



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

VYTAUTO DIDŽIOJO UNIVERSITETO
STUDIJŲ PROGRAMOS ŠVIETIMO VADYBA
(valstybinis kodas – 621X20021)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF EDUCATIONAL MANAGEMENT *(state code – 621X20021)*
STUDY PROGRAMME
at **VYTAUTAS MAGNUS UNIVERSITY**

1. **Prof. dr. Danny Saunders** (team leader), *academic.*
2. **Prof. dr. Samuel Fernandez Fernandez**, *academic.*
3. **Dr. Eve Eisenschmidt**, *academic.*
4. **Danguolė Kiznienė**, *social partners' representative.*
5. **Justas Nugaras**, *students' representative.*

Išvados parengtos anglų kalba
Report language - English

Vilnius
2014

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Švietimo vadyba</i>
Valstybinis kodas	621X20021
Studijų sritis	Socialinių mokslų
Studijų kryptis	Edukologija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	2 metai
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Edukologijos magistras
Studijų programos įregistravimo data	2008

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Educational Management</i>
State code	621X20021
Study area	Social sciences
Study field	Educology
Kind of the study programme	University studies
Study cycle	Second
Study mode (length in years)	2 years
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Educology
Date of registration of the study programme	2008

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programme is based on **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 (further – SKVC).

The evaluation is intended to help higher education institutions to improve constantly 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 (further – SER) prepared by Higher Education Institution (further - HEI)*; 2) *visit of the review panel to the HEI*; 3) *preparation of the evaluation report by the review panel and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC makes decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not being 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 area 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 Vytautas Magnus University (further – VMU) follows SKVC guidelines. Along with the SER and annexes, the following additional documents were provided before and during the site-visit:

No.	Name of the document
1.	None

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

VMU is a university recognized in international rankings, very active in the development of European programmes and offering 22 Master programmes taught in English. VMU has been offering educational specialization studies for 20 years and the Educational Management programme has been implemented since 2008 with four major areas: Adult Education; Curriculum Design Methodology, Career Design and Quality Education.

The self-evaluation group has worked for a year analysing this programme and writing the report. Later it was approved by the Department of Educational Sciences and the Faculty of Social Sciences.

The organization of meetings by VMU, the Faculty of Social Sciences and the Department of Science of Education is highly valued by the Expert Evaluation Team (further - EET). All participants presented information that allowed the panel to evaluate the Masters programme in Educational Management.

1.4. The Review Panel

The review panel was completed according to protocol within the *Description of experts' recruitment*, approved by order No. 11/11/2011 of the Director of the Centre for Quality Assessment in Higher Education. The Review Visit to VMU was conducted by the team on *8th October, 2014*.

- 1. Prof. dr. Danny Saunders (team leader)**, *Emeritus Professor at University of South Wales, United Kingdom.*
- 2. Prof. dr. Samuel Fernandez Fernandez**, *Professor of Education at University of Oviedo, expert of National Quality Assurance and Accreditation Agency of Spain (ANECA), Spain.*
- 3. Dr. Eve Eisenschmidt**, *Vice rector for development at Tallinn University, expert of the Quality Assessment Council of Estonian Higher Education Quality Agency (EKKA), Estonia.*
- 4. Ms. Danguolė Kiznienė**, *Partnerships and Project Manager at British Council Lithuania, social partner, Lithuania.*
- 5. Mr. Justas Nugaras**, *Phd student at Vilnius Gediminas Technical University, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

Analysis of programme objectives and learning outcomes highlighted the following observations:

The Master programme in Educational Management has been developed through consultation with educational leaders and social partners. Cooperation is wide ranging, accepting students for practice, encouraging research in their institutions, employing graduates and participating within master thesis committees. The SER has been discussed with different groups of stakeholders, including meetings with students. The panel considered programme information to be accessible and appropriate, particularly in relation to its main objectives, the management of human resources and educational planning. The panel recognized that the concept of Educational Management, as viewed by the VMU programme team, has an applied focus on aspects of Adult Education and Career Design as compared with more usual themes of leadership, academic administration and assessment.

