



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universiteto
STUDIJŲ PROGRAMOS
PROJEKTŲ VADYBA (621N24002)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF PROJECT MANAGEMENT (621N24002)
STUDY PROGRAMME
at Kaunas university of technology

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2015

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Projektų vadyba
Valstybinis kodas	621N24002
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	Antra
Studijų forma (trukmė metais)	Nuolatinė (2), Iššęstinė (3)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Projektų vadybos magistras
Studijų programos įregistravimo data	2012-12-17 Nr. V3-S-79

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Project management
State code	621N24002
Study area	Social sciences
Study field	Management
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full time (2) Part time (3)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Project Management
Date of registration of the study programme	December 17, 2012 No. V3-S-79

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: *1) self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI); 2) visit of the review team at the higher education institution; 3) production of the evaluation report by the review team and its publication; 4) follow-up activities.*

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme **is not accredited** if at least one of evaluation areas was evaluated as "unsatisfactory" (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1.	Detailed marketing guidelines and plans
2.	KTU strategy 2020
3.	Faculty and department annual activity plans

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

The graduate study programme Project Management is carried out within the School of Economics and Business by Kaunas University of Technology (KTU) which is a public institution and is one of the largest technological universities in the Baltic States.

Mission of Kaunas University of Technology is to provide international-level research-based studies, to create and transfer knowledge and innovative technologies for sustainable development and innovative growth of the country, provide an open creative environment that inspires leaders and talented individuals. Academic staff of the University consists of 2413 employees (1608 full time employees). The University has 10,895 students, of which 7,895 are Bachelor's, 2,648 are Master's, 566 are foreign, and 352 are Doctoral students. Kaunas University of Technology has 151 study programmes, of which 64 are Bachelor's, 69 are Master's, 17 are Doctoral and 1 is a non-degree student programmes. Of these 39 are taught in English.

In 2014 the University structure changed and the Faculty of Economics and Management was named the School of Economics and Business including the Executive School. The School of Economics and Business offers 8 undergraduate, 14 graduate, and 2 PhD study programmes. The School of Economics and Business is responsible for the implementation of the second cycle Project Management study programme. The Project Management master's programme is supervised by the Studies Programme Committee. The project Management programme was accredited as meeting the requirements of a master degree programme in 2013 and launched in 2013/2014. Of the first 9 graduates in 2015, three students also successfully achieved a double-degree diploma with Dortmund University of Applied Sciences.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 2016-03-15.

- 1. Dr. Mary Lyn Glanz (team leader)** Dean of Graduate Studies for Glion Institution of Higher Education and Les Roches-Gruyère University of Applied Sciences (Switzerland),
- 2. Dr. Kristiina Tõnnisson** Director of EuroCollege, University of Tartu (Estonia)
- 3. Prof. Dr. Vulf Kozlinskis** Professor at Faculty of Economics, Latvia University of Agriculture (Latvia), (Latvia),
- 4. Ms. Vijaletta Satkauskienė**, Director and owner of JSC “Verslo barometras”, Vilnius and Utena departments (Lithuania),
- 5. Mr. Rimvydas Labanauskis**, PHD student in Economics at Business Management Faculty, Vilnius Gediminas Technical University (Lithuania)

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The Project Management programme arose from the Management Master's Programme Renewal and Expansion project (2006 – 2008) and the aim of this programme is well formulated, clearly differentiating itself from other programmes arising from this initiative. The need for project management competencies within both the Lithuanian and Global labour markets has been well researched and established. On the visit of the panel to KTU the local demand for project managers was strongly emphasized by social partners, particularly in relation to production industries. The aim of the study program in summary is to provide students with tactical and strategic approaches to project management enabling them to lead complex projects in dynamic and competitive markets. To do this, students are expected to develop the ability to act autonomously, creatively and responsibly both alone and with others, on research based knowledge and to utilise selected and appropriate project management skills.

