



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universitetas (PI)
VADYBOS PROGRAMOS (621N20010)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF MANAGEMENT (621N20010)
STUDY PROGRAMME
at *Kaunas University of Technology (PI)*

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Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Vadyba
Valstybinis kodas	621N20010
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės (2); Ištęstinės (3)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos magistras
Studijų programos įregistravimo data	2007-02-19; No. ISAK -225

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Management
State code	621N20010
Study area	Social Sciences
Study field	Management
Kind of the study programme	University
Study Cycle	Second cycle
Study mode (length in years)	Full-time (2); Paer-time (3)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Management
Date of registration of the study programme	2007-02-19; No. ISAK -225

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I. INTRODUCTION

The Master in Management programme under review of this report is carried out in Panevėžys, the 5th largest town in Lithuania, at Panevėžys Institute of Kaunas University of Technology (KTU).

Kaunas University of Technology consists of 13 faculties (including the Faculties of Panevėžys Institute), which contain 73 departments, 27 centres, 6 institutes and 15 research laboratories. In addition, there are the International Study Centre with one research laboratory; the Library; 13 institutes with 8 centres and 19 research laboratories; 5 centres with 2 research laboratories; 18 administration and service departments. The disciplinary coverage of the university is very broad, including natural sciences, technical sciences, social sciences and humanities.

The Faculty of Management and Administration in Panevėžys is comprised of 2 departments – Economics and Management. Both departments have responsibilities for study programmes and research activities. In addition, PI also has three centres, which play a supporting role. Overall, the Faculty of Management and Administration at PI is responsible for 3 undergraduate programmes and 1 graduate study programme.

The Department of Economics is home for 15 faculty members and the Department of Management consists of 13 academic staff members. The disciplinary coverage of the faculty is rather small compared to typical business schools, but this is partly offset by academic staff and support PI receives from KTU's Faculty of Economics and Management as well as KTU Faculty of Social Sciences.

The 2nd cycle study programme "Management" was designed at The Faculty of Economics and Management at KTU, which has a primary responsibility for the design, content and, to some extent, execution of this programme at Panevėžys Institute. The management programme at PI is coordinated by the Department of Economics, but senior faculty from KTU FEM were involved in delivering early on and continue to support the teaching staff in Panevėžys. In the execution of Management programme at PI, the academic staff of other departments is involved.

This evaluation is based on the Self-Assessment Report (SAR), prepared by the KTU Panevėžys Institute, and on the data collected during a site visit, which the team conducted on the 18th of March, 2013.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The aims/objectives of the programme take very well into account the on-going change in business life and they are well communicated to the public. In a knowledge-based economy and society, activities of the firm are invented via experimentations and managed in network settings which are dynamic and contain different types of uncertainty. From the point of view of such a context, the specified learning outcomes are well defined and their scope cover dimensions that are extremely important for specialists in management professions. Besides the knowledge, research and special skills in distinct functional specialisations, especially the approach explicated under the topic “social skills” take up the importance of inductive reasoning, the role of argumentation and dialogue in multi-professional communities where justifications for standpoints have to be provided.

The matrix in which the courses of the programme are listed (Annex 1) and the table 3 in the SAR give an excellent overview how the learning outcomes of the programme are reached. The content specifications of courses, explications of the pedagogics used as well as the answers we received when meeting the teachers and students provided further justifications that the learning outcomes of the programme can be reached.

From the point of view of professional labour markets, there is clearly a need for managers that can take a look at the future beyond operational issues of everyday working life, and to do so have a broad generalist competence in management interlinked with deeper functional specialisations based on the choice made by the student. Such an offering from the point of view of the faculty is a major strength in the programme, as claimed in the SAR. The name of the programme reflect such an offering but the competitive context formed by other closely related Master’s programmes in the faculty and the university more broadly is a challenge for potential students to make a choice of the programme and for the decision-making of the faculty.

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

2. Curriculum design

The curriculum meets legal requirement related to the national and international regulative standards. The number of study field courses is enough to facilitate both generalist and specialist competences within the context of management. With the elective courses the students can make use of the multidisciplinary context of the faculty. The curriculum design provides enough courses for students to choose so that 5 courses can be taken per semester in the full time programme.