The Learning Outcomes (LOs) meet the recommendation of European Parliament (2008) for the establishment of the EQF for lifelong learning at level 7. The EET noted much consistency between LOs, course outcomes and assessment criteria. The qualification pursuant to the programme is appropriate to the student backgrounds as vocational teachers and members of non-government organizations. However, the technical specialty of Quality of Education should be considered and included as an aim of the studies as well as it should be included human resources, career planning and curriculum organization.

The Master students come from the different fields, the majority working at schools. The panel recognized two potential routes for the programme, one professional and the other research. The panel understood however that the small number of students does not make such duality viable in this moment. This low number of students (52 applicants, with 9 admissions in 2013) and the reliance on grants (six state financed places and one financed by university), result in a high level of competition for places on the programme as managed by the Faculty of Social Sciences and the Department of Sciences of Education.

In summary, the panel appreciate that the programme has adequate justification but should strengthen the professional profile in educational administration and evaluation and complete focus on adult education and career design to avoid possible confusion with the bachelor career counseling programme.

2.2. Curriculum design

The programme's curriculum provides opportunities to study a range of modules relevant to teaching and learning, including the adaptation of teaching methods to LOs. Evidence from the evaluation process highlighted the following observations:

Compliance of the programme with legal requirements is well explained in the SER and it is important to note the changes made to adapt these studies to the EU Bologna plan including the focus on qualifications, the organization of LOs, and changes to the ESTC system. These changes have incorporated new subjects such as International Policy and Economy of Education. This curriculum appeals to students in other departments who can choose optional subjects.

The theoretical basis of Philosophy and Adult Education is deemed appropriate by the students. The SER states that the curriculum is organized within a "rising spiral" model, for the professional activity of the teacher; this model should however be explained in more depth as a component of academic quality within this Master Programme. After listening to students and graduates the panel concluded that the programme could include more detail on Advisory and Educational Evaluation subjects in order to strengthen the skills of teachers and principals. The programme also has the potential to incorporate other educational fields associated with the training of adults in a variety of work organizations, as well as increasing the number of visits by external speakers to on-campus classes.

The EET was very interested in VMU's plans for developing online courses for the Master programme, allowing opportunities for study from other countries. It was however noted that the current mode for learning involves a minimum of 10 hours face-to-face contact time per credit.

The analysis of strengths and weaknesses identifies the inclusion of internship activity as very suitable, alongside the very interesting inclusion of *The Special Course Unplanned* as an academic space to work by visiting teachers or unscheduled topics but considered important to

complete the lessons offered by the programme. The EET recommend however to increase the contribution of subjects (annex 1) to LO 2 (To develop plans of educational organization activity and curriculum design, based on quality management knowledge and innovations in education) and LO 7 (To design a plan of organization staff career development and in-service training, taking into account employee personal and organizational activity quality improvement needs).

The involvement of PhD students in the teaching modules, with a 125 hours per annum minimum commitment was viewed as strength of the programme. The involvement of graduates with professional experience of educational leadership was also seen as strength, with some previous graduates from the programme progressing to PhD research. It was clear that these more academically qualified students valued their training in planning and quality assurance, and the links that were made between the programme and other school and vocational qualifications.

According to the aims of the 19 scheduled courses, the main learning outcomes are: design and evaluate a curriculum; make an international comparative report on educational policies; analyze educational costs; organize an assessment and design a training program; organize an intercultural project; develop materials and manage e-learning software; make an individual design consulting career; make a strategic plan; select an innovation and develop a project; and write a master thesis. Students reported that the weekly workload is appropriate, but in specialized studies on educational management the EET noted it was important for the pacing and achievement of these learning outcomes to be monitored through Quality Assurance Systems (QAS).

The QAS should also analyze and validate the time on task for students, in order to justify the 50 per cent of independent work stipulated for each subject. In this sense, independent student work should be subject to ongoing coordination by teachers.

