a strong academic background to students – according to national and EU requirements for 2nd level postgraduate programmes – and also providing practical training in skills needed in practice. The SER describes the role of the graduates of the programme as persons who “*will be able to act as mediators between business and research, to plan, organise, and monitor the processes of research and experimental development, and to implement their outcomes in business enterprises*”. In addition, the aims of the programme emphasize on developing students' communications skills and their ability in self-development.

The programme's specific aims generally fit the above objective. As the programme under review is a 2nd cycle academic programme the overall philosophy of programme aims should focus and be expressed in terms of “*preparing*” rather than “*training*” students. In this respect, the areas of entrepreneurship and globalization along with the development of associated skills in creativity, critical thinking, internationalization practices, etc. should receive proper attention in the programme aims.

In certain cases, (e.g. “*apply the possessed knowledge and on its basis to develop new innovation management measures necessary for scientific research or the development and implementation of innovations*”, “*independently improve the professional qualification of*

innovation management”) the aims are expressed rather fanciful and should be reviewed and expressed in a more pragmatic manner reflecting the fact that graduates are expected to be able to manage the innovation process and adopt innovative management solutions. In that respect, consideration should be given to the multifaceted nature of innovation in today’s business world (i.e. technology driven, design driven, process driven, people driven, etc.).

Programme aims and objectives are compiled into Programme Learning Outcomes (LOs) that address knowledge acquisition, as well as proper abilities and skills to apply knowledge in practice, along with a mapping scheme that shows which study subjects support the achievement of specific LOs. The observed ambiguities at the programme aims and objectives are fed through to LOs. As a result, LOs lack coherence (e.g. 3.3 - attempt to cover innovation technologies in a multitude of specific industries, while corresponding subjects as electives may not be chosen by students, 3.2 referring to very narrow business operations, 1.3 – too general, etc.) and completeness since they do not address a wide spectrum of innovation prospective.

Programme aims objectives and LOs should be clearly expressed in a SMART way (Specific Measurable, Achievable, Realistic, Time bounded) and communicated to prospective students. Currently information about the course aims and LOs are publicly available to prospective students and any interested person, only in Lithuanian language (KU web site).

The program’s aims and objectives and its LOs meet the requirements laid down in Lithuanian law and regulations as well as the developments in the wake of the European Bologna Process requirements of a second level academic programme in management.

The title of the programme, its aims and objective and the associated LOs are generally compatible with the offered qualification.

According to SER and the discussions with the programme management team serious care was given to receive input from stakeholders regarding the development and continuous review of the programme’s aims and learning outcomes. A series of formal meetings with social partners took place during the last years, however, there is no specific information provided as to the outcomes of these meetings and their impact on the structure and orientation of the programme, which seems to remain the same since the start of the programme.

On the other hand, alumni and social partners expressed a positive opinion about the needs of such a postgraduate programme in the region and presented interested views as to the future development of the programme.

The Expert Team realizes that the programme is at the early stages of development since it has just completed two full study cycles and notices that even within the programme management team different views exists as to the proper orientation of the programme (i.e. management of technology driven innovation or a more generic consideration of various innovation drivers). Of course this is a matter of the Faculty and the team to decide, but at this point, a major programme review is urgently needed with the active involvement of academic staff, social partners including the Innovation and Technology Agency and Alumni to make the aims and objectives of the programme transparent and set LOs accordingly. Benchmarking of the programme should be an integral part of the review process. The Expert Team recommends that the initiatives shown by the programme management team to compare the programme with similar programmes internationally should be further developed into a systematic benchmarking process. Defining the benchmarking rational (to whom the programme is compared and why) and setting benchmarking criteria will help to identify the trends in the market and to position the programme’s differentiators – its unique value proposition to the market.

Strengths

- ✓ A programme that is well received by alumni and social partners as addressing the needs of the region in highly skilled individuals.
- ✓ The programme has a potential for further development as it addresses contemporary areas in management

Weaknesses

- ✓ The overall orientation of the programme is not clear for prospective students, perhaps not even internally. A vagueness in programme aims leads to learning outcomes that lack overall coherence.
- ✓ The notions of entrepreneurship and internationalization and skills to enhance creativity and critical thinking which are associated to innovation are not directly reflected in programme aims and LOs.
- ✓ No systematic benchmarking (including rational and criteria) against similar international programmes has so far taken place.
- ✓ Information about the programme is not available in English language at the University's web site.

2.2. Curriculum design

The curriculum structure conforms to the ECTS system, meets legal requirements and the programme complies with the General Requirements of Lithuanian regulations for Higher Education.

The total programme workload of 90 credits is allocated equally among 3 semesters. Each of first two semesters includes 4 compulsory study subjects (three study field subjects and one specialization subject) of 6 ECTS credits each, while additional 6 credits are allocated to an elective course. The compulsory subjects include a “*research project*”, in each of the first two semesters, aiming to introduce and guide students during the first phases of their Master thesis. The final semester includes two compulsory subjects of 6 ECTS credits each and the main part of writing the Master thesis which accounts for 18 ECTS credits. The overall structure of the curriculum fits the programme aims.

The study subjects follow a smooth progression in terms of building knowledge and competencies: Starting with subjects that introduce the students to core management subjects with an emphasis in innovation management, students progress to study more specialized aspects of innovation and implementation issues. At each of the first two semesters, students enjoy the flexibility in choosing one of four elective subjects. However, the small number of students is an obstacle in having all electives offered each semester and restricts student's choices.

The curriculum provides a solid process for the development of research skills progressively, over the duration of the course. In the first semester students define and formulate a problem, that eventually becomes the theme of the Master's final thesis and an academic adviser is assigned to each student. During semester 2 students progress with the analysis of the literature and formulation of the aims and objectives of their research, completing stage 1 of the development of their Master's final thesis. The study process is completed by the Master's final thesis which confirms the knowledge and skills acquired by student and his professional qualification.

Strangely enough, there is no formal teaching of business research methods in the curriculum to let students be exposed to specific quantitative and qualitative methods and techniques. Such a module could also support topics that are closely associated with innovative project evaluation and assessment. The lack of foreign languages in the curriculum is also noted. Given that many innovative projects are the result of multi-country research consortiums, foreign language skills are considered important for the specific study programme. The programme should include some courses to be taught in English language. Overall the internationalization of the programme is limited.