The description of key learning outcomes of the programme demonstrates good formal compatibility of the expected learning outcome with the national and European requirements. The 15 intended learning outcomes of the programme are comprehensive. Relations between the study subjects and learning outcomes are reported and these are appropriate and well thought through. Also the compatibility of the KTU mission, strategy and the mission of the School of Economics and Business with the aim of Project Management is well articulated.

The content of studies provides possibilities to achieve all the learning outcomes specified in the description of a course. There is an issue with the language used in the learning outcomes of the Project Management study programme given in the self - report table on the compatibility of learning outcomes of the Project Management Study Programme to the study cycle. The terminology used for the outcomes, drawn directly from project management and thus evocative of the discipline, unfortunately does not work in the context of educational quality. It is therefore advised that for these outcomes, the term 'Everyone' is replaced by 'Each student' to avoid the implication that success relies on all students in the studies reaching a given standard for a student to be successful. This is an unintended mistake and may in part be due to translation from Lithuanian to English. Except for this reservation, the connections of programme aims, learning outcomes and subjects of the Project Management Study Programme laid out in the self-evaluation report documents the basis of the programme well, with concrete descriptions of what a student will cover in which subjects to reach required abilities. The clear thinking in this area gives credence to the programme as a whole as it indicates an innate feeling for organisation and structure by the programme administrators. The

aim and expected outcomes of the study programme in Project management are publicly available on the Website of KTU.

Student numbers are still not strong enough to avert concerns on sustainability, thus, it is recommended that additional emphasis be given to further comparative analysis and differentiation of the defined aims, objectives and learning outcomes from other programmes taking into account the strengths of the department, strategic aims of the university and the needs of Lithuanian society.

2.2. Curriculum design

The structure and volume of the Project Management programme correspond to the legal requirements for second cycle study programmes. The Programme covers 120 credits, the maximum required amount of credits for the master level study programme (required interval of credits is 90-120), with the subjects of this study field make up 60 study credits (i.e. 50% of the study programme volume). 30 credits are made up of university and optional subjects (25% of the entire study programme). Optional subjects may be chosen from three alternative areas - social responsibility and business environment forecasting; competency enhancement in either management accounting or marketing and management of different kinds of projects and programmes – specifically management of engineering projects, programs and projects of the public sector. The final 25% of credit is given over to the Final Research Project which is subject to a public defence.

The amount of contact work and self-study work corresponds to the general requirements of master studies. Student workload is proportionally distributed and corresponds to the requirement that no more than five subjects are taught in one semester. A variety of teaching methods are in use, including lectures, practical classes, seminars, visualisations, laboratory work, and tasks for self-study. On the visit, Faculty described projects and group work open to the students including for instance an intense summer IT workshop together with the University of Dortmund where teachers and students of both institutions worked together on IT projects. This represents one of the applied methods in use which include projects, final degree projects, group role games, practical classes, practical tasks, case analysis, discussions and seminars, visits to companies, guest lectures, and laboratory classes. Students were able to describe input in courses that had changed their thinking to enable them to both see the world differently and embrace a professional project management attitude.

The programme does not include professional practice or internship, which is understandable given that the majority of students in the programme are in work. Practice is

integrated in several other ways, e.g. some teachers' professional background, case-based teaching, practical relevance of thesis work, sharing students' experiences in the class etc. Guest lecturers are a regular feature of the programme. On the panel visit, social partners said that at the end of the programme, students were ready to take on the challenges of work and there is a high demand for student with the skills and mind-set obtained on the programme.

The scope of the program is appropriate and enhanced by the interdisciplinary subjects which is seen by administrators as a strength of the programme, acting to differentiate the programme from other management courses in Lithuania. In terms of materials, there is a reported problem with gaining enough case studies based in Lithuanian experience. There are plans to correct this by the proposal to initiate professor traineeships to companies in order to collaborate on the preparation of cases relevant to the study process. By and large the students were happy with the cases they were using, citing case study work as being of especial value.