The content of subjects is considered current and appropriate. The EET particularly appreciates the ability of teachers and students to follow lessons in English, which allow access by international students. The e-learning modules that have been developed facilitate mobility and offer opportunities to increase the number of foreign students. It is however important to publicize this new modality. Finally, the Master thesis demonstrates adequate knowledge of evaluation and research methodology with the EET recommending that the thesis should formally incorporate all LOs.

In summary, the EET believe that the content of the syllabus is adequate but must be reinforced with advisory and evaluation skills and include compulsory external practices while maintaining involvement in the education of PhD students with professional experience in educational leadership.

2.3. Teaching staff

The analysis of the characteristics of teachers and their professional development and research in relation to the master of educational management highlighted the following observations:

The study programme provided by the teaching staff meets legal requirements. All the teaching staff have a scientific degree and are qualified to deliver the Master programme. Education Management is taught by five professors, five associate professors, and two lecturers. Four doctors received associate professors degrees; and four professors underwent the procedure of habilitation. Professors teach 50 per cent of the programme volume (the minimum requirement being 20 per cent).

In terms of age, the staff is well-balanced. There are three staff members in the age group of 51-65, one is below the age of 40 and the remaining are 41-50. Staff turnover is reasonable. The SER states that during the period, two teachers left and two have joined.

As mentioned in previous sections, it is considered as good practice that doctoral students assist teachers of the programme if their research field complies with study subject content. The EET noted examples during conversations with staff of how PhD students assist with the delivery of lectures or practical sessions. The team was informed that all PhD students who engage in teaching receive pedagogical/didactical training at the university.

Academic staff are internationally mobile, with six teachers participating in academic exchange programmes. The EET considered Research output to be significant, in-service training as good, and experience of quality assurance as a strong asset for the programme. There were 18 visiting teachers over the assessment period, and programmes teachers went to 90 research visits. Teachers participated in 47 international traineeships. Half of the teachers participated in international and local working groups, organizations related with higher education, vocational education quality assurance and other topics related to higher education.

Teachers are active researchers with evidence indicating preparation for a substantial number of research projects that were funded both by EU Framework 6 programme, Research Council of Lithuania, EU lifelong learning programme, the European Social fund and EU structural funds. The roles of staff participating in these projects varied from project coordinators to researchers, experts or implementers. They are also involved in the VMU research cluster for lifelong learning

Teaching staff have published in local and international peer-reviewed journals including *Quality of Higher Education*, *Career Designing: Research and Counseling*, *Vocational Education: Research and Reality*. The EET recognized the operation of international editorial boards for the university journals, including staff members from the Educational Management programme. Two of the programme's teachers have been conferred with awards for their productive and outstanding research work.

An additional strength for the programme involves the employment of teachers from other departments outside Education for the development of interdisciplinary subjects, especially when the research interests of the Education Management team do not always relate to a wider interdisciplinary curriculum. The EET recommends the inclusion of more guest/external teachers with recent and practical experience of managing educational organizations.

During discussions with staff, the EET enjoyed the positive, open and self-critical attitude of the programme team to development, which signals potential for the programme to grow. The EET also noted areas for improvement, including training provided for the *Common Principles of Higher Education* and the obligatory accredited staff development programme for Moodle applications. The panel gained the impression that at present staff development is more individually driven rather than being focused on programme goals and needs and recommend the adoption of a formalized managerial approach to staff development at programme level.

The EET was convinced that staff are supported by the institution, benefitting from scientific clusters and international projects as well as subject and methodology conferences or seminars within the university. The panel was impressed with the language skills that almost all staff possessed, and recognized the university's provision of opportunities – without cost to

individuals – for learning new languages. This was viewed by the panel as a substantial form of institutional support for the internationalization of the programme.

In summary, the panel appreciates the quality of teaching climate, the scientific productivity of the staff and their interdisciplinary. Can be improved however teacher training on the goals and needs of the programme itself.