As it stands now, the scope of the curriculum includes two clusters of study subjects: One focusing on management of innovation (7 compulsory and 4 electives) and a second one that includes sector / industry / technology specific topics (i.e. *Cleaner Technology and Eco-design, Sustainable Energetics, Innovative Technologies in the Maritime industry, Modern Production Technologies, Chemicals management*).

With the given structure of the programme the achievement of all learning outcomes cannot be ensured as some core subjects are not compulsory, and therefore students may complete the programme without taking any of them (i.e. *Business creation principles, Organizational Change Management, Communications management*). The same can happen with the innovation technology subjects, as only the *Cleaner Technologies and Eco-design* subject is compulsory. On the other hand, an introductory course on *Strategic Innovation Management Innovation Strategy* is missing.

The Expert Team suggests that curricula should be updated with the active participation of academic staff and social partners, both with respect to titles so that they are internationally recognized as well as the contextualization of the content (e.g. *Business creation principles [New Business Development], Team Building and management [HR Management], [Strategic Innovation Management], etc.*).

The Expert Team suggests that the programme committee should give serious consideration to introduce a modularized structure in the curriculum, following the review of the programme's aims and objectives (section 1). Modules may include similar subjects that could be taught by more than one member of academic staff (e.g. *Marketing research and New product development, Intellectual Property, Legal Protection of innovation and Patentology & Licence Trade, Team Building Management and Communications Management, etc.*). This will provide room for introducing modules that address various aspects of innovation (organizational, technology, processes, etc.). Consideration should also be given to introduce students to European Policies and Economics regarding innovation since Lithuanian is in the core of EU and a significant part of business is taking within the EU.

An excellent job was done by the academic staff in developing well laid-out detailed subject descriptors for each of the offered subjects. The descriptors clearly state the learning outcomes of the corresponding subject, the assessment methods, and their association with the programme LOs. Although a plurality learning activities of proper assessment methods are chosen properly so that achievement of LOs is ensured, it seems that the final grade is dominated across all subjects by the performance of the students in a written exam ($\geq 50\%$). This is a rather strange and perhaps ineffective way to measure LOs, especially for a programme focusing on managing innovation. According to interviewed students, enhancement of practical activities, self and team-work, seminars and workshops would increase the value of the programme.

The study descriptors include recent articles from business and scientific journals as well as additional teaching materials to support the development of students' research skills. However, the majority of the books in the reading lists are in Lithuanian language – very few subjects use English text books - and in many cases the reading lists needs to be updated with most recent books (after 2010).

Strengths

- ✓ Well-structured study subject descriptors that assure consistency in delivery of the content regardless of the specific lecturer will provide a good starting point for curriculum update
- ✓ Very strong emphasis in developing student's research skills through a stage approach in the development of Master Thesis.

Weaknesses

- ✓ The present structure of curriculum does not assure the achievement of all intended programme LOs.
- ✓ Disproportional weight to knowledge acquisition instead of understanding, problem solving, self - reflection, creativity.
- ✓ Better alignment of study course LOs, associated workload and methods of assessments is needed.
- ✓ Broader and more active participation and interaction of teachers is needed to achieve an integrated approach in curriculum review.
- ✓ Insufficient emphasis in areas that are important in today's economic environment (entrepreneurship, globalization, etc. as indicated above)
- ✓ Suggested literature is based mostly on Lithuanian language and should be enhanced with more international teaching materials (books, articles, etc.) since the library resources allow for this.

2.3. Teaching staff

The composition of the teaching staff on the study programme Innovation Management and Technologies, fully complies with the requirements set by Lithuanian regulations for second cycle study programmes, specifically: *“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. ... No less than 20% of the subjects in the main field of studies shall be taught by full professors”*. All instructors in the programme are holders of Ph.D. degrees, including four full professors who teach 6 out of the 18 study subjects (research paper subjects is considered as one).

The list of instructors who teach in the programme is composed by highly skilled individuals both in academic research, professional experience and teaching. Most of the instructors are academic staff who are all active in research until recent years, with many of them carrying solid professional business experience.

The programme is supported by an adequate number of academic staff (14 according to SER). Overall, the teaching staff presents a strong advantage for the programme, as almost all of the staff has over 10 years (much more for some) in teaching and/or professional activity experience, in fields that suit the disciplines and provides a rich blend of ages, experience,

academic and contextual backgrounds. Interviewed students reported their satisfaction regarding the academic staff who teaches in the programme, pointed out examples of excellence in teaching and student's motivation, and characterized the academic staff overall as supportive and responding to their needs.

Over the period 2013 – 2015, there was no staff turnover in the study programme of Innovation Management and Technologies. The teachers who were selected to teach in the programme initially work systematically, develop professionally, and were attested for the following term by means of public competition. Currently, all the teaching staff, except two are employed full-time by Klaipeda University.

This, obviously could be one of the strongest points of the programme, as increased interaction and cooperation at programme level among teachers is necessary to form a common understanding of the overall aims and objectives, develop a high level of synergies among them that will help in contextualizing the content of their subjects accordingly, something that the Expert Team have not seen happening to a full extend.

Academic staff hiring and advancement follows clear rules as described in the university's official manual "*Descriptor of the Order of Attestation and Competition for Tenure of KU Academic Staff, Heads of Departments, and Deans of Faculties*", while professional development of staff is ensured by making and implementing annual plans of individual activity such as: participation in department's research themes, attending courses, exchange visits and lecturing at universities abroad and informal consultation among them. Student evaluations of academic staff are reviewed and discussed in departmental meetings. Although there is an attestation process every five (5) years for full time staff, where their performance is reviewed, the Expert Team received no clear indication regarding the monitoring of the staff development process within the attestation period and would like to suggest that such policies may be introduced.

The academic staff receives adequate support and attention regarding their continuous professional development in their scientific areas (research leaves, conference organization & participation, scientific publications, etc.). Annual courses related to didactics are also offered to staff in the form of annual courses (e.g. English language, Statistical software, Virtual learning environment, etc.) and exchange visits to international universities, while informal consultation is offered to new staff members.