Given that HR has been inserted on the students' request and is seen as an important element, the course offered seems insufficiently orientated to Project Management. The present course as described by the module description seems too orientated to large corporate HR and should carry more on social networks, teams, cross cultural working and people management in entrepreneurial ventures to accommodate HR in project management situations. A graduate of the programme said while she was happy with the course while on the programme, on reflection from the work environment, the course was too general for what is required at Masters level for people management in project management and it is advised that the course takes this direction on board.

From the module descriptions, the programme appears to be light on financial input in terms of project appraisal operation and execution. Graduates of the course now in the workplace felt that the course was strong on planning and implementation, but needed strengthening on project evaluation skills. Though it is acknowledged that Managerial Accounting is offered as an elective and there will be some forms of financial control and evaluation in this course, some general emphasis of financial and other control systems including social impact review tools and evaluating when a project is 'finished' might be added to the program to strengthen evaluation of project outcomes.

One quarter of the study volume is devoted to the master thesis. This capstone project is aimed at developing the ability to independently plan and carry out the scientific research, collect and analyse data and prepare the final Master Thesis. This aim is in alignment with the pre-set learning outcomes. The requirements and guidelines for the thesis are published on a publicly

accessible website. Topic approval, supervision, submission and public defence is regulated appropriately. Students start to work on their thesis in the first semester, and the programme has responded to student requests to strengthen research skills for the thesis. The thesis in this subject area is noted to be particularly difficult in relation to covering practice while not jeopardizing compliance to master degree standards. It is recommended that the department invests time in considering how to safeguard academic rigor to balance the very effective practical solutions the students may find when applying thorough critical analysis to problems at work.

2.3. Teaching staff

In a programme such as this, it is important that theory and practice are taught in an integrated, cohesive manner. The programme meets the academic requirement that not less than 80% of all the academic staff has a Ph.D. degree. There is a sufficient number of qualified teaching staff involved in the Project Management programme. A laudable attempt has been made to also include practitioners through regular practitioner lecturers, guest lectures and field trips. Teachers met by the review panel were confident, capable and enthusiastic. They talked knowledgeably about the programme and understood how elements on the programme related to each other and gave every appearance of a team with the common purpose of educating the students to meet required programme outcomes. A variety of teaching interventions were discussed by the team and panel which were seen as apposite to the field of study.

Normative number of students per one member of academic staff should not be more than 20 students and the student numbers in the programme under study does not exceed that limit. The workload of teachers appears appropriate given the need to refresh industry knowledge with outside research and activities. Faculty turnover is low with one member of staff moving to administration.

The age structure of teaching staff is favourable for implementation and development of the programme and its curriculum. The majority of teachers are from the age group 30-50 years while the younger teachers (below 40 years) are those teaching specifically Project Management subjects. Faculty actively participate in academic exchange programmes with educators in the programme in 2013-2015 sharing their experience in other European universities including Spain, Greece, Italy and Germany.

The staff of the Project Management programme have participated in training organised in-house e.g. through IPMA D, C certification as well as attended conferences and taken part in

staff exchange. EDU-LAB laboratory is devoted for teachers to develop their teaching, assessment, didactical and pedagogical skills. It is important to encourage faculty members to continuously offer study courses and teaching opportunities outside Lithuania, and evidence is given of this being an established practice. Of at least equal importance is the participation in national and international projects. Such projects are to be encouraged and greater participation in these is advised as contributing to the international profile of the programme, as well as attracting international experts to teach. Teachers have published a number of books and teaching materials, and in particular are contributing to materials available in the Lithuanian language as indicated in the reference list of professors' publications. Despite the emphasis on international publications, in the practical environment of project management, such a development of literature in the local language is particularly pertinent.