2.4. Facilities and learning resources

The assessment of teaching and learning resources available involved a review of classroom facilities, libraries and information technology suites. The following observations are highlighted:

Resources for the Educational Management programme are located in several places within VMU and are for the most part concentrated within new and fully renovated premises that are adapted to students' needs. This new building has a library, lecture theatres, self-study and group work rooms, resting areas, and a canteen for students and staff.

The EET was impressed with the Faculty's pro-active and self-critical attitude towards the use of information and communication technology in education thereby ensuring that students are up to date with technologies used for teaching and learning. Two perspectives in particular are recognised. First, students are introduced to new technologies through the subject of "*E learning technologies*", gaining competences in the creation of virtual learning environment and curriculum design. In so doing, they are introduced to collaborative and individual studies, content production, creativity mind mapping and data analysis tools. The university further supports all of this activity through introducing the use of tablet computers for students and teachers. The panel noted that despite these advanced applications of the programme, teachers are self-critical and aware that the speed of development with new technology implies a need to move more quickly with staff development support and that this constitutes a desire within quality assurance systems for constant improvement. Second, teachers use Moodle and First Class systems to create virtual learning environments in other courses, creating opportunities for virtual mobility. The panel recognised that there are sufficient and accessible computers to use for the use virtual resources for studying within the main campus and in other relevant premises.

Learning resources, especially the manuals and study guides developed at subjects levels, are considered suitable and sufficient for the current numbers of enrolled students, - although any expansion warrants a review of the library book stock. The panel encourages further reflection on e-resource applications – including data bases and digital tools- by the study program committee. The programme team should also anticipate the possibility of rapidly out-dating literature given the general fast-pace for change and innovation with educational technology application.

Discussions with students and graduates noted that approximately 70 per cent of course literature involves scientific papers from the data base – this is not however reflected in recommended reference materials. The EET noted, however, the extensive opportunities for using data bases that provide opportunities for accessing required articles and learning resources, via the internet.

The university might also, subject to sufficient resourcing, wish in the longer term to consider using a unified system for operating a virtual learning environment; the current use of two platforms – Moodle and First Class- can be overly complicated for students and staff.

In summary, the panel believes that updating means and motivation of students toward the use of new technologies must join the teacher training in the use of big data and digital tools.

2.5. Study process and students' performance assessment

The evidence base for the Educational Management Master programme includes requirements for admission, mobility opportunities, social and academic support for students, and the opinions expressed by social partners about the professional achievements of graduates. The following observations are highlighted:

The assessment of the study process, and of students' performance, is well organized. Students from diverse backgrounds and education fields are challenged and encouraged in order to achieve open and critical reflection about professional practices. The EET regarded these experiences as contributing to a unique of interdisciplinary learning atmosphere within the education sector, reflecting different angles and perspectives. Discussions with students and graduates confirmed the variety of modern teaching and learning methods, including team work, group discussion, and technology based assignments.

The panel noted a range of professional positions attained by graduates - such as quality assurance specialists in vocational training and higher education institutions, research and study related projects coordinators. The success stories of graduates, and their openness to collaboration and partnership working, have much potential for helping VMU to attract more students.

An international environment, including foreign students on campus, has been created. This mobility is not however widely exploited because students have full time jobs. The Faculty has started to implement virtual mobility and a visiting professor scheme, with students and graduates expressing a willingness to have more subjects taught in English by visiting professors and guest lectures from professionals and social partners in order to gain deeper understanding and improve English language skills.

Students conduct applied research in their working environment. One illustration drawn from the SER involves six Master's programme students participating in the scientific-practical conference *Relevant Issues of Education in Academic Youth Research*. This level of participation in research projects and publishing with VMU teachers is considered as an example of good practice that strengthens research competencies within the study programme.

The EET further noted good academic and social support for students, including the quality of care provided to learners with disabilities.

In summary, the panel see that students get professional positions associated with studies of the programme and the language skills of teachers to teach in English, as well as academic work in collaboration with students, may favor the increase of foreign students.

2.6. Programme management

The assessment of programme management considers decision-making processes, the operation of quality assurance systems, and the implementation of action plans for improvement.