In the programme a course on strategic management is provided at the basic level but on the whole the courses offered do not necessarily provide a path within which deeper understanding of relevant theoretical and experimentalist approaches within management professions could be attained. This is due to the fact that within the study field courses considerable emphasis is on various functional specialisations of business studies, like economics, marketing, finance and accounting and very few courses are devoted to the core of the management discipline. Then among the electives only three out of five options have a focus on management issues. Finally, when taking a look at the themes of the Master's theses the wide scope in the orientations and knowledge of students is revealed. As such this wide scope of themes in the theses would not be a problem at the business school level but as outcomes of a management programme it raises the issue: what really is the focus and content of the programme? Should many of the theses studies be hosted by programmes in HRM, marketing, logistics or information systems? Thus there is a danger that the curriculum design of the current Master of Management is somewhat ambivalent as to what kind of identity and cohort community it provides for the students. One option could be that in the programme emphasis is put on strategy work in global context, management consulting and explorative types of managerial assignments in companies. This implies that understanding of agile strategies are prioritised in the learning outcomes and to support that more emphasis should be put on the philosophy of social science and qualitative methodology in the curriculum.

Detailed descriptions of the courses provide evidence that in the current programme the learning outcomes defined can be achieved.

In sum, the curriculum design meets legal requirements. The Master of Management programme has been one of the core programmes in the faculty of Management and Administration at Panevėžys Institute. Enough courses are provided so that 5 courses per semester can be taken during the studies. Students get an overall view in business studies via the study field courses and the electives provide many options for students to deepen their knowledge within a distinct area of professional specialisation.

However, there are two clear problems with Management study program which need to be addressed in further development. First, there is a need to establish a clear identity and focus on Management issues as opposed to very broad business issues as it is now. Secondly, because this is a Master of Science programme and because research skills are emphasized in learning outcomes, there is need for much more focus and attention, in the overall design of the study program, on Philosophy of Science and diverse methodological traditions: quantitative, qualitative and experimental early in the study program.

3. Staff

From the SAR it is clear that study programme Management is taught by on average 16 teachers: 1 professor, 10 associate professors, 4 lecturers with PhD degree and part-time (guest lecturer) with no PhD degree. Majority of the teaching faculty is employed at the Department of Economics (9 in total), and only 25% of teaching faculty comes from the Management Studies Department (4 in total). The research and expertise domain of Management and Economics are quite distinct, thus such an allocation of teaching staff raises serious questions whether Economics faculty is able to teach Management disciplines at the required level. On the other hand, inability to form two departments within the Faculty in such a way that economists would be placed at the Economics department and management scholars within Management Studies department is a concern.

Total teachers pedagogical load implementing 2011-2012 study programme made 2534 hrs. Teachers work load consists of pedagogical and research activity, which meets the University regulations. Recommended annual pedagogical work load is 720hrs, i.e. 75% of total workload. The staff –student ratio is 11.7 and far lower than allowed maximum, which is 30 students per full time teacher equivalent.

Service personnel in the Management programme consists of 4 tenures (taking full day for equivalent): one lab assistant, one administrator, the Faculty Vice-Dean (consults students on social and academic matters), chief administrator and KTU Panevėžys Institute study group's chief administrator; library services are provided by KTU Panevėžys Institute library personnel, IT maintenance is provided by IT centre specialists. The ratio of students and service personnel (taking full-day for equivalent) is 10 students and is sufficient to implement the study programme. Study visit confirmed that students are generally satisfied with service level and administration of the programme.

SAR states that academic staff qualification is satisfactory and that staff structure meets the regulations existing in Lithuania. The scientific activity of teaching staff is confirmed by the assessment results, i.e. over the period in focus all the programme teachers were successfully

assessed using internal assessment criteria. On average, the programme faculty publishes 20 research articles; 3 are in ISI basic list publications, 8 are in other ISI reviewed databases (Proceedings, etc.). Further, SAR reports that over 2007-2012 the teachers prepared and published 3 monographs, a study, 14 textbooks and teaching books and other methodical aids, related to the subjects taught in the programme. One indication of low research activity is the fact that, on average, only 4 teachers participate in international and Lithuanian conferences every year.