Programme Faculty are active researchers involved in various international conferences, organizing committees, editorial boards of scientific journals and other organizations. The majority of teachers on the programme are experienced researchers and have at least 10 years of experience in their field. The panel would suggest that research expertise, particularly in leading research projects should be spread further through the teaching team to ensure research leadership succession.

2.4. Facilities and learning resources

An extensive study infrastructure services the programme in Project Management. The Facilities, including library, auditoriums, and computer classrooms are sufficient to maintain the objectives of the programme. The capacity of the auditoriums is adequate to allow effective teaching and group work. Meeting hygienic and safety requirements all the auditoriums and are equipped with computers, audio and video equipment, screens, projectors, white boards, microphones, and speakers which are updated as funds become available.

Appropriate software is available and computers at the Central University Library are linked into a local network (LITNET network) with the modern computer laboratory of the School of Economics and Business also available to the students. Books and research literature is available at the Central Library of the University and its branches in other Faculties with the Coordinator of the Programme placing orders to update books or access databases on a regular basis with the Central library renewing resources annually. Books are also available in e-book format. KTU Library operate a service six days per week though library staff state the students still ask to be able to use this premises on Sundays.

Students and lecturers have access to a good set of international databases and this access is also available remotely by a VPN connection. Students are encouraged within the

existing curriculum to build their skills to use the library resources. New resources such as the 'Bloomberg Financial Markets Lab' have recently been added though as yet work in the lab has not been incorporated into the Project Management programme. Lecturers provide their methodical material mainly through the Moodle system (e.g. mano.ktu.lt; Moodle System) with email also used.

2.5. Study process and students' performance assessment

Application Requirements for the Programme comply with the pertinent conventions of Master's studies at Kaunas University of Technology. The admission procedure of admission to the Programme for students carried out by the School Student Admission Commission established by the order of the KTU Rector and is published on the KTU website. Application for master's studies takes place online. Additional material for local applicants is available through various conferences and flyers etc. For local students there is a three stage process and Students who pass any of these stages are invited to sign contracts with the University. Recruitment has been relatively steady though at a relatively low level. It is reported that in general, the competition to enter the Programme is relatively high, compared with other programmes in the School of Economics and Business.

Students are admitted to programme according their competitive score which is equal to 1 and composed of weighted average of the first-cycle study grades (0,7 point) and applicants research activity (0,2 point) and evaluation of motivation (0,1 point). Competition scores of entered students are high during the period of analysis – from 7 to 9 in 10 point scale. Competition among the entrants to state funded places are high – 7 to 1 pace. Students can apply to state funded places as well as state non-funded places. Students can choose both forms of studies – full time and part time. Admitted Students generally have practical managerial experience, with only one case being noted by teachers as having been admitted directly from a first degree.

The entry requirement of an appropriate bachelor's degree and at least than one-year professional work experience acquired in the field of economics, business and (or) management is appropriate. The additional 16 credits on offer for students who have a first degree in another discipline allows students to engage in their academic tasks properly equipped for studies. There is a suggestion that IT skills of some students are insufficient and it is advised that students without this knowledge are brought up to date either before study starts or in the very early stages of the programme. This is because students and graduates of the programme saw the various project

management software used on the programme as particularly useful and added to their career capital in labour markets.

Enrolment has been reasonably steady with 14 students in the first year the programme was offered, 18 in the second year and 12 in the current cohort. There has been a drop in applicants who are not funded by the State. Only one year of graduation numbers is available and the completion rate so far is satisfactory. The Faculty provide all necessary material and academic support, psychological and pastoral counselling, sports or arts activities to the students.

The assessment system is appropriate and appears to be regarded by students and graduates as fairly applied. Only one set of final projects were available at the time of the visit. Grades on the final projects are a little high for the academic content observed but are within an acceptable range. The topics and theses viewed are at Masters level but with strong practical orientation as can be expected with a working student group. The handling of academic literature and argumentation in projects is at an acceptable level but care ought to be taken that there are adequate safeguards to ensure the academic rigour of final projects in this environment that balances work and study. It is recommended that there is active monitoring of pedagogical literature on theses where the crossover into work environments is so integral to the final piece of work. This is to ensure the most up to date guidelines are applied to student project preparation and could perhaps be achieved through publication around the organisation and supervision of such projects.