The following observations are highlighted:

The responsibilities for decisions and the monitoring of implementation plans are clearly allocated. The programme is implemented by the Department of Science of Education as a part

of the Faculty of Social Sciences. At the university level, internal quality assurance responsibilities for all parties are regulated through agreed documentation, and EET acknowledges the role of the Study Programme Committee for supervising Programme management, evaluating its quality and renewing the curriculum. The annual report identifies challenges and areas for improvement, leading to end of year changes to course descriptors and – where appropriate - renewed approval of study subjects.

The procedures for the collation and review of programme information and data are clearly described at the university level. The SER states that the internal study quality assurance at VMU is an on-going process on three levels: programme, course, and teaching staff. At the end of each semester students are requested to complete an electronic questionnaire about the teaching quality of all subjects taken during each semester. The panel noted the relatively low numbers of students completing this on-line survey, with the programme management team deploying additional methods for gathering feedback through convening focus group conversations with students.

Staff members receive informal feedback from the head of the Department, and also participate in meetings where the Study Programme Committee introduces the report for the Rector.

Based on the previous year's achievements (good teaching and research), academics are rewarded financially. They can use these finances for supporting their research interests and developing new courses, including the preparation of study materials. The EET considered this implementation of a bonus system for academic staff performance to be an example of good practice with quality management.

Evaluation and improvement processes involve stakeholders in several ways. The representative of social partners belongs to the Study Programme Committee and can also participate in the defence committees for students' final theses. Study Management Councils have been introduced by the Vice-Rector of Development as a new method for involving more external experts in order to improve the quality of study programmes. During the meetings with social partners the panel recognised close connections with university staff, but they also noted that social partners had not participated in feedback surveys. In this sense, improving the impact of the Master programme requires improved dissemination of knowledge and outcomes to partners.

To summarize, effective and efficient internal quality assurance is created by regulations and regular feedback system at the university level. The EET agrees that responsibility for the implementation, monitoring and decision making of the Study Programme is clearly distributed. Quality improvement is a continuous process. The EET suggests implementing a regular web-based feedback system for graduates and social partners.

III. REKOMENDACIJOS

1. Studentams, kurie nori specializuotis švietimo administravimo ir vertinimo, o ne švietimo tyrimų srityje, sukurti diferencijuotą mokymosi planą.
2. Į studijų tikslą įtraukti Švietimo kokybės techninę sritį ir studijų turinį papildyti švietimo darbuotojų, patarėjų ir vertintojų rengimu.
3. Parengti ryšių su socialiniais partneriais stiprinimo strategiją, įtraukiant praktikos modulį, apimančią profesionalius vadovus, taip pat padidinti pranešėjų, atvykstančių iš užsienio skaityti paskaitų universitete, skaičių.
4. Labiau remti *Švietimo vadybos* programos (įgyvendinimo) grupės profesinį tobulėjimą, įskaitant tarptautinių partnerystės ir iniciatyvų didinimą ir mokymą orientuojantis į pačios programos tikslus bei poreikius.

IV. EXAMPLES OF EXCELLENCE*

- 1) *International links and exchanges promoted by HEI.*
- 2) *Positive and open attitude towards improvement.*
- 3) *Active research and professional profiles for staff.*
- 4) *Bonus system for academic staff performance sponsored by HEI.*

V. SANTRAUKA

Pagrindiniai teigiami ir neigiami šios programos kokybės aspektai (vertinimo išvadų santrauka):

Studentai lūkesčiai, susiję su šia jų karjeros ir asmeninio tobulėjimo planus atitinkančia magistrantūros programa, yra realūs.

Programos vadovų ir fakulteto darbuotojų požiūris į šios programos tobulinimą yra atviras ir pozityvus – jie siekia priimti geriausiai darbo rinkos poreikius atitinkančius sprendimus.

Studijų programos *Švietimo vadyba* dėstytojų mokymo ir mokslinė patirtis yra įspūdinga, ypač jų pasiekimai taikant pažangias informacines ir komunikacines technologijas, ir suvokimas, kaip svarbu susipažinti su technologiniais pokyčiais edukologijos ir vadybos srityje.