The above numbers meet formal requirements, however, the quality of publications and the quality of conference raises serious questions. For example, none of the academic staff members, whom the team met during the visit, has participated in major international conference in his / her field. None of them could name what were the most important conferences in their respective research fields. Furthermore the exchange visits are few, often very short and the destinations rarely include universities in more developed countries with stronger research traditions. Typically, they were to other CEE universities as well as Turkey.

In conclusion, the team finds that the faculty research activity, quality of research publications, quality of conferences attended, international research awareness, faculty international mobility need to be improved in the next couple of years, which would allow the faculty to build a stronger a programme reputation and to continue to serve the regional needs effectively.

4. Facilities and learning resources

The premises available for teaching are adequate and new technological assets such as computer labs are available to intensify the engagement of students during lectures and group work presentations. Books and electronic information sources are available in the library for students. In the course material descriptions students are expected to search and use such databases in their project work. No complaints were raised among the students when questions about the availability of course material was addressed to them.

The university and faculty are well-connected to the regional settings. Both companies and public sector agencies provide access to empirical studies. Their company managers are interested to come to the lectures and share their experiences from real business life contexts with the students and teachers. The university also maintains a tradition of an annual conference where students present their research achievements, although interest to take part at such conference does match the expectation of the teaching faculty.

Due to their internships, project assignments and final theses work students have considerable experience from working life at the time they finalise their studies.

In sum, the campus, premises, technical facilities and library services support very well the students in their studies and research projects. For the latter internships and stakeholder connections have been helpful.

5. Study process and student assessment

The SAR states that the admission requirements to the study area of Social Sciences in the second cycle study programme “Management” are in accordance with the requirements of Kaunas University of Technology, i.e. a higher education (bachelor’s or equivalent education) is needed. The programme is designed for persons with Bachelor's degree or equivalent professional qualification in study fields of economics, management or business. By Rector’s order the admission is carried out by the Faculty admission commission. Applicants to the second cycle state-financed and non-financed (paying tuition fee) study places are admitted according to the competition procedures, following the Law on Higher Education and Research in Lithuania and to have a necessary education BA level studies and professional bachelor degree. In the case of applicants with professional bachelor degree, these have to take additional courses. The team found that the admission process works well and is as specified by relevant regulations.

In order to attract more graduates to the management studies the Faculty administration applies additional measures as follows: department members make presentations on the profession of management at schools, career fairs, seminars, and many other events are organized. Faculty has produced a video film about Panevėžys Institute and demonstrates at various occasions. Also various print materials such as leaflets and flyers are distributed, articles in County media are published. Permanent contacts with the graduates employed at different Panevėžys enterprises are maintained and used to advertise Management programme. The team finds these efforts effective and sufficient, but they cannot offset the impact of demographics and the attractiveness of studying in larger cities and abroad. The decreasing number of students is a trend, which needs to be addressed quite urgently.

Management Programme students are encouraged to participate in scientific conferences and to develop research skills. However, as the SAR states and the team finds, involvement of students in research conferences is limited. The team believes it is partly because the teaching faculty does not have sufficient international research orientation and there is a limited number of visiting teachers with a strong research mindset and skills.

Studies at Kaunas University of Technology Panevėžys Institute are organized in accordance with study programme, individual plans and timetables. The team finds that the study process is clear and efficient, and that students are generally satisfied with it.

The team visit and interviews confirm that student support is sufficient and takes place in a number of forms: such as consultations, offering additional seminars, encouraging students to explore exchange visits, grants and scholarships, career advice and activities, etc.

Over the last five years, 154 graduates have completed the Master's programme. Typically graduates do not experience problems in employment, because the majority of graduates successfully combine study and work during their study period. Faculty administration and program coordinators organize surveys about student employment and career. Surveys collect information on their employment status (has a job or not job search (difficulties and problems finding work), quality and relevance of acquired qualifications and skills. It also aims to assess undergraduate's opinion about the Management Master's study programme. Notably, acquisition of practical skills was mentioned as an issue. On the other hand, graduates positively assessed the development of creativity and innovation, acquired skills in developing decision alternatives and making well-substantiated choices.

In sum, the study process from recruitment to placement is clear, effective and adheres well to all the formal requirements of the national and institutional (KTU) regulations.

