



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos edukologijos universiteto

STUDIJŲ PROGRAMOS

ŠVIETIMO ĮSTAIGŲ VADYBA IR ADMINISTRAVIMAS
(621N90002)

VERTINIMO IŠVADOS

EVALUATION REPORT

OF MANAGEMENT AND ADMINISTRATION OF
EDUCATIONAL INSTITUTIONS (621N90002)

STUDY PROGRAMME

at Lithuanian University of Educational Sciences

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Švietimo įstaigų vadyba ir administravimas
Valstybinis kodas	621N90002
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Verslas ir vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antra
Studijų forma (trukmė metais)	Nuolatinė (2)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo ir vadybos magistras
Studijų programos įregistravimo data	2009-08-31 Nr. 1-73

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Management and Administration of Educational Institutions
State code	621N90002
Study area	Social sciences
Study field	Business and Management
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full time (2)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Business and Management
Date of registration of the study programme	August 31, 2009 No. 1-73

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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	Student survey analysis
2	Programme development plan 2013-2016
3	Graduate survey analysis
4	Structure of professional development

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

The second cycle study programme “Management and Administration of Educational Institutions” (MAEI) is offered by the Lithuanian University of Educational Sciences (LUES) which new statute (including its vision, mission and the new system of the institutional management) was approved by the Parliament in November 2012. The LUES is a member of a joint cluster of 4 universities which include also Vytautas Magnus University, Klaipėda University, and Šiauliai University. The joint cluster aims to improve the quality of studies and research, national and international competitiveness, efficient use of infrastructure and accessibility to higher education through close collaboration in the fields of social and natural sciences, humanities and other sciences. Currently, the LUES encompasses 7 faculties (Philology; Sciences and Technology, History; Lithuanian Philology; Social Education; Sports and Health; Education) and a Professional Competence Development Institute. The Master’s programme MAEI has been implemented by the Department of Economics and Entrepreneurial Education (DEEE) of the Faculty of Social Education (FSE). The other departments of the FSE are: Economics; Social Work and Sociology; and Social Education. It offers 5 Bachelor’s and 3 Master’s programmes. There are 730 students and 40 teachers presently at the faculty. The MAEI study programme is directly linked with the Bachelor’s study programmes – Service Business Administration and Fundamentals of Economics and Business, established at the same faculty. MAEI was registered at the end of August 2009 and received 17 points during the external evaluation conducted in September 2013. It was granted programme accreditation for 3 years (valid until 22 June 2016). There are 72 graduates and 61 full-time students currently registered in the programme. The self-assessment process has been carried out in compliance with the “The Methodology and Methodological Recommendations for Evaluation of Higher Education Study Programmes” prepared by the Centre for Quality Assessment in Higher Education (SKVC).

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 28/04/2016.

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. Georgi Apostolov** Vice-Rector of South-West University “Neofit Rilski” (Bulgaria),
4. **Mr. Simonas Rasimavičius** Nordic / Nordic, Central and South&West / Workplace / Senior professional, Workforce Planner at UAB "CSC Baltic" (Lithuania),
5. **Ms. Dalia Miklaševičiūtė**, Graduate of ISM University of Management and Economics (Lithuania)

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The study programme aims to develop abilities corresponding to Level 7 of second cycle studies in accordance with the Lithuanian Qualifications Framework. It is relevant to the current national policies and strategies aiming at improving the quality of education management as well as to the course of intense reforms in the education system. The programme corresponds to present general needs of entrepreneurial competencies especially linked with the education sector. Additionally, the studies are intended to train highly qualified specialists prepared for professional activities “not only in educational organizations but also in the sphere of business”. Furthermore, it is geared to build up abilities for performing managerial and administrative functions not only in public and private educational institutions but also in different kinds of authorities supervising such institutions (SER, p. 5). Combining all these, the program intends to provide the graduates with better opportunities for obtaining jobs.

The overall goal of the programme is “to train qualified specialists in management and administration of educational institutions” and it meets the established criteria and requirements for the Master level. The intended learning outcomes are differentiated into 4 groups of skills (knowledge, cognitive, practical and transferable), presented in more generalized form (Table 2, SER, pp. 6-7) and then specified accordingly (Table 3, SER, p. 7). It is stated that the learning outcomes have been discussed with the social partners (“i.e. Association of Local Authorities in Lithuania and associated structures of business” – SER, p. 6) and this has been confirmed at the meeting with their representatives during the review visit. The experts recommend that the

learning outcomes are discussed also with representatives of educational institutions (both public and private) and especially with their heads and deputy heads.

