



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universiteto (PI)
VADYBOS PROGRAMOS (612N20003)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF MANAGEMENT (612N20003) (PI)
STUDY PROGRAMME
at *Kaunas University of Technology*

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Vadyba
Valstybinis kodas	612N20003
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės (4); Iššęstinės (6)
Studijų programos apimtis kreditais	240 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos bakalauras
Studijų programos įregistravimo data	19-05-1997, No 565; 02-08-2001, No 1187

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Management
State code	612N20003
Study area	Social Sciences
Study field	Management
Kind of the study programme	University
Study Cycle	First
Study mode (length in years)	Full-time (4); Part-time (6)
Volume of the study programme in credits	240 ECTS
Degree and (or) professional qualifications awarded	Bachelor of Management
Date of registration of the study programme	19-05-1997, No 565; Reregistration 02-08-2001, No 1187

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I. INTRODUCTION

The first cycle university study programme of the study field of Management (hereinafter – Programme) is executed by Kaunas University of Technology (hereinafter – University, KTU). The University consists of 13 faculties (including the faculties of Panevėžys Institute), which together house 73 departments, 27 centres, 6 institutes and 15 research laboratories. KTU is also a founder and a member of 12 institutions, the most noteworthy of them being Study and Business Centre-Valley ‘Santaka’ established under the initiative of KTU in 2008.

The mission of the University is to provide international level studies based on scientific research; create and share knowledge and innovative technologies for sustainable state and innovation development; form open creative environment inspiring talents and leaders. KTU employs 2759 employees: 960 lecturers and 146 scientific staff members (according to the data of December 31, 2011). Almost 1000 University employees have research degrees.

The University trains Bachelor and Master students, who specialise in technology, social, physical sciences, humanities and art; there is also a non-degree study programme (teacher training) for teachers. Research doctors in the spheres of technology, social, physical sciences and humanities are trained at the University. Over 13,000 students study at the University, this includes 400 doctoral students and 228 foreign students (according to the data of October 1, 2011).

The University’s structure, effective in terms of management and interrelations, ensures that the first cycle study programme is implemented in compliance with the European Higher Education Area requirements and development tendencies: activities related to the study matters are managed and coordinated by collegial advisory bodies established by the Rector’s order and managed by him, i.e. Vice-Rector for studies, who is a member of Rector’s Office and who is assisted by Admission, Study Programme and Study Organization Departments at Study Office, Committees of Faculty Study Programmes and Dean’s Offices.

The faculties consist of departments where studies are administered and scientific research is conducted. Heads of departments, who are appointed following the Statute of KTU and the approval of the Senate, run the departments. All the issues of faculties and departments are dealt with in Dean’s office composed of the dean, vice-deans and all the heads of faculty departments.

The Faculty of Economics and Management located in Kaunas (the former Faculty of Engineering Economics, founded in 1968) is responsible for the implementation of the first cycle

study programme of Management. This Programme is also executed in Panevėžys Institute Faculty of Management and Administration (hereinafter PI VAF) where the Programme is coordinated by the Department of Economics. According to the need, the teaching staff of other departments is involved.

Generally, the University context in which the programme is developed, administered and offered meets international standards. The self-assessment report (SAR) provided for the evaluation is very informative and detailed. On the other hand, it was a translation of the Lithuanian text, which at times was difficult to understand. The societal needs for high quality education and future challenges in working life are clearly stated and the commitment to serve regional needs is visible. The aims of the programme and its learning outcomes are made transparent in the self-assessment report. The curriculum design meets international benchmarks and the governance and administrative structure of the programme is very professional, integrating both stakeholder and student representatives to the administrative process.

The site visit was done on the 18th of March by the expert group and this helped us to verify many of the details that were elaborated in the SAR. In our analysis of the programme, we highlight major strengths of the programme and explicate issues for further enquiry.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

There is sufficient evidence in the SAR that the programme aims and learning outcomes are well defined, clear and publicly accessible.