KTU is engaged in staff and student mobility programmes by promoting international collaborations. Of particular note is that the structure of Project Management allows students to study the third semester in University of Applied Sciences and Arts in Dortmund and get the European Master in Project Management (EuroMPM) diploma. This opportunity is highly valued by the teachers and students and acts as a Unique selling proposition for the programme, with a graduate telling the panel this opportunity was the main reason for her programme choice. The students have the possibility to participate in international mobility activities but the number of student participating in mobility programs are low due the fact that most students are working people. Students understandably do not tend to take up longer term mobility programmes because in the main they are already in work. The Faculty reported that they expected to initiate short intensive courses in order to strength mobility aspect in the programme.

It is recommended that students are continually encouraged to actively participate in international research projects and networks in collaboration with faculty members, to take advantage of exchange programmes and for the department to offer at least a few courses in English involving international scholars.

2.6. Programme management

In 2014 the University structure changed and the Faculty of Economics and Management was named the School of Economics and Business including the Executive School. Meetings with stakeholders in the affected department exposed that consequent changes to systems and organisations has caused some disturbance and jolts to programme structures. It is to the great credit of this programme's administrators that at this stage it is apparent that despite significant organisational changes above, the programme's content and delivery were seemingly unaffected and did not affect student experience.

Existing KTU program management requirements established by the Rector and Senate of the institution regulates the established system of program management. These centralized organizational structures within the university underpin programme management, administration, quality control, and quality maintenance. An appointed Programme Coordinator administers the programme with social partners from industry, representatives of the student association, and Faculty involved in the development and implementation of the programme. Responsibilities are clearly allocated with oversight of the programmes internal quality assurance resting with the Vice-Rector for studies, the Department of Academic Affairs and its units. Changes to the Programme are introduced through a clear and well set process involving feedback from all stakeholders. The internal quality assurance system is based on the KTU documents regulating academic activities and study processes. Students are involved in the quality assurance process and there is evidence of their input to improve the programme. There is a system of periodical surveys, roundtables etc to solicit feedback and there is strong evidence that at least in relation to the curriculum, that these receive speedy attention. The Program has strong and notable relations with main bodies acting in Lithuania in the Project Management sector: Lithuanian Project Management Association, Lithuanian Central Management Agency.

Students told the panel that their opinions were regularly solicited and they had a strong voice in the development and evaluation of the ongoing programme. Social partners and alumni were equally aware of their importance for this course and expressed clear support in maintaining the quality and relevance of the curriculum. The program is still in its early stages and more information over time is required on admission rates and progression statistics. The major organisational changes (mentioned above) that have been implemented and that to date have not affected the programme are still ongoing. The impactys of these are still uncertain and will need to be measured going forward but at this point the programme is on track.

III. RECOMMENDATIONS

1.

Project evaluation and controls as a study area should be strengthened.

2.

When new curriculum input is provided on student request this should be tailored to project management as far as possible (e.g.HR course).

3.

A proactive approach to safeguarding academic standards in final Masters level projects with work based problems is recommended as an administrative focus for the programme.

4.

Where possible research leadership should be spread further within the teaching team.