Within the framework of the NOVADYBA project that funded the development of the Master's programme in Innovation management & Technologies, several members of academic staff teaching in the programme received support to improve their professional qualifications and to build their new competences necessary for the delivery of the programme. The Expert Team sees the need for putting more efforts on professional development of the academic staff targeted to helping staff in contextualization of their subjects to fit into a changing and emerging environment and address contemporary innovation management issues, as well as to enrich the delivery of the content by employing latest solutions (simulation software, etc.).

The teaching staff of the programme is very active in organization of and participation in international conference at home and abroad. Benefits for the programme are also derived by the active involvement of members of the teaching staff in significant EU and National projects related to economic and business development in Lithuania and the Baltic region, thus bringing their experiences in the classroom. Equally important is the participation of teaching staff also participates in Erasmus exchanges and lecturing at other partner universities. However these

exchanges should have a multiplicative effect in increasing the number of teaching staff engaged in international activities but more important laying down the foundations and opportunities for student exchanges.

The synergy between academic staff and students regarding the encouragement, guidance and support of student groups to participate in informative or competitive events (*e.g. innovations Idea 2013, Approaches to Innovation, Economic Transformation: Step into the Future, Connecting RIS3 in the Baltic Sea Region, Develop a Business Idea*), with even some of the groups receiving high recognitions is highly commendable.

The published research activity over the last five years shows that individual members of staff have their own research interest and pursue research activities accordingly. Based on the list of the staff's scientific publications, it is noted that all teaching staff has been active in research during the 2009 – 2015 period, however very few publications are shown for 2014 – 15. Although the fact that all teaching staff is active in research is commended, the majority of the published work appears in proceedings of Lithuanian conferences, and Lithuanian / Baltic region journals, with very few in other international scientific journals. Improving on the later will work to the benefit of the programme, its international recognition and should become one of the goals for the future.

Student's involvement in research activities occurs usually within the framework of their master thesis. Students have the opportunity to present their results in an annual scientific conference organized by the Faculty of Social Sciences.

The department and the SSF also set "research themes" so that academic staff can take them into consideration when developing their individual plans. The Expert Team commends these initiatives and urge the department to also consider establishing a portfolio of applied research areas that may conduce to academic consultancy products. This alignment (teaching specialized subjects - research on these specialized subjects - specialized consultancy portfolio) will satisfy the standard mission of H.E. Institutions (education, research and social extension). The integration of these three activities may enhance the quality of both, the student experience and the content of the program and contribute via academic consultancy to the generation of income - sustainability of the course.

Strengths

- ✓ A stable group of highly qualified academic staff with rich academic and professional experience, caring about their continuous improvements in their teaching, which provides a solid basis for further programme development.
- ✓ Excellent organization of staff management and staff development policies who are well accepted by the staff and seem to work effectively and efficiently thus creating a very constructive work environment.
- ✓ Examples of excellence in teaching and student guidance and support that set examples of good practices to be adapted by all academic staff. Many examples in supporting students in extracurricular activities.
- ✓ Initiatives towards establishing research agenda at the department level which must be further integrated and strengthened.

Weaknesses

- ✓ Weak synergies among staff regarding the development of the curriculum. Staff cooperation at programme level could be enhanced.

2.4. Facilities and learning resources

The SER provides a detailed description of the physical resources available for the delivery of the programme. As with other sections of the SER, the material is well presented and designed to meet the information needs of the Review Team.

Fourteen medium-sized classrooms and 2 large classrooms, equipped with modern multimedia, are available at the Faculty of Social Sciences for the delivery of the programme. Larger groups of students can be accommodated at another building. The Faculty building also hosts a faculty library facility, a gym and a canteen.

Two computerized rooms with 24 computers, as well as 34 computerized workplaces at the faculty library and 12 at the central library are also available to students both for in-class training and student use. Other equipment available to students and teachers for supporting the study process include 19 graph projectors, 14 multimedia projectors, 26 notebooks, 81 stationary computers, 3 TV sets, 5 video cameras, and 12 copying machines. Available software includes standard software applications like Windows, MS Office, Adobe Acrobat and other auxiliary applications, as well as specialized software for business applications like Statistical analysis (SPSS and Statistica), Business Simulation (Powersim), GIS, Project Management (MS Project) and Strategic analysis (Mind Genius). Wireless Internet access is available on the premises of the faculty, which allows students to use their own PCs.

The Moodle platform has been adopted and used by all the teaching staff as a learning management system that hosts teaching materials, practical tasks and self-assessment tests uploaded by the lecturers.

Students have access to use the services of all nine divisions of the Klaipeda University Library (KUL). The main literature for business subjects is hosted at the Library of the Faculty of Social Science which is open six days a week. Through the KU virtual library (<http://ku.lvb.lt>) and the e-Lithuanian Academic Library eLABa (<http://www.elaba.lt>) the academic community receives one-stop shop services to library resources.

Business Management students have access to 47 titles of Lithuanian scientific journals in the area of social sciences, while the databases supported by the project *eMoDB.LT: Opening the Online Research Databases for Lithuania* provide free access to over 20,885 full-text journals and 143,790 e-books, including 518 e-books in Lithuanian (including most of the major journals in the area of Business and Management. Academic staff and students can access electronic library materials and request services from any place.

The Expert Team welcomes the detailed treatment of library resources and usage in the SER. The KU library clearly meets its ambition to provide leadership in the provision of learning resources to the academic community.

The faculty facilities include a well-equipped media-centre. The expert team would like to indicate the opportunities that this centre can provide in enriching the learning support materials, with videoed lectures, short videos on practicals etc.). Proper training of the academic staff will lead to effective exploitation of the opportunities available at the media centre and will enhance the learning materials available to students.

Overall the premises and the learning resources provide a comfortable space and a learning environment that covers the needs of the programme. The Expert Team was informed that a project is underway for SSF to be relocated in new built facilities on the central campus of KU, that will include library, classrooms and office space as well as dormitories for students.

Student dormitories have just been completed and opened to students. It is understandable that since the relocation of the Faculty is planned to happen within the next couple of years, no major investments are made to the existing facilities. In the meantime, serious consideration should be given to providing better room conditions for academic staff (i.e. privacy, space to work and meet with students, etc.).