6. Programme management

The management of the Programme includes several levels: state, university, faculty and department. The SAR and the site visit revealed that programme management is carried out in line with regulations at all levels and meets all the necessary requirements.

The team found that the program administrators and teaching staff are deeply involved in the management of the programme and genuinely care about the students. This makes the study process for students smooth and friendly.

However there are areas which may need further consideration. These areas are:

1. Responsiveness of the programme to the regional and local needs is partly limited by the need to get all approvals from KTU Faculty of Economics and Management (FEM) and central administration of KTU.
2. The voice of the teaching staff is conveyed only by one person, as the Programme coordinator is the only representative at the Study Programme Committee at KTU FEM, and, according to the SAR, it seems that discussions and decisions are made only once a year. It remains unclear if students' concerns and issues are communicated well and represented fairly at the Study Programme Committee at KTU FEM.

3. The content of the courses (at least 80%) of this programme is decided by the coordinating lecturer at Kaunas FEM. This may be a barrier to include own research into teaching materials. Generally, it is accepted that it is difficult to teach someone's content and materials.
4. Feedback from the alumni, students and companies could play a more important role.

On the other hand, the support from KTU FEM is a positive and the quality management system seems to be very comprehensive, it collects data regularly and carefully and, overall, works well.

In sum, while there are some issues to consider, however, in principle, this area meets the requirements well.

III. RECOMMENDATIONS

1. Consider how the curriculum of the Master of Management programme could be developed to meet labour market needs of distinct competence profiles among management professions and by so doing take into account regional needs of Panevėžys region and the Northern part of Lithuania.
2. Seriously consider how to keep the programme to the Master of Science level, in particular by adding more of Philosophy of Science and methodology courses. By exposing students to quantitative, qualitative and experimental research designs and providing further skills in carrying out research.
3. Consider putting much more focus on improving research publications, focusing on higher quality conferences and expanding teachers' international mobility and experience. This will help to implement recommendation 2.
4. To develop a formal pedagogical training program for teachers, so that they could continuously expand their teaching skills, styles and methods and learn how to bring research results into classroom, which is critical at the Master level studies.

IV. SUMMARY

The aims and learning outcomes of the Management programme are well defined and the learning outcomes of the programme meet the demands of working life. The programme aims and learning outcomes are consistent with relevant international standards and the name of the programme, its learning outcomes, content and qualifications offered are compatible with each other. The aims and learning outcomes of the programme are very well documented and

transparent. It is explicitly demonstrated how each course contributes to the programme's aims and outcomes.

The curriculum design meets legal requirements. The Master of Management programme is the only master level programme at the Faculty of Management and Administration in Panevėžys. The programme is structured in a logical way and sufficient number of courses are provided. The student work load is balanced, i.e. students have to take 5 courses per semester during most of semesters. In the course of studies, students develop - via the study field courses - a generalist view, which is typical for business studies. The electives provide options for students to deepen their knowledge within a distinct area of professional specialisation. However, there are **two serious weaknesses**. First, the current Management programme needs stronger focus on management as opposed to general business studies courses. Secondly, current curriculum design is not fully adequate for the Master of Science level programme. Specifically, there is a much bigger need for and more centrally placed courses on Philosophy of Science and research methodologies, and a need to show how the knowledge of these foundational courses are shining through and informing other courses and Master's theses. The team highlights this need for two reasons:

1. The Management study programme is a Master of Science programme, with clearly emphasised theoretical knowledge and research skills.
2. Secondly, there is a need for reflective, creative and critical thinking practitioners (managers), who are able to approach problems from different perspectives and apply diverse set of methodologies, and who able reflect on their own dominant ideas and decision making.

When it comes to the teaching staff, qualifications of the teachers meet minimum critical requirements of the national and international standards, given the needs of the Master of Science program. The teaching staff lacks international dimension for their research. This is obvious from their publications and conferences attended. During the meeting with the evaluation team, teaching staff could not name the most important research conferences in their respective research fields. Teachers international mobility is, primarily, limited to the Central and Eastern European universities, which are not known for strong research traditions, and Turkey. Further more, the majority of these visits are short. There is no evidence that the teaching staff would be invited to teach their courses (taught within programme) or part of them abroad or present their research at research seminars in the „western“ countries' universities.