IV. SUMMARY

The aims and learning outcomes of the programme in the main are well thought through and appropriate. They are publicly accessible and the learning outcomes of the programme are consistent with the balance required in practice and theory for such a programme. 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. Curriculum design is generally suitable with a note that project evaluation should have a stronger part to play in the core curriculum. The programme has a very good study infrastructure in place with resources being regularly updated and renewed through KTU systems, which are easily accessible to students. Programme management is solid, and seems relatively unaffected by past departmental change which could have been disruptive, especially to a programme in its early years. Students requests and suggestions have added to the programme, but where possible responses should be more bespoke than so far achieved. Teaching is good and well received by the students. The teaching team are involved in appropriate research though leadership of research could be devolved more through the team to aid research leadership succession. The teaching teams involvement in ongoing projects is noted as very important to this programme. This particular programme should be continually looking to update and enhance practical input from social partners and there is already a sound basis established for this. The collaboration with the University of Applied Sciences and Arts in Dortmund is beneficial for stakeholders in the programme and adds a strong international element.

V. GENERAL ASSESSMENT

The study programme *Project management* (state code – 621N24002) at Kaunas University of Technology is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	4
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	19

*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:

Mary Lyn Glanz (team leader)

Grupės nariai:

Team members:

Dr. Kristiina Tõnnisson

Prof. Dr. Vulfs Kozlinskis

Ms. Vijolē Satkauskienē

Mr. Rimvydas Labanauskis

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno technologijos universiteto studijų programa *Projektų vadyba* (valstybinis kodas – 621N24002) 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	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	19

* 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

Studijų programos tikslai ir numatomi studijų rezultatai yra gerai apgalvoti ir tinkami. Jie viešai skelbiami, o programos studijų rezultatai atitinka tokioms studijų programoms keliamą teorijos ir praktikos santykio reikalavimą. Programos tikslai ir numatomi studijų rezultatai atitinka susijusius tarptautinius standartus, o programos pavadinimas, studijų rezultatai, turinys ir įgyjama kvalifikacija tarpusavyje suderinti. Programos sandara apskritai tinkama, tačiau pažymėtina, kad pagrindinėje studijų programos dalyje reikėtų labiau stiprinti projektų vertinimą. Programa pasižymi labai gera studijų infrastruktūra, o ištekliai nuolat peržiūrimi ir atnaujinami per KTU sistemas, kurios lengvai prieinamos studentams. Programos vadyba tvirta, ir panašu, kad šio aspekto beveik nepaveikė katedros vidaus pokyčiai, kurie galėjo sutrikdyti tokios jaunos studijų programos vykdymą. Tobulinant studijų programą, atsižvelgiama į studentų pageidavimus ir pasiūlymus, tačiau iš studentų gautas ryšys yra veikiau užsakymas, o realių pasiekimų, atsižvelgiant į jų grįžtamąjį ryšį, kol kas nėra. Studentai gerai vertina ir priima dėstytojų kokybę. Dėstytojai vykdo atitinkamus mokslinius tyrimus, tačiau vadovavimo moksliniams tyrimams patirtis turėtų būti labiau perduodama kolegoms, kad vadovavimas moksliniams tyrimams nenutrūktų. Dėstytojų dalyvavimas vykdomuose projektuose pažymėtinas kaip labai svarbus šiai studijų programai. Ji turėtų nuolat atnaujinti ir stiprinti praktinį socialinių partnerių indėlį – tam jau sukurtas tvirtas pagrindas. Bendradarbiavimas su Dortmundo taikomųjų mokslų ir menų universitetu yra naudingas studijų programos socialiniams dalininkams ir didina programos tarptautiškumą.

<...>

III. REKOMENDACIJOS

1.

Reikėtų stiprinti projektų vertinimą ir kontrolę kaip studijų sritį.

2.

Studentų pageidavimu į programą įtraukus naują dalyką, jį reikėtų kiek įmanoma labiau pritaikyti projektų vadybai (pvz., *Žmogiškieji ištekliai*).

3.

Programos administracija turėtų aktyviau užtikrinti baigiamųjų magistro darbų, kuriuose nagrinėjamos praktinės problemos, atitikti akademiniam reikalavimams.

4.

Kur įmanoma, vadovavimo moksliniams tyrimams patirtis turėtų būti skleidžiama kitiems dėstytojams.

<...>