Doktorantų įtraukimas į mokymo praktiką ir su programos tarptautiškumo didinimu susijusią veiklą laikomas teigiamu dalyku. Tačiau reikia gerinti šios programos dėstytojų tobulinimo (*kiek jis susijęs su šia programa*) vadybą.

Prioritetas turėtų būti skiriamas naujų mokymo sistemų analizei ir ryšiams su kitais universitetais stiprinti, siekiant sukelti užsienio studentų susidomėjimą šia studijų programa.

Nors dėl dabartinio studentų skaičiaus studijų dalykų diferenciacija neįmanoma, patariama, kad privalomųjų ir pasirenkamųjų dalykų rinkinio struktūra leistų pasirinkti aiškią profesinę specializaciją ar tyrimus, įskaitant suaugusiųjų švietimą, studijų turinio planavimą, ugdymą karjerai ir kokybės užtikrinimą.

Kadangi stojančiųjų nedaug, būtina strategiškai planuoti studentų verbavimą, įskaitant VDU ryšių su socialiniais partneriais stiprinimą, ir būdų, kaip šią programą padaryti labiau prieinamą didesniai studentų skaičiui, paieškas.

** if there are any to be shared as a good practice*

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VI. GENERAL ASSESSMENT

The study programme *Educational Management* (state code – 621X20021) at Vytautas Magnus 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	4
2.	Curriculum design	3
3.	Teaching staff	4
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	4
6.	Programme management	4
	Total:	23

*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. Danny Saunders
Grupės nariai: Team members:	Prof. dr. Samuel Fernandez Fernandez
	Dr. Eve Eisenschmidt
	Danguolė Kiznienė
	Justas Nugaras

**VYTAUTO DIDŽIOJO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ
PROGRAMOS ŠVIETIMO VADYBA (VALSTYBINIS KODAS – 621X20023) 2014-12-15
EKSPERTINIO VERTINIMO IŠVADŲ
NR. SV4-600 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Švietimo vadyba* (valstybinis kodas – 621X20023) vertinama **teigiamai**. .

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	4
6.	Programos vadyba	4
	Iš viso:	23

* 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)

<...>

V. SANTRAUKA

Pagrindiniai teigiami ir neigiami šios programos kokybės aspektai (vertinimo išvadų santrauka):
Studentai lūkesčiai, susiję su šia jų karjeros ir asmeninio tobulėjimo planus atitinkančia magistrantūros programa, yra realūs.

Programos vadovų ir fakulteto darbuotojų požiūris į šios programos tobulinimą yra atviras ir pozityvus – jie siekia priimti geriausiai darbo rinkos poreikius atitinkančius sprendimus.

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Kadangi stojančiųjų nedaug, būtina strategiškai planuoti studentų verbavimą, įskaitant VDU ryšių su socialiniais partneriais stiprinimą, ir būdų, kaip šią programą padaryti labiau prieinamą didesniam studentų skaičiui, paieškas.

IV. REKOMENDACIJOS

1. Studentams, kurie nori specializuotis švietimo administravimo ir vertinimo, o ne švietimo tyrimų srityje, sukurti diferencijuotą mokymosi planą.
2. Į studijų tikslą įtraukti Švietimo kokybės techninę sritį ir studijų turinį papildyti švietimo darbuotojų, patarėjų ir vertintojų rengimu.
3. Parengti ryšių su socialiniais partneriais stiprinimo strategiją, įtraukiant praktikos modulį, apimančią profesionalius vadovus, taip pat padidinti pranešėjų, atvykstančių iš užsienio skaityti paskaitų universitete, skaičių.
4. Labiau remti *Švietimo vadybos* programos (įgyvendinimo) grupės profesinį tobulėjimą, įskaitant tarptautinių partnerysčių ir iniciatyvų didinimą ir mokymą orientuojantis į pačios programos tikslus bei poreikius.

<...>

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)