The campus premises, technical facilities and library services support very well the students in their studies and research projects. For the latter internships and stakeholder connections have been helpful. In many cases, final thesis research projects seem to form a

bridge for students to employment that fit their educational background and future aspirations. This, however, largely due to the fact that Master Programme students are already employed and their thesis is related to their workplace. In any, case premises, facilities, technology is sufficient for the programme and is adequate for the study process, except for a lack of rooms for more project and group oriented activities.

The Programme process consists of several key activities: student admission, study process, student support, student performance assessment, graduates' placement. The SAR and the team's site visit show that all these activities are performed following all the national, institutional and faculty regulations. They are transparent and clear. Both students and social partners were satisfied with the study process, however, the team agrees with the SAR's conclusions that the following areas need to be improved:

- participation of students in research activities;
- involvement of students in international exchange programs;
- introduction and wider use of more modern study forms, especially, those which are more learner centered, group based and problem oriented.

In conclusion, the study process is still adequate and meets necessary standards.

The management of the Programme includes several levels: state, university, faculty and department. The SAR and the site visit revealed that programme management is carried out in line with regulations at all levels and meets all the necessary requirements. Programme managers make a dedicated effort to cooperate with students, employers and local stakeholders. The quality control system seems to work well and surveys are carried out regularly. The team found that the program administrators and teaching staff are deeply involved in the management of the programme and genuinely care about the students. This makes the study process for students smooth and friendly. However there are areas which may need further consideration:

1. responsiveness of the programme to the regional and local needs is partly limited by the need to get all approvals from KTU Faculty of Economics and Management (FEM) and central administration of KTU
2. the voice of the teaching staff is conveyed only by one person, as the Programme coordinator is the only representative at the Study Programme Committee at KTU FEM, and, according to the SAR, it seems that discussions and decisions are made only once a year. It remains unclear if students' concerns and issues are communicated well and represented fairly at the Study Programme Committee at KTU FEM.

On the other hand, the support from KTU FEM and other faculties is a positive. Thus, in sum, while there are some issues to consider, in principle, this area meets the requirements well.

Strengths of the programme are

- Committed management and coordinator
- Friendly and engaged teaching staff
- Good programme management
- Sufficient resources
- Good connections with local stakeholders and their support
- Focus and interest to contribute to regional development

Weaknesses of the programme are

- Programme design only partially (short term) meets the study level and learning outcomes (research skills)
- Faculty research is oriented towards local standards, local conferences and local publications. This limits learning from the global research community and transferring the latest knowledge and tools to the students
- Faculty internationalization is very limited

V. GENERAL ASSESSMENT

The study programme Master of Management (621N20010) 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	2
3.	Staff	2
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:	16

*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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<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno technikos universiteto (PI) studijų programa *Vadyba* (valstybinis kodas – 621N20010) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	16

* 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

Vadybos programos tikslai yra apibrėžti, o numatomi studijų rezultatai atitinka profesinės veiklos reikalavimus. Programos tikslai ir numatomi studijų rezultatai atitinka susijusius tarptautinius standartus, o programos pavadinimas, numatomi studijų rezultatai, programos turinys ir suteikiama kvalifikacija dera tarpusavyje. Programos tikslai ir numatomi studijų rezultatai yra tinkamai įforminti dokumentais, skaidrūs. Aiškiai matyti, kaip kiekvienas dalykas padeda siekti programos tikslų ir rezultatų.

Programos sandara atitinka teisės aktų reikalavimus. Vadybos magistrantūros programa yra vienintelė Panevėžio instituto Vadybos ir administravimo fakultete dėstoma magistrantūros programa. Šios programos sandara pagrįsta logika, dėstomų dalykų skaičius pakankamas. Studentų darbo krūvis subalansuotas, t. y. vieno semestro metu jie dažniausiai studijuoja 5 dalykus. Studijų eigoje studentai, mokydami konkrečios studijų krypties dalykų, susiformuoja universalų požiūrį, būdingą verslo studijoms. Pasirenkamųjų dalykų dėka studentai turi galimybę pagilinti savo žinias individualioje profesinės specializacijos srityje. Tačiau yra **dvi rimtos silpnybės**. Pirma, dabartinė vadybos programa turėtų būti labiau skirta vadybai, o ne bendro pobūdžio studijų dalykams. Antra, dabartinė programos (*curriculum*) sandara ne visiškai