The SAR states that the main aim of the study programme of Management is to “prepare highly qualified specialists of management who think innovatively and are able to evaluate critically the processes of organisation management and to make management decisions that are possible to adapt to changing business environment at levels business and organisational performance”. The team agrees that this is well defined and appropriate aim of the programme.

The learning outcomes formulated for the programme are relevant to the level of the programme aim and the course descriptions provide evidence that it is possible for students to internalise the specified learning outcomes in the course of their studies. The programme meets the needs of the society and professional labour markets, which was confirmed also industry partners, employing the programme graduates. The name of the programme corresponds with the disciplinary scope of courses provided in the programme, although the Bachelor theses occasionally are written on the topics falling beyond the scope of the Management discipline.

However, this is justifiable given that this happens rarely and that such theses are typically focused on the Panevėžys regional needs.

In sum, programme aims and learning outcomes are aligned with international standards (Dublin description, among others), national legislation, and Kaunas University of Technology academic regulations and regional needs, especially businesses based in the part of Lithuania.

2. Curriculum design

The curriculum design meets very well the requirements of the Bachelor's degree education in Management. All together, the volume of the programme is 240 ECTS, which means 4 years of studies for full time programme students and 6 years for part time. It is important to note the curriculum design and course content is prepared by more experienced teaching faculty at Kaunas University of Technology, the Faculty of Economics and Management. Earlier course developers and coordinators were actively involved in teaching at the Panevėžys Institute (thereafter PI) and gradually handed over the course to the PI faculty. The PI faculty has some discretion (20% of content), and often use locally relevant content and highlight locally relevant issues.

The programme contains courses from all major disciplinary areas in business studies and includes also basic courses in economics, mathematics, statistics, philosophy, psychology, communications and languages. This is complemented with courses that introduce the students to research work and methods, necessary for preparing the Bachelor's thesis. Students take also an internship in order to get exposure to working life and learn how to apply theories by solving real company problems.

The multi-disciplinary university context has facilitated an interesting structural element in the curriculum design, because it contains "general university courses" such as Philosophy, one elective and foreign languages. These courses widen the perspective of the students before they take the core study field, i.e. management courses. As a recommendation, some of the courses such as Mathematics and other could also be considered general university courses rather than study field courses.

Another novelty in the programme is that offers a specialization in Project Management with of 5 different courses delivered in the 5th, 6th and 7th semester within the Full-time programme. Such opportunity to specialize in project management is highly relevant, especially in the context of the technical university. Secondly, companies are increasingly organized into streams of projects and the competences of specialists are accumulated from inter-project learning. Such mode of organizing has shifted from the construction industry to many engineering professions, to R&D oriented high tech fields, to creative industries and especially to

large multinational corporations (MNCs). In addition to specialization, the Programme offers 3 electives, which relevant to the managerial careers of the programme students, especially the courses on Law Basics and Social Psychology, while the course of Professional Language Culture is also helpful.

Each semester, students are offered 4 or 5 courses. Such number of courses provides a balanced workload and opportunity internalize the knowledge, effectively.

In sum, the programme design meets legal requirements. The academic scope of the programme is adequate, while a specialization in Project Management is an advantage. Furthermore, there is broad introduction to academic studies, in general. The content of the programme reflects well the international standards for Bachelor's studies in Management.

3. Teaching Staff

The study programme is provided by the staff which meets level requirements and the qualifications of the teaching staff are satisfactory to ensure learning outcomes.

During 2011-2012, the Programme was carried out by 27 full-time faculty members: 10 associated professors, 4 lecturers holding PhD degree, 13 teachers without PhD and 5 guest lecturers (2 of them with PhD degree). The teaching load of the full-time faculty makes 93.5% of the Programme's total teaching load (5589 hrs). The teaching load of the faculty, who have their main employment outside the Panevėžys Institute, is 21.2 percent (1259 hours). The teaching load of faculty holding a PhD degree over the period in focus was 52,1 percent (3114 hrs) of total Programme pedagogical load. Over a half of general university course teaching hours was delivered by the faculty holding a PhD degree (69.3 percent (445 hrs). Accordingly, 50.0 percent (2669 hrs) of study field subjects were carried out by the teachers holding a degree. These numbers and indexes satisfy the norms set.