Strengths

- ✓ Adequate premises for the delivery of the programme.
- ✓ Fully functional and supportive learning environment. Availability of the electronic services to the academic community of the programme, including access to Library e-books, e-journals, databases from any place.
- ✓ Faculty supported library that directly responds to academic staff and students' needs that can be instrumental in enhancing teaching materials with more international books, journals.
- ✓ Well – equipped media room that can enhance the learning materials students have access to.

Weaknesses

- ✓ Academic staff space is rather limited and lacks privacy.
- ✓ Limited investment in facilities in the light of plans for building new faculty facilities.
- ✓ No plans yet to explore the media centre opportunities for enhancing the learning process.

2.5. Study process and students' performance assessment

Admissions to the programme is done according to KU-Senate approved procedures. Relative information is available to all interested parties mainly on the web. Holders of professional degrees must take compensation studies before entering the programme. Applicants are admitted to the programme based on a “competition score” that is based on the average grade of their undergraduate studies diploma, the grade of their bachelor thesis or compensation studies, plus additional points for candidates who have at least one scientific publication. The minimum competitive score for admission to the programme is 6 on a 0-10 scale.

The programme seems to be well accepted and attracts a significant number of applicants each year which has increased since the inauguration of the programme with most of the applicants selecting the programme among their first two choices. Overall the admission process is very sound and build on the academic merit principles. The programme attracts students with excellent grades form undergraduate studies (state funded places) and very good or fair grades (paid places).

Two streams of students are enrolled, those who receive state funding and those who pay the fees. Enrolment is affected by the number of positions funded by the state every year which dropped from 20 positions in 2013 admissions to just 3 places for 2014 and 2015 admissions. Thus, although the programme attracts increasingly many interested candidates, the number of admissions has dropped dramatically which raise major concerns regarding both the sustainability of the programme and the quality of the study process.

The interviews with the students and alumni revealed differences in learning experience between the first cohort of students and the ones that followed, mainly because the small number

of students minimized the interaction among them, the sharing of experiences, the presence of diverse views regarding the innovation process. The offering of electives was also hurt by the drop in student numbers as students have had limited choices.

The study process is characterized by mutual trust and respect between students and lecturers that contributes to excellent end-results as evidenced by students, who also reported examples of excellence in teaching and student motivation by certain professors. During the review visit, the Expert Team was convinced that the study process is stable and in control. Students enjoy a rich learning process in terms of learning activities as described in the study subject descriptors and confirmed during the interviews with teachers and students. Student work time is well allocated between lectures, seminars or other forms of learning activities and self-study. The study and learning process is further enriched by lectures of visiting professors, and field trips to businesses in the region. Students do realize the value of activities that bring them in contact with the “real world” in their learning process and rightfully so they demand more practical activities, more foreign and local guest lecturers, possibility to have lectures in English.

The programme should strive for continuous enrichment of the study process by increasing the presence of more foreign lecturers, delivery of study-subjects in English, and inviting industry professional to lecture in the programme, as students also pointed out during the interviews. The Expert Team did not get a clear answer as to whether these issues have been discussed at the programme management level and recommends, that formal meetings between programme management - academic staff and all students (the small number allows for that) take place at the end of each semester where improvement actions can be discussed and good practices can be shared among all teaching staff.

The programme puts a lot of emphasis on building students’ research skills in the process of writing academic papers, conducting research, and writing Master’s final theses. The themes of research papers (final theses) are formulated by combining student and teachers’ research interests.

An excellent practice that it is worth being commended is the stage oriented approach in the process of the Master thesis that extends over the three semesters and gives students time to build strong research skills (section 2). The thesis writing process is detailed in the official university document: *Descriptor of General Requirements for KU Students’ Independent Academic Papers and Art Works*, while additional methodological recommendations are provided in the guide authored by KU staff: (Stašys R., Šimanskienė L. *Master’s Final Thesis in the Study Fields of Management and Marketing. A Methodological aid. Klaipėda University Press, 2011*).

The defence of the thesis follows rigorous academic rules set by the department. Each year, in the Faculty of Social Sciences a students’ scientific conference is held, during which 5 to 10 students in the study field of Management make presentations. The best scientific works of students are awarded with Dean’s and social partners’ established prizes. The conference proceedings are published as a volume, and its articles are reviewed. To further promote Master students’ research activity, a departmental decision was made in 2014, that students will be allowed to defend their Master’s final theses provided they had at least one publication. Students have also the opportunity to present their work to the public and be exposed to work of others at “Research Nights” organized every year.

Students also receive support for extracurricula activities. For example: University, Klaipėda Municipality, and Student Union event to encourage students to deepen their

theoretical knowledge and develop practical skills; Vilnius University-organized competition of innovations *Idea 2013*, where one group won a 3rd place among 70 teams, and another got a positive evaluation; *Develop a Business Idea*, organized by the Association *My City is Klaipėda*; Conferences such as *U.S. Approaches to Innovation*; *Economic Transformation: Step into the Future*.

Overall, the study process equips students with the necessary knowledge and skills, meeting the intended learning outcomes. Most of the students who enrol the programme are already employed with only 10% of students being with no job at the time of admission. Records of the Klaipėda Job Centre show that no graduate of the programme is registered with them. On the basis of the information supplied, it would seem reasonable to infer that the majority of graduates achieve satisfying professional careers at the appropriate level. It is strongly advisable however that the programme monitors the career development and paths of its graduates.

KU has an extended Erasmus University Charter and collaborates with almost 180 partners in 25 countries by implementing activities of the Erasmus programme: student and teacher exchange, intensive programmes, and student practices. KU supports the mobility of students and ensures the quality of the mobilities by offering additional courses of foreign languages at the University and demanding that students pass an exam. Despite the large number of partner institutions, and the efforts of the university, the number of the outgoing students for the programme under review is null, mainly because almost all the students of the study programme are working and cannot be absent for a long period of time, something that is usual at master's programmes. However, some students are interested in summer internships abroad under the Erasmus+ scheme. To compensate, attempts are made to invite more visiting teachers from abroad. The need and the importance of international mobility is recognized in the SER, but it seems that no coherent policies are in place to improve the current situation.

The KU provides strong academic support to students throughout their studies. Readily available information about their studies is available at the admission phase. Orientation of new students takes place through a well-designed process where the teacher – curator is introduced and students get acquainted with their studies and teachers. All teachers are also required to introduce in detail their subject at the first meeting with students. All relative information are also available at the web. Teachers maintain close contact with students and provide individual consultation to students during their studies during office hours and also through the learning platform or through e-mail.