atitinka magistro mokslinį laipsnį suteikiančios programos reikalavimą sandarai. Tiksliau sakant, labiau reikalingi ir pagrindinę vietą turi užimti mokslo filosofijos dalykai ir mokslinių tyrimų metodika, be to, būtina parodyti, kokios svarbios yra šių pagrindinių dalykų žinios ir kaip jos naudingos studijuojant kitus dalykus bei rašant magistrantūros baigiamąjį darbą. Šią būtinybę vertinimo grupė pabrėžia dėl dviejų priežasčių:

1. Magistrantūros studijų programa yra mokslų magistro laipsnį suteikianti programa, kurioje svarbiausia teorinės žinios ir gebėjimas atlikti mokslinius tyrimus.
2. Antra, reikalingi kūrybiški ir kritiškai mąstantys specialistai (vadybininkai), sugebantys spręsti problemas iš įvairios perspektyvos ir taikyti įvairią metodiką, svarstyti savo idėjas ir priimti sprendimus.

Kalbant apie akademinį personalą reikia pasakyti, kad dėstytojų kvalifikacija atitinka svarbiausius būtinuosius nacionalinius ir tarptautinius reikalavimus, keliamus mokslų magistro programoms. Akademinio personalo mokslo tiriamajai veiklai trūksta tarptautinės dimensijos. Tai aiškiai matyti iš to, kaip skelbiami darbai ir lankomasi konferencijose. Susitikimo su vertinimo grupe metu dėstytojai negalėjo paminėti svarbiausių konferencijų, skirtų jų srities moksliniams tyrimams. Tarptautinis dėstytojų judumas visų pirma apsiriboja Vidurio ir Rytų Europos universitetais, kurių tradicijos mokslinių tyrimų srityje nėra gilios, ir Turkija. Be to, šie vizitai dažniausiai yra trumpi. Nėra įrodymų, kad akademinis personalas būtų kviečiamas dėstyti savo dalykų (dėstomų pagal programą) arba tam tikros programos dalies užsienyje arba kad jų tyrimai būtų pristatyti „Vakarų šalių“ universitetuose vykstančiuose moksliniuose seminaruose.

Instituto patalpos, techninės priemonės ir bibliotekos teikiamos paslaugos labai padeda studentams mokytis ir įgyvendinti mokslinių tyrimų projektus. Pastariesiems labai naudingos stažuotės ir ryšiai su socialiniais dalininkais. Panašu, kad daugelis su baigiamaisiais darbais susijusių mokslinių tyrimų projektų yra kelias studentams į darbovietę, atitinkančią jų išsilavinimą ir ateities planus. Tačiau dažniausiai taip yra dėl to, kad magistrantūros programos studentai jau dirba ir jų baigiamojo darbo tema susijusi su jų darbo vieta. Bet kokiu atveju patalpų, įrangos, technologijų šiai programai pakanka, jos yra tinkamos studijų procesui, tik trūksta vietos su projektais susijusiai ir grupinei veiklai.

Programos procesas susideda iš kelių pagrindinių veiklos rūšių: studentų priėmimo, studijų eigos ir vertinimo, studentų rėmimo, absolventų įsidarbinimo. Iš savianalizės suvestinės ir vertinimo grupės vizito matyti, kad visa ši veikla vykdoma vadovaujantis nacionaliniais, institucijų ir fakulteto reglamentais (*nuostatais*). Jie skaidrūs ir aiškūs. Ir studentus, ir socialinius partnerius tenkina studijų procesas, tačiau grupė sutinka su savianalizės suvestinės išvadomis, kad šias sritis dar būtina tobulinti:

- studentų dalyvavimas mokslo tiriamojoje veikloje;

- studentų dalyvavimas tarptautinėse mainų programose;
- labiau šiuolaikiškų studijavimo formų, ypač labiau orientuotų į besimokančiuosius, pagrįstų grupiniu darbu ir skirtų problemoms spręsti, įdiegimas ir platesnis naudojimas.