The student to teacher ratio is very favourable. Over the last last 3 years, it has been between 14 and 19 students per faculty member, while formal requirement is no more than 30 students per faculty member.

Pedagogical competence of the teaching faculty is sufficient. More than half them (56%) pedagogical work experience exceeding 10 years (average is 12,6 years). A significant part of teaching faculty (59%) have practical, real business world, experience in the areas related to the courses they teach.

Teaching staff is quite active in the developing and publishing teaching materials. During 2007 – 2012, the teachers in the Programme published 2 textbooks, a research study, 14 workbooks for students and 5 course books of methods.

There are some indications that teaching is research based. Over 2007–2012, they published 88 articles related to the courses they teach: 31 articles are included in ISI Web of Science (Thompson Reuters), 11 of them included into the basic list, 20 in Proceedings. Other 37 reviewed publications are included in other international databases and 27 articles in other reviewed scientific journals. However, majority of the publications are published in low ranking international journals.

Teachers involved in the Management programme are engaged in the research activities. Over 5 years they participated in 4 MTEP projects, sponsored by Panevėžys City Municipality Administration. The research fields are related to the Programme, the data are collected on labour market problems, enterprise competitiveness and the forecasting of business environment.

In sum, the qualifications of the teaching staff meet the legal requirement and competence requirements set for first cycle academic programme in Management. The number of teachers in relation to the number of students is very favourable in terms of international comparisons. Teachers have access to international conferences, research networks and projects, especially focused on regional issues. By so doing they can benchmark the relevance of their own knowledge and competence and improve the content and pedagogy of the courses for which they are responsible.

With the view of long term development of the Management programme, the staff research quality and research activity must be one of the areas deserving more attention, resources and efforts.

4. Facilities and learning resources

In the SAR, evidence is given that the facilities and technical infrastructure meet the needs of the teachers and the students. This also became clear during our site visit. The only gap mentioned in the SAR is linked to the need to have more rooms for problem-based interactive teaching. This could be an issue that should be addressed in the future because team work and skills in social dialogue is becoming increasingly relevant in relatively autonomous project based modes of working.

Students have good access to internships and companies are also providing assignments that can be turned to research projects for the final theses. By so doing the students get exposure to the demands and practices of working life and can test their own knowledge and competence in practice.

The library facilities and access to electronic text books and research articles were clearly adequate. Some the textbooks and studies materials are prepared by the teaching staff, which makes to them straight forward.

In sum, facilities and learning resources are clearly adequate for achieving learning outcomes.

5. Study process and student performance assessment

The admission requirements are well-founded, fully adhere to the KTU regulations, while the admission process itself is administered and by coordinated by LAMA BPO – Association of Lithuanian Higher Education Institutions.

The Management programme at PI has been facing challenges in to area:

- to attract high quality students, who bring the state vouchers, i.e, in 2010 and 2011 there were no students accepted to state funded places.
- to attract high quality students to non-funded places. Over the last 5 years the highest, average and lowest admission marks has been steadily decreasing.

The organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes. To ensure acquisition of theoretical knowledge and practical skills, each course is divided into 4 structural parts: theoretic lectures, seminars with practical interactive activities, laboratory work, and independent work. Theoretical lectures and practical activities are gradually distributed throughout the semester. The study process is also well planned, transparent and available on the website and displayed on the boards in the PI building.

Course descriptions specify assessment process, principles and criteria clearly and in sufficient detail. The students are encouraged to take part in research activities by providing internships and access to companies to do their final thesis work. Majority of the final theses are carried out in cooperation with regional companies and local administration institutions. This shows that working life is closely connected to the educational activities already at the Bachelor's level studies. The teachers are highly engaged in supporting student's learning and research work. Thus there clearly is enough academic and social support for the students. Students participate in international mobility programmes, but this area needs more focus and efforts.

In sum, the study process and student assessment meet all relevant criteria set for academic studies at the Bachelor's level in Management.