Career Centre (CC) services are available to students since 2013. The CC organizes meetings with employers who provide information on the significance of the courses of the study programme for the further career. KU holds career days where students have an opportunity to directly communicate with employers on the issue of employment and other current issues

Social support is provided through the operation of psychological counselling services, individual study plans for student-sportsman, events like *Fitness Days*, and supporting a number of artistic groups and sports teams that students of Innovation Management and Technologies can join (e.g. singing groups, representing KU in field and track competitions, basketball playing for the KU team, etc.).

Several grants are also available to students (e.g. the KU Senate Grant; the Faculty Council grant; social grants from the state appropriations; one-time Rector's grants; and one-time Dean's grants) that are awarded based on academic performance.

Three dormitories are available to students coming out of town and another one is just added at the new SSF location (section 4).

The present premises of the Faculty of Social Sciences are only partly adjusted to the needs of the disabled, since the current building is an old one.

Students' assessment rules are clear and the information is available to students (to be checked). However, assessment by exam seems to dominate the grade at every single subject. As it is stated previously (section 2) the Review Team advises the employment of a multitude of assessment methods with less weight given to final exam to the favour of other forms of assessment reflecting the achievement of the specific learning outcomes and the associated workload. Integration of teaching staff at programme level (sections 2 & 3) can also help in establishing a moderation process both in the formation of the assessment tools and also the grading procedure but this is a matter for the Faculty, the Programme committee and the team to decide.

Strengths

- ✓ Well controlled processes assure the smooth delivery of the programme and the achievement of mutual trust and respect between students and lecturers to the benefit of the programme.
- ✓ A rich learning process in terms of learning activities that include lectures of visiting professors, and field trips to businesses in the region
- ✓ Effective in building students' research skills through an excellent practice of stage oriented approach for the Master thesis that extends over the three semesters, and requires students to have at least one publication before defending their Master's final theses.
- ✓ Strong academic and social support for students

Weaknesses

- ✓ The low number of students hurts basic elements of the study process – specifically in a programme in innovation management, since it affects negatively the interaction among students, the sharing of different experiences, the presence of diverse viewpoints regarding the innovation process, thus affecting the programme's LOs.
- ✓ Students' flexibility in choosing electives according to their personal preferences is diminished because of the low numbers.
- ✓ Assessment methods not entirely aligned with learning activities and student workload within each study subject.

2.6. Programme management

The Innovation Management & Technologies study programme is administered by the Study Programme Committee of the Social Science Faculty (SSF), the Council of the SSF, and the Course Attestation Committee for the Studies of Social Sciences. The SSF Faculty Council has the responsibility of approving the study programmes and is in charge of the study programme improvement, staff competence, and their attestation.

Given that the university is reconsidering its portfolio of all master's programmes, with an intention to reduce the overall number of master programmes offered, the SSF has decided that the programme under review is of strategic importance to the Faculty and should not be

affected. However, the sustainability of the programme is threatened by the continuous decline of admissions and no clear strategic management plan exists yet to address this shortcoming.

According to the SER, academic staff, graduates and employees provide feedback with positive views about the programme. The Expert Team, indeed, received the same feedback during the interviews with those groups but not necessary a convergence as to the future development of the programme. It seems that the external expert's evaluation in 2013 and the feedback collected so far from all groups involved has not been processed to the point that action plans can put in place. Moreover, the lack of any benchmarking study so far does not help in formulating plans for future development.

The team of experts would like to emphasize the need for building a strong programme management structure at programme level with clear allocation of duties and responsibilities so that management functions are strengthened at the programme level. Currently it seems that most of the management functions are performed at departmental or faculty level, leaving administrative operations at the programme level. A top priority of the management team is to address the overhauling of programme's aims, objectives and LOs (see sections 1 and 2), so that the programme receives a clear and distinct identity that can appeal not only to the local market but also internationally. It might be argued that the programme under review would benefit if delivered in a multidisciplinary nature in cooperation with other faculties; but this is a matter for the Faculty to decide.

Programme management should aim at building a continuous quality enhancement process based on more intense communications and interaction among academic staff who delivers the content so that issues related to curriculum design, content integration and delivery methods are addressed in a holistic way at programme level instead of dealing with them separately at study subject level. Special attention should be given to the contextualization of the study subject to the innovation management prospective.

The Expert Team was given evidence of informal and ad-hoc communications between academic staff and sometimes between academic staff and social partners, mostly concerning individual study subjects which result in improvement actions. Social partners and alumni expressed their willingness to support the development of the programme in many ways (Participate in meetings, delivering special lectures, sharing experiences with students, etc.) and the programme management team should exploit to their fullest extend all these opportunities. The Expert Team have noticed that certain social partners felt not so much welcomed for delivering some lectures / seminars because of not having appropriate academic credentials. Although social partners cannot assume the role of academic staff, their contribution in bringing real life cases into classroom is valuable. After all, the association of social partners, alumni, academic community is marked by a "regional community spirit" that helps building strong relationships.

KU has implemented an internal Quality Assurance system which provides measures of activity and contributes to maintain the quality of studies. The QA system provides for programme self-evaluation and updating every three years. This process is carried out by a 12 persons group that includes also a student and a social partner representative, while input from all interested parties is welcomed.

The Expert Team has been informed that students and stakeholders have been called to evaluate the programme, but besides a general statement that both social partners and students find the programme in good standing, no other specific results of the evaluation process neither a

plan of improvement actions was presented. The Expert Team suggests that a more formal approach should be taken in programme reviews.

Despite the clear allocation of responsibilities and the existence of a formal QA system, the current programme management scheme raises certain concerns regarding its effectiveness.

- It appears that no mechanisms exist to monitor the achievement of learning outcomes, and all decisions regarding the delivery and assessment of each subject are left entirely at the discretion of the individual lecturers.
- No details about a firm plan for continuous quality improvement exists. It seems that no major changes were introduced to the programme since its inauguration in 2013.
- It is not clear how and to what extent input from the study committee, if any, is taken into consideration in the decision making process.
- There seems to be a lack of explicit evidence on how the programme interacts with local business-people and how this interaction informs the curriculum.
- It seems that both social partners and students are not part of the decision making process, except their participation (one representative of each kind) in the triannual evaluation event.
- There is no sign of alumni involvement in providing feedback during programme reviews.