Išvada ta, kad studijų procesas vis dėlto yra tinkamas ir atitinka būtinus reikalavimus.

Yra keli programos vadybos lygiai: valstybės, universiteto, fakulteto ir skyriaus. Savianalizės suvestinė ir apsilankymai vietoje parodė, kad programos vadyba atitinka visų lygių reglamentus (*nuostatus*) ir visus būtinus reikalavimus. Programos vadovai labai stengiasi bendradarbiauti su studentais, darbdaviais ir vietos socialiniais dalininkais. Kokybės kontrolės sistema, atrodo, veikia gerai, reguliariai atliekamos apklauskos. Vertinimo grupė mano, kad programos administracinis ir akademinis personalas giliai įsitraukęs į programos vadybą ir jiems tikrai rūpi studentai. Dėl to studijos vyksta sklandžiai ir studentams palankioje atmosferoje. Tačiau yra sričių, kurias dar reikėtų apsvarstyti:

1. programos jautrumą regiono ir vietos reikmėms iš dalies riboja būtinybė gauti iš KTU Ekonomikos ir vadybos fakulteto (EVF) bei KTU centrinės administracijos visus leidimus;
2. administracinio personalo nuomonę perduoda tik vienas asmuo, nes programos koordinatorius yra vienintelis KTU EVF studijų programos komiteto atstovas ir, remiantis savianalizės suvestine, panašu, kad diskutuojama ir sprendimai priimami tik kartą per metus. Neaišku, ar KTU EVF studijų programos komitetui pranešama apie studentų rūpesčius ir problemas ir ar šiame komitete studentams sąžiningai atstovaujama.

Antra vertus, KTU FEM ir kitų fakultetų pagalba vertinama gerai. Viską susumavus, iš esmės ši sritis neblogai atitinka reikalavimus, nors kai kuriuos klausimus reikėtų apsvarstyti.

Programos stiprybės:

- Atsidavusi vadovybė ir koordinatorius
- Draugiškas ir aktyvus akademinis personalas
- Gera programos vadyba
- Pakankami ištekliai
- Geri ryšiai su vietos socialiniais dalininkais ir socialinių partnerių parama
- Dėmesys regiono plėtrai

Programos silpnybės:

- Programos sandara tik iš dalies (trumpalaikėje perspektyvoje) atitinka studijų lygį ir numatomus studijų rezultatus (gebėjimą atlikti mokslinius tyrimus)

- Moksliniai tyrimai fakultete atliekami laikantis vietos standartų, dalyvaujama vietoje vykstančiose mokslinėse konferencijose ir apsiribojama vietinėmis publikacijomis. Tai riboja galimybes mokytis iš tarptautinės mokslinės bendruomenės ir perduoti studentams naujausias žinias bei priemones.
- Fakulteto internacionalizacija labai nedidelė.

III. REKOMENDACIJOS

5. Apsvarstykite, kaip būtų galima patobulinti vadybos magistrantūros programą (*curriculum of the programme*), kad ji atitiktų darbo rinkos poreikius, susijusius su aiškiais vadybos profesijų kompetencijų profiliais, ir tai drydami atsižvelkite į Panevėžio apskrities ir Šiaurės Lietuvos regioninius poreikius.
6. Rimtai apvarstykite, kaip išsaugoti programos, kaip mokslų daktaro laipsnį suteikiančios programos, lygį, ypač papildant ją filosofijos mokslo ir metodikos dalykais, *demonstruojant studentams kiekybinių, kokybinių ir eksperimentinių mokslinių tyrimų modelius* ir užtikrinant didesnius gebėjimus atlikti mokslinius tyrimus.
7. Apsvarstykite, ar nereikėtų skelbti daugiau mokslinių darbų, dalyvauti aukšto lygio konferencijose ir didinti dėstytojų tarptautinį mobilumą bei patirtį. Tai padės įgyvendinti 2 punkte nurodytą rekomendaciją.
8. Sukurkite oficialią dėstytojų pedagoginio ugdymo programą, kad jie galėtų nuolat tobulinti savo pedagoginius gebėjimus, mokymo modelius ir metodus ir sužinoti, kaip pateikti auditorijai mokslinių tyrimų rezultatus, nes tai svarbiausia studijuojant magistrantūrą.

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