6. Programme management

The programme management contains all relevant levels in the administration and all relevant stakeholders. A programme coordinator - a head of Department of Economics at the Panevėžys Institute and the meeting of the department members – are responsible for the coordination of the programme. The coordinator has pedagogical, scientific and administrative experience.

A unique feature is that PI Faculty of Management and Administration does not have its own Study Programme Committee, since the faculty carries out the Management study programme of KTU Faculty of Economics and Management. Therefore, the study programme Management is annually reviewed by the Study Programme Committee within the Faculty of Economics and Management. After the review and discussion in the Committee, the amendments are submitted for the approval to the Faculty of Economics and Management Council, in Kaunas. The Committee selects and assesses the study modules. The modules are being certified for the limited period of time: from one to three years. After the certification period ends, the modules are re-assessed. If there are some doubts about the module content, the module could be reviewed, improved and evaluated before the certification ends. It became clear that such system, on hand secures higher quality of the Management programme, on the other hand, PI contributions and engagement in the programme committee is limited to one person from Panevėžys Institute.

Internal quality assurance has been in development since 1994. A system of quality assurance was approved in 2010. It is based on European and national guidelines and its development is partially supported by EU funding. Processes for the enhancement and maintenance of quality are described in the SAR. These include:

- Participation of stakeholders
- Processes for development and updating of programmes
- Feedback from stakeholders
- Agreements with social partners
- Quality issues are discussed at various *fora* in KTU
- Regular student attendance and performance analysis
- Evaluation of lecturer performance and plans for lecturer development

In conclusion, it appears that KTU PI Faculty of Management and Administration has the necessary organisation - structures and mechanisms - in place for Management of study programme. Responsibilities for the decisions and the monitoring of the implementation of the

programme are clearly defined. Information for internal quality assurance is collected regularly and stakeholders participate both in the governance and teaching of the programmes. Student attendance is monitored on a monthly basis and student survey is conducted after each semester. These results are evaluated in the meetings of different collective bodies within the hierarchy, with a participation of the student union and stakeholders at such meetings. Such dialogues provide also stimuli to tailor activities for developing teaching skills and implementing new pedagogic practices.

In sum, the Programme Management is adequate for achieving learning outcomes. As a recommendation, KTU may consider a deeper engagement and involvement of Panevėžys Institute teaching faculty in the Programme design and continues improvement.

III. RECOMMENDATIONS

Based on the self-assessment and visit to the Panevėžys Institute, we developed the following recommendations:

1. For renewing the contents of the courses, it would be beneficial if the teachers would have more opportunities to participate in major international conferences in addition to the national and regional ones. That would also stimulate publishing in international journals and in edited books by international publishers.
2. To enhance teaching quality, we recommend the Faculty Management and Administration to develop a formal pedagogical training program, which would provide teachers with systematic skills and strengthen the shared understanding of the teaching philosophy, principles and practices. This is especially important, given a relatively high number of recent PhD graduates.
3. To make the Management study program even more relevant, we recommend to focus more on critical regional issues both research and in study content.
4. We recommend the Faculty to pay more attention and efforts to internationalization and student mobility – exchange studies abroad, internships abroad and attracting guest students, thereby preparing students for increasingly global economy challenges.

IV. SUMMARY

The Programme aims and learning outcomes are well defined, clear and publicly accessible. They also meet the needs of the society, labour market and regional companies and

institutions. The two departments at Panevėžys Institute, which are primarily engaged in the Management programme, have a long tradition in providing a Bachelor's Programme in Management and in addition, they have a support from KTU Faculty of Economics and Management. The name of the Programme, its learning outcomes, content and qualifications offered are compatible with each other.

The programme design meets legal requirements. The content of the programme reflects well the international standards for Bachelor's studies in Management. The study work load is balanced and usually each semester consists of 5 courses. One of the strengths is the diversity of disciplinary fields with which students become familiar by following this Management Programme. The second strength is the possibility to specialize (major) in Project Management. The courses within the Project Management specialisation and internship add up to a level which is relevant for an employer to hire a graduate with such an understanding of practical operations. The learning outcomes set for the programme are accomplished through the curriculum design and with the help of the experienced teachers.