Strengths

- ✓ A Quality Assurance system is in place, including processes related to quality of the study process.
- ✓ Alumni and Social partners are very keen to support the programme and contribute to its future development

Weaknesses

- ✓ Most of management processes are at the Faculty and Department level. Management processes should be strengthened at the Programme level, especially because part of the academic staff who teaches in the programme belongs to other faculties.
- ✓ Potential of alumni and social partner contribution to the development of the programme has not been exploited enough.
- ✓ Lack of systematic approach for monitoring achievement of learning outcomes, alumni career paths, student failures, etc.

2.7. Examples of excellence

- The emphasis on the quality of the Master Thesis as it evidenced by the introduction of a stage controlled approach and the requirement to have at least one publication before being allowed to defend their Master's final theses.
- The guidance and support of academic staff to students encourage student group participation in informative or competitive events (*e.g. innovations Idea 2013, Approaches to Innovation, Economic Transformation: Step into the Future, Connecting RIS3 in the Baltic Sea Region, Develop a Business Idea*), with some of the groups receiving high recognitions.
- The Faculty and department's established practice of setting "research themes" periodically, so that academic staff can take them into consideration when developing their individual professional development plans.

III. RECOMMENDATIONS

1. Programme aims and objectives should be reviewed with consideration to the multifaceted nature of innovation, as well as addressing entrepreneurship and globalization, while programme LOs are expected to be coherent, aligned with the aims of the programme as it is detailed in section 1.
2. Benchmarking of the programme against programmes with similar aims and objectives at international level.
3. Management functions at programme level must be strengthened and focus to achieve broader and enhanced participation of all academic staff teaching in the programme so that matters that have to do with curriculum design – especially the modularization of the curriculum and the contextualization of the subject content – and study process are address in a holistic way at the programme level, thus promoting a sense of “programme ownership” among academic staff.
4. Professional development should be enhanced and be mainly targeted to help staff in contextualization of their subjects to fit into a changing and emerging environment and address contemporary innovation management issues, as well as to enrich the content delivery by employing latest solutions (simulation software, etc.).
5. The assessment process for all taught subjects must be reviewed at programme level so that students experience a multitude of assessment methods, properly selected for each subject depending on the specific learning outcomes, with less weight given to final exam to the favour of other forms of assessment subject to the associated workload. The continuous monitoring of this process with student feedback is necessary, while the introduction of a moderation scheme could also help in a paradigm shift from “subject ownership” to “programme ownership”.
6. The programme management team should exploit to their fullest extend the willingness of social partners and alumni to support the development of the programme. A systematic approach should be implemented that leads to specific actions that strengthen their association with the programme and develop “programme community”.

IV. SUMMARY

The Master programme in Innovation Management and Technologies at Klaipeda University is aligned with the strategy of the institution regarding their postgraduate programmes portfolio. The programme's learning outcomes, focus on providing students with strong academic knowledge along with the necessary skills and capabilities to be able to act as mediators between business and research, to plan, organise, and monitor the processes of research and experimental development, and to implement their outcomes in business enterprises. Students, graduates and social partners, have a very positive view about the positioning of the programme in the market, as a contemporary programme in the field of management, important for the regional economy.

The programme is rather new (having completed only two full study cycles) and is still under development. As innovation management is multifaceted in nature, it is important for the programme to have a clear distinct orientation. Since its inauguration no major programme review has taking place, a review with active participation and involvement of academic staff, alumni, and social partners is needed to review aims and learning outcomes so that they are more coherent and address contemporary issues regarding internationalization, entrepreneurship, innovation drivers, etc. In addition the benchmarking of the programme against compatible ones at European and International level will add value to it.

Aligned with the programme's aims and objectives, the structure and content of the curriculum puts very strong emphasis in developing the student's research skills. However its current structure does not assure the achievement of all intended learning outcomes. Perhaps a modularised approach will better serve the needs of the programme as reflected in its aims and learning outcomes. The effort put by the academic staff in developing well-structured study subject descriptors that assure consistency in delivery of the content regardless of the specific lecturer will provide a good starting point for curriculum update.

Subject titles should be more internationally recognized to facilitate internationalization of the programme, while the content must be contextualized to innovation management prospective. The programme can be benefited more by broader and more active participation and interaction of teachers so that an integrated approach in curriculum review is achieved. Consideration should be given to put more emphasis in areas that are important in today's business environment (entrepreneurship, globalization, etc. as indicated above) and also to alignment of study subjects' learning objectives, associated workload and methods and weight of assessments.

A stable group of highly qualified academic staff with rich academic and professional experience, caring about their continuous improvements in their teaching, is an asset of the programme, and provides a solid basis for further programme development. The staff management and staff development policies are thoroughly organized, well accepted by the staff and seem to work effectively and efficiently thus creating a very constructive work environment.

Current initiatives towards establishing research agenda at the department level must be further integrated and strengthened. Staff development should continue especially regarding skills required to support plans for programme internationalization and distance learning delivery (e.g. English language skills, distance learning material development, etc.)

The programme is delivered at the premises of the Social Science Faculty which are adequate, and well cared, although no major investments are made due to the fact that plans are

under way to build new premises. A fully functional and supportive learning environment is available and sufficiently covers the needs of the academic community including (learning platforms, access to Library e-books, e-journals, databases from any place, etc.). In addition an organized Faculty library meets its ambition to provide leadership in the provision of learning resources to the academic community). The resources of a new well – equipped media room can be exploited further to enhance the learning support materials provided to students. Consideration should be given for making more space available for academic staff.

The study process is characterized by a mutual trust and respect between students and lecturers, while well controlled processes assure the smooth delivery of the programme. Students enjoy a rich learning process in terms of learning activities that include lectures of visiting professors, and field trips to businesses in the region, which can be further enhanced. The academic staff supports and guides students in extracurricular activities like participation in competitive events where students have already won merit, international conferences etc. An excellent practice of stage oriented approach for the Master thesis that extends over the three semesters, and requires students to have at least one publication before defending their Master's final results in building strong research skills. Overall students receive strong academic and social support.