The qualifications of the teaching staff meet legal requirement and are adequate to ensure learning outcomes at the first circle study programme. The teacher/student ratio is favourable due to, partly, decreasing number of students. The teachers are clearly very committed to their work and to students. Teachers rarely attend major international conferences in their field, but have access to regional and national conferences, research networks and projects. By so doing they can benchmark the relevance of their own knowledge and competence and improve the contents and pedagogy of the courses for which they are responsible.

The facilities and learning resources are in good shape. Lecture rooms, classrooms, computer facilities and library (including electronic) resources are adequate for achieving programme aims and learning outcomes. The Faculty has good connections to the regional and city public sector institutions as well as companies, thus students have access to internships which is also a bridge for finding topics for the final thesis project. Most of the bachelor theses have been made in cooperation with regional companies. This shows that working life is closely connected to the educational activities already at the Bachelor's level studies. The teachers are engaged in supporting student's learning and research work. Also the regional stakeholders are highly engaged with the faculty in various forms of activity.

The admission requirements are well-founded. It appears that KTU has the necessary organisation – structures, mechanisms and quality control system - in place for the management of the study programmes. Responsibilities for the decisions and the monitoring of the implementation of the programme are clearly defined. Information for internal quality assurance is collected regularly and stakeholders participate both in the governance and teaching of the

programmes. An internal quality assurance system has been approved in 2010, after a phase of internal development. Student attendance is monitored on a monthly basis and a student survey is conducted after each semester. These results are evaluated in the meetings of different collective bodies within the hierarchy and inviting also representatives of the student union and stakeholders to such meetings. Such dialogues provide also stimuli to tailor activities for developing teaching skills and implementing new pedagogic practices.

The programme management contains all relevant levels in the administration and all relevant stakeholders. A programme coordinator - a head of Department of Economics at the Panevėžys Institute and the meeting of the department members – are responsible for the coordination of the programme. The coordinator has pedagogical, scientific and administrative experience. Internal quality assurance has been in development since 1994. A system of quality assurance was approved in 2010. It is based on European and national guidelines and its development is partially supported by EU funding. Processes for the enhancement and maintenance of quality are described in the SAR. These include:

- Participation of stakeholders
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In conclusion, KTU PI Faculty of Management and Administration has the necessary organisation - structures and mechanisms - in place for Management of study programme.

STRENGTHS AND WEAKNESSES

Based on the evaluation the major *strengths* thus are:

- The number of faculty available for developing and implementing the programme
- Responsive teachers and team-based responsibility for programme subjects
- Sufficient level of interactive learning and group activities
- Relevant specialization option focused on project management.
- Sufficient number of partners providing access for internships and research

As to the major *areas for improvement* the team highlights the following:

- Faculty orientation to participate in local and regional conferences instead of the leading international ones
- Faculty orientation to publish in national or regional research journals instead of higher ranked international journals
- Limited number of foreign lecturers and limited visits by teachers abroad, especially, more advanced countries
- Incoming and outgoing student mobility is limited

V. GENERAL ASSESSMENT

The study programme Bachelor of Management (612N2003) at Kaunas University of Technology (PI) is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

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

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Team leader:

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Nina Jankova
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<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno technikos universiteto (PI) studijų programa *Vadyba* (valstybinis kodas – 612N20003) vertinama teigiamai.

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

Programos tikslai ir numatomi studijų rezultatai yra apibrėžti, aiškūs ir viešai skelbiami. Be to, jie atitinka visuomenės, darbo rinkos ir regiono įmonių bei institucijų poreikius. Abu Panevėžio instituto skyriai, kurie visų pirma vykdo vadybos programą, turi ilgalaikę vadybos bakalauro programų įgyvendinimo patirtį, be to, juos remia KTU Ekonomikos ir vadybos fakultetas. Programos pavadinimas, numatomi studijų rezultatai, programos turinys ir suteikiama kvalifikacija dera tarpusavyje.