Assessment methods not entirely aligned with learning activities and student workload within each study subject.

The declining number of students presents a threat to the programme since it is an obstacle to creating a learning environment with increased interaction, sharing of experiences, opportunities for various prospective regarding management of innovations, flexibility in choices of elective subjects.

Management processes which are currently administrated at Faculty and Department level, should be strengthened at the Programme level, including coordination and intense communication among academic staff who teaches in the programme, introducing systematic approaches for monitoring achievement of learning outcomes, alumni career paths, student failures, etc. and exploiting the potential of alumni and social partner contribution to the development of the programme.

A top priority of the management team is to address the overhauling of programme's aims, objectives and LOs (see sections 1 and 2), so that the programme receives a clear and distinct identity that can appeal not only to the local market but also internationally.

At the operational level, a Quality Assurance system is in place, including processes related to quality of the study process and periodic programme reviews are taking place.

V. GENERAL ASSESSMENT

The study programme INNOVATION MANAGEMENT AND TECHNOLOGIES (state code – 621N20031) at KLAIPEDA UNIVERSITY is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	2
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	2
	Total:	15

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

Grupės vadovas: Team leader:	Prof. dr. Pandelis Ipsilandis
Grupės nariai: Team members:	Prof. dr. Tatjana Volkova
	Dr. Pedro Pablo Cardoso Castro
	Lina Grigonytė
	Indrė Šadzevičiūtė

**KLAIPĖDOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
INOVACIJŲ VADYBA IR TECHNOLOGIJOS (VALSTYBINIS KODAS – 621N20031)
2016-09-27 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-218 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

KLAIPĖDOS UNIVERSITETO studijų programa *INOVACIJŲ VADYBA IR TECHNOLOGIJOS* (valstybinis kodas – 621N20031) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	2
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	15

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

2.7. Gerosios praktikos pavyzdžiai

- Akcentuojama magistro darbų kokybė; tą įrodo įdiegta etapų kontrolės sistema ir reikalavimas parengti bent vieną publikaciją prieš ginantis magistro darbą.
- Akademinio personalo konsultacijos ir parama studentams skatina jų grupes dalyvauti informaciniuose ar konkursiniuose renginiuose (pvz., „Innovations Idea 2013“, „Approaches to Innovation, Economic Transformation: Step into the Future“, „Connecting RIS3 in the Baltic Sea Region“, „Develop a Business Idea“); kai kurios grupės netgi pelnė didelį pripažinimą.
- Fakulteto ir katedros įdiegta praktika periodiškai nustatyti tyrimų temas, kad dėstytojai į jas atsižvelgtų rengdami savo asmeninius profesinio tobulėjimo planus.

<...>

IV. SANTRAUKA

Klaipėdos universiteto vykdoma magistrantūros studijų programa *Inovacijų vadyba ir technologijos* atitinka institucijos antrosios studijų pakopos programų paketo strategiją. Programos studijų rezultatuose akcentuojamas tvirtų akademinį žinių teikimas studentams ir reikalingų įgūdžių bei gebėjimų veikti kaip tarpininkai tarp verslo ir mokslo, planuoti, organizuoti ir stebėti mokslinių tyrimų ir eksperimentinės plėtros procesus bei įgyvendinti šių procesų rezultatus verslo įmonėse ugdytas. Studentai, absolventai ir socialiniai partneriai labai teigiamai atsiliepia apie programos statusą rinkoje; pasak jų, tai šiuolaikiška vadybos krypties programa, svarbi regiono ekonomikai.

Studijų programa gana nauja (užbaigti tik du pilni studijų ciklai) ir vis dar tobulinama. Kadangi inovacijų vadybos pobūdis yra įvairiapusis, svarbu, kad studijų programa turėtų aiškia orientaciją. Nuo studijų programos pradžios ji nebuvo iš esmės peržiūrėta, aktyviai įtraukiant akademinį personalą, absolventus ir socialinius partnerius reikia peržiūrėti tikslus bei numatomus studijų rezultatus, kad jie būtų nuoseklesni ir atsižvelgtų į šiandienos klausimus: tarptautiškumą, verslumą, varomąsias inovacijų jėgas ir t. t. Be to, praverstų palyginti studijų programą su panašiomis europinėmis ir tarptautinėmis studijų programomis.

Studijų programos sandara ir turinys atitinka programos tikslus ir uždavinius ir ypač akcentuoja studentų mokslinių tyrimų įgūdžių ugdymą. Tačiau dabartinis studijų planas neužtikrina visų numatomų studijų rezultatų pasiekimo. Galbūt modulių įdiegimas geriau patenkintų programos poreikius, kurie atsispindi jos tiksluose ir studijų rezultatuose. Akademinio personalo pastangos parengti aiškios struktūros studijų dalykų aprašus, užtikrinančius turinio nuoseklumą, nesvarbu, koks dėstytojas dėsto dalyką, bus puikus pradinis taškas atnaujinant programos sandarą.

Siekiant didinti programos tarptautiškumą, dalykų pavadinimai turėtų būti labiau identifikuojami tarptautiniu mastu, o turinį būtina kontekstualizuoti, atsižvelgiant į inovacijų vadybos perspektyvas. Studijų programai praverstų didesnis ir aktyvesnis dėstytojų dalyvavimas ir bendravimas, siekiant integruoto požiūrio į studijų sandaros peržiūrą. Reikėtų labiau akcentuoti sritis, kurios svarbios šiandienos verslo aplinkai (verslumą, globalizaciją ir pan., kaip minėta anksčiau), taip pat suderinti studijų dalykų uždavinius, atitinkamą darbo krūvį ir vertinimo metodus bei svorį.

Stabilus ypač kvalifikuotas akademinis personalas, sukaupęs daug akademinės ir profesinės patirties ir besirūpinantis nuolatiniu pedagoginiu tobulėjimu, yra studijų programos vertybė, suteikianti tvirtą pagrindą tolesniam programos vystymui. Personalo vadybos ir tobulinimo politika yra kruopščiai parengta, palankiai vertinama darbuotojų, veiksminga ir efektyvi, todėl kuriama labai konstruktyvi darbo aplinka.