Programos sandara atitinka teisės aktų reikalavimus. Programos turinys puikiai atspindi tarptautinius reikalavimus bakalauro studijų programoms. Studijų krūvis subalansuotas, vieno semestro metu paprastai dėstomi 5 dalykai. Viena iš programos stiprybių yra dalykinių sričių, su kuriomis studentai susipažįsta studijuodami šią vadybos programą, įvairovė. Antroji stiprybė yra galimybė specializuotis (*dažniausiai*) projektų vadyboje. Projektų vadybos specializacijos dalykai ir stažuotės sustiprina lygį, kuris reikalingas, kad darbdavys nusamdytų tokį praktinių (gamybos) operacijų suvokimą turintį absolventą. Numatomi šios programos studijų rezultatai pasiekiami programos sandaros ir patyrusių dėstytojų pagalbos dėka.

Akademinio personalo kvalifikacija atitinka teisės aktų reikalavimus ir yra tinkama numatomiems pirmosios pakopos (bakaluro) studijų programos rezultatams pasiekti. Dėstytojų ir studentų santykis yra palankus, iš dalies dėl to, kad mažėja studentų skaičius. Akivaizdu, kad dėstytojai atsidavę savo darbui ir studentams. Dėstytojai retai dalyvauja svarbesnėse tarptautinėse konferencijose, kuriose nagrinėjami jų srities klausimai, bet turi galimybę dalyvauti regiono ir šalies konferencijose, mokslinių tyrimų tinkluose ir projektuose. Todėl jie gali palyginti savo žinių ir kompetencijos tinkamumą ir patobulinti dalykų, už kuriuos yra atsakingi, turinį bei dėstymo metodiką.

Materialieji ištekliai geros būklės. Auditorijos, klasės, kompiuterinė įranga ir bibliotekos ištekliai (įskaitant elektroninius) yra tinkami ir jų pakanka programos tikslams numatomiems studijų rezultatams pasiekti. Fakultetas turi gerus ryšius su regiono ir miesto viešojo sektoriaus institucijomis bei įmonėmis, taigi studentai gali stažuotis, o tai padeda susirasti temą baigiamajam darbui. Daugelis baigiamųjų darbų bakaluro laipsniui gauti parašyti bendradarbiaujant su regiono įmonėmis. Tai rodo, kad studijuojant bakalaūrą darbinis gyvenimas jau yra glaudžiai susijęs su pedagogine veikla. Dėstytojai padeda studentams mokytis ir atlikti mokslinius tyrimus. Regiono socialiniai dalininkai taip pat aktyviai ir įvairiais būdais dalyvauja fakulteto veikloje.

Priėmimo reikalavimai pagrįsti. Pasirodo, kad KTU studijų programų vadybos tikslais yra įdiegusi būtiną organizacinę sistemą – struktūras, priemones (*mechanizmus*) ir kokybės kontrolės sistemą. Aiškiai apibrėžta atsakomybė už sprendimus ir programos įgyvendinimo stebėseną. Nuolat renkama informacija vidaus kokybei užtikrinti. Socialiniai dalininkai dalyvauja ir programų valdyje, ir jų dėstyme. Vidaus kokybės užtikrinimo sistema patvirtinta 2010 m., pasibaigus vidaus plėtros etapui. Studentų lankomumas stebimas kiekvieną mėnesį, o po kiekvieno semestro atliekama studentų apklausa. Jos rezultatus vertina įvairių kolektyvinių institucijų (pagal hierarchiją) posėdžiuose, į kuriuos dar kviečiami studentų sąjungos ir socialinių dalininkų atstovai. Šie dialogai paskatina imtis veiklos, susijusios su pedagoginių įgūdžių tobulinimu ir naujos pedagogikos metodų įgyvendinimu.

Programos vadyboje dalyvauja visų lygių administracija ir visi susiję socialiniai dalininkai. Programos koordinatorius – Panevėžio instituto ekonomikos katedros vadovas ir katedros narių susirinkimas – yra atsakingas už programos koordinavimą. Jis turi pedagoginės, mokslinės ir administracinės patirties. Vidaus kokybės užtikrinimo sistema tobulinama nuo 1994 m. Kokybės užtikrinimo sistema buvo patvirtinta 2010 m. Ji pagrįsta Europos ir nacionalinėmis gairėmis, jos tobulinimą iš dalies finansuoja ES. Kokybės gerinimo ir palaikymo procesai aprašyti savianalizės suvestinėje. Jie apima:

- Socialinių dalininkų dalyvavimą

- Programų kūrimą ir atnaujinimą
- Socialinių dalininkų grįžtamąjį ryšį
- Susitarimus su socialiniais partneriais
- Kokybės klausimų aptarimą įvairiuose KTU forumuose
- Reguliarią studentų lankomumo ir veiklos rezultatų analizę
- Lektorių veiklos rezultatų vertinimą ir lektorių tobulinimo planus.

Išvada ta, kad KTU PI Vadybos ir administravimo fakultetas yra įdiegęs būtiną organizacinę sistemą (struktūras ir priemones), būtinus studijų programos vadybos tikslais.

STIPRYBĖS IR SILPNYBĖS

Taigi remiantis šiuo vertinimu pagrindinės *stiprybės* yra šios:

- Programoms tobulinti ir įgyvendinti turimų dėstytojų (*faculty*) skaičius
- Jautrūs dėstytojai, komandinė atsakomybė už programos dalykus
- Pakankamas interaktyvaus mokymosi lygis ir grupinė veikla
- Tinkamas specializacijos pasirinkimas, didžiausią dėmesį skiriant projektų vadybai
- Pakankamas partnerių, suteikiančių galimybes stažuotis ir atlikti mokslinius tyrimus, skaičius

Vertinimo grupė išskiria šias svarbiausias *tobulintinas sritis*:

- Fakulteto orientavimasis į dalyvavimą vietos ir regiono, o ne pagrindinėse tarptautinėse konferencijose
- Fakultetas linkęs skelbti publikacijas nacionaliniuose arba regioniniuose, o ne aukšto lygio tarptautiniuose žurnaluose
- Nedaug yra užsienio dėstytojų, mažai dėstytojų vyksta į užsienį, ypač pažangesnes šalis
- Nedidelis studentų – atvykstančių ir išvykstančių – judumas.

III. REKOMENDACIJOS

Remdamiesi savianalizės suvestine ir vizitu į Panevėžio institutą parengėme šias rekomendacijas:

5. Programos (*dalykų*) turiniui atnaujinti būtų naudinga, jei dėstytojai turėtų daugiau galimybių dalyvauti ne tik nacionalinėse ir regioninėse, bet ir svarbesnėse tarptautinėse konferencijose. Be to, tai paskatintų publikavimą tarptautiniuose žurnaluose ir užsienio leidėjų leidžiamose knygose.
6. Mokymo kokybei pagerinti rekomenduojame, kad fakulteto vadovybė ir administracija sukurtų oficialią pedagoginę mokymo programą, kuri suteiktų dėstytojams sisteminių įgūdžių ir sustiprintų bendrą supratimą apie dėstyimo filosofiją, principus ir praktiką. Tai ypač svarbu atsižvelgiant į palyginti didelį neseniai parengtų absolventų, kuriems buvo suteiktas filosofijos daktaro laipsnis, skaičių.
7. Kad vadybos studijų programa būtų dar aktualesnė, rekomenduojame daugiau dėmesio skirti svarbiausiems regiono klausimams ir mokslinių tyrimų, ir studijų turinio prasme.
8. Rekomenduojame, kad fakultete būtų daugiau dėmesio skiriama ir pastangų dedama internacionalizacijai bei studentų judumui, t. y. studijoms užsienyje pagal mainų programą, stažuotėms ir studentų iš užsienio pritraukimui, taip parengiant studentus vis didėjantiems globalios ekonomikos iššūkiams.

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