Dabartinės iniciatyvos, susijusios su mokslinių tyrimų darbotvarkės nustatymu katedros lygiu, turi būti toliau integruojamos ir stiprinamos. Darbuotojai turėtų toliau tobulintis, ypač kalbant apie įgūdžius (pvz., anglų kalbos mokėjimo, nuotolinių studijų medžiagos rengimo ir pan.), reikalingus didinant programos tarptautiškumą ir vykdant nuotolines studijas.

Studijų programa vykdoma Socialinių mokslų fakulteto patalpose, kurios yra tinkamos ir gerai prižiūrimos, nors į jas nėra daug investuojama, nes planuojama įrengti naujas patalpas. Visapusiškai veiksminga ir palaikanti mokymosi aplinka pakankamai tenkina akademinės bendruomenės poreikius (mokymosi platformos, prieiga prie bibliotekos elektroninių knygų, elektroninių žurnalų, duomenų bazių iš bet kurios vietos ir t.t.). Be to, organizuota fakulteto biblioteka įgyvendina savo siekį pirmauti teikiant mokymosi išteklius akademinėi bendruomenei.

Naujojo puikiai įrengto medijų kabineto ištekliai gali būti išnaudojami dar labiau, siekiant sustiprinti studentams teikiamas pagalbines mokymosi priemones. Reikėtų apvarstyti, kaip suteikti daugiau vietos akademiniam personalui.

Studijų eiga galėtų būti apibūdinama abipusiu studentų ir dėstytojų pasitikėjimu ir pagarba, o puikiai valdomi procesai užtikrina sklandų studijų programos vykdymą. Studentai vertina įdomų mokymosi procesą, nes paskaitas skaito ir kviestiniai dėstytojai, taip pat organizuojamos pažintinės išvykos į regiono verslo įmones. Šiuos aspektus dar galima gerinti. Akademinis personalas padeda ir pataria studentams papildomos veiklos klausimais, pvz., dėl dalyvavimo konkursiniuose renginiuose, kuriuose studentai jau apdovanoti už nuopelnus, tarptautinėse konferencijose ir pan. Magistro darbų etapų kontrolės sistema, kai magistro darbas rašomas tris semestrus, o studentams keliamas reikalavimas prieš ginantis magistro darbą parengti bent vieną publikaciją, taip ugdantis mokslinių tyrimų įgūdžius, yra puikios praktikos pavyzdys. Apskritai, studentai gauna tvirtą akademinę ir socialinę paramą.

Vertinimo metodai ne visiškai atitinka kiekvieno dalyko mokymosi veiklas ir studentų darbo krūvį.

Mažėjantis studentų skaičius kelia grėsmę studijų programai, nes tai trukdo kurti mokymosi aplinką, kurioje būtų daugiau bendraujama, dalijamasi patirtimi, atsivertų galimybės įvairioms perspektyvoms kalbant apie inovacijų vadybą ir lankstumą renkantis pasirenkamuosius dalykus.

Vadybos procesai, šiuo metu administruojami fakulteto ir katedros lygmeniu, turėtų būti stiprinami ir studijų programos lygmeniu, įskaitant koordinavimą ir intensyvų studijų programos dėstytojų bendravimą, diegiant sisteminius metodus, kaip vykdyti studijų rezultatų pasiekimų, absolventų karjeros, studentų nesėkmių stebėseną ir t. t., ir pasinaudojant absolventų ir socialinių partnerių indėliu tobulinant studijų programą.

Svarbiausias vadovybės prioritetasis yra nuodugnai peržiūrėti studijų programos tikslus, uždavinius ir studijų rezultatus (žr. 1 ir 2 skirsnius), kad studijų programa įgytų aiškų tapatumą ir taptų patraukli ne tik vietos, bet ir tarptautiniu mastu.

Veiklos lygmeniu kokybės užtikrinimo sistema, įskaitant su studijų eigos kokybe susijusius procesus, veikia; studijų programos peržiūros taip pat vykdomos periodiškai.

<...>

III. REKOMENDACIJOS

1. Reikėtų peržiūrėti programos tikslus ir uždavinius, atsižvelgiant į daugialypį inovacijų pobūdį, verslumą ir globalizaciją, o numatomi studijų rezultatai turėtų būti nuoseklūs ir suderinti su programos tikslais, kaip aprašyta 1 skirsnyje.

2. Reikėtų palyginti programą su kitomis tarptautinėmis programomis, turinčiomis panašius tikslus ir uždavinius.

3. Programos lygmeniu būtina stiprinti vadybos funkcijas ir akcentuoti siekį plačiau ir labiau įtraukti visą akademinį personalą, dėstantį šią studijų programą, kad su programos sandara (ypač modulių įdiegimu bei dalykų turinio kontekstualizavimu) ir studijų eiga susiję klausimai būtų sprendžiami laikantis visuminio požiūrio programos lygiu, taip skatinant darbuotojų „studijų programos nuosavybės“ jausmą.

4. Reikėtų stiprinti profesinį tobulėjimą ir daugiausia orientuoti jį taip, kad darbuotojai galėtų lengviau kontekstualizuoti savo dėstomus dalykus, atsižvelgdami į kintančią bei naują aplinką ir šiuolaikinės inovacijų vadybos klausimus, taip pat papildyti turinį, pasitelkdami naujausius sprendimus (simuliacijos programinę įrangą ir pan.).

5. Programos lygmeniu būtina peržiūrėti visų dalykų vertinimo procesą, kad būtų taikomas ne vienas studentų pasiekimų vertinimo metodas, tinkamai parinktas atsižvelgiant į kiekvieno dalyko konkrečius studijų rezultatus, ir kad baigiamojo egzamino vertinimas turėtų mažesnę svorį bei nebūtų nepelnytai pamirštos kitos vertinimo formos, atitinkamą darbo krūvį. Būtina vykdyti nuolatinę šio proceso stebėseną renkant studentų grįžtamąjį ryšį, o moderavimo schemos įdiegimas taip pat galėtų padėti jiems pereiti nuo „dalyko nuosavybės“ prie „programos nuosavybės“ paradigmos.

6. Studijų programos vadovybė turėtų visiškai išnaudoti socialinių partnerių ir absolventų norą prisidėti tobulinant programą. Reikia sisteminio požiūrio ir konkrečių veiksmų, stiprinančių jų ryšį su programa ir kuriančių „studijų programos bendruomenę“.

<...>

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)