The aims and learning outcomes are well defined, clear and publicly accessible via the website of the Lithuanian University of Educational Sciences (LEU) as well as the well-known in the country – AIKOS system. They comply with all legal acts and requirements regarding qualifications of specialists trained (SER, p. 8). The learning outcomes are reviewed and amended periodically in order to respond and adhere to changes in HE and the labour market. Experts' recommendations from the previous evaluation had been taken into account for improving the learning outcomes. The continuous international benchmarking of the programme still needs attention but the programme addresses local needs very well. General information about the studies and career opportunities for its graduates is disseminated on regular basis through various media channels.

The expert team confirms that the programme aims and learning outcomes are consistent with the type and level of studies and the level of qualification offered. The name of the programme, its learning outcomes, content and the qualification offered are compatible with each other. Based on different surveys, the demand for highly qualified specialists in the sector of education, including management and administration of educational institutions, is growing which makes this programme an attractive offering (currently there are 61 students registered). It is also evident by the fact that over the period of the self-evaluation (2013-2015) only 3 (1 per year) out of 72 graduates registered in the Lithuanian Labour Exchange (Table 4, SER, p. 8) and also that 70% of them work according to the obtained qualification mainly in educational institutions (SER, 28).

2.2. Curriculum design

The study plan corresponds to the aims and learning outcomes of the programme and ensures acquisition of Master competencies in Business and Management. The curriculum design meets the legal requirements. The total volume of the ECTS credits is 120 and the duration of full-time studies is 2 years. The master thesis is 30 credits and no more than 5 subjects are taught per semester, as required. The volume of the study programme, which is taught by teachers with scientific degree is 82% against the standard of at least 80%. The 90% of teachers, whose areas of research coincide with the study subjects they teach, is well above the required minimum of 60%. Professors involved in the programme are 33% (at least 20% is required by legislation). The volume of 60% for students' self-dependent work in each study subject is high above the required minimum of 30%. The recommendation from the previous

evaluation, regarding the high amount of students' self-dependent work (70%) have been taken into account and it was reasonably reduced to 60%.

The logic of the study programme is rational and justified. The subjects are evenly spread and their themes are not repetitive. Their sequence over the two school years is well-thought-out so that the study subjects correlate with the intended learning outcomes (Table 9, SER, pp. 14-15). The design of the study programme ensures that necessary knowledge is gradually accumulated and that appropriate skills and competencies are consecutively acquired.

This is a sophisticated, popular programme well versed in the need for educational quality and so the comments which follow are to be set against a background of participant proficiency and insightful curriculum design. The panel found, especially among teaching staff, that the comments that follow had already been identified internally and are subject already to internal discussion among programme stakeholders. Where no movement had taken place this was largely attributable to lack of available funding and the open discussion of economic factors within education throughout the programme was in itself an endorsement of confidence and competence of the subject matter expertise in the programme.

The absence of any alternative subjects and the lack of practice for non-teacher experienced students, were identified as weaknesses by the experts in the previous evaluation. No changes have been made in regard to alternative subjects but when this was raised by the panel, the reasons were firmly rooted in economic factors and the costs of extending the curriculum rather than by a lack of interest or intent. Most students do have appropriate teaching experience and students we met had a variety of reasons for following the course. It was quite cogently argued by students that teaching experience was possible if students wished to follow this route, but those with an entrepreneurial goal were sometimes not inclined to take on this form of practice. Graduates who met with the review team made a number of suggestions (e.g. to create opportunities for getting teachers' qualification and to acquire more practical skills; to introduce subject-specific practice and new study subjects – psychology, coaching, public speaking, audit, lobbyism, law, staff training, etc.). It is again strongly recommended that elective subjects/modules are introduced into the programme when financially viable and to seek out appropriate options for practice are provided for those students who have no experience with educational institutions.

The content of the subjects, the teaching methodology and the assessment methods are appropriate for achieving the intended learning outcomes. In response to the experts' recommendation for inclusion of subject areas which might equip graduates for a broader range of jobs, some new subjects have been added (e.g. "Assessment of corporate financial activities")

and “Financial management of educational institutions”). These changes in the programme have been discussed with some social partners. In the future, when economic conditions allow, essential aspects regarding management and administration of educational institutions like: human resources management, organizational culture and leadership, marketing as well as similar to those suggested by students and mentioned above might be included as electives. In the case where the Faculty has insufficient financial resources, then the University could consider offering a cluster of electives for a range of common programmes thus optimizing the institutional resources.

The kinds of educational institutions this programme targets (it is unlikely that the programme is suitable for all kinds of educational organizations – pre-school, primary, secondary, high and higher, vocational and the divisions for education at municipalities, as well) is very broad. Teachers, students and graduates saw both advantages and disadvantages to this, and some very clearly focussed on entrepreneurship and the business of education while others were clearly focussed on the organisational aspects of state education. This makes for an interesting mix. This wide programme scope means that identifying target participants could be challenging. On pp. 10-11 of the SER an exhaustive account on the national education system is provided which could be used to appropriately address the above necessity. The Department of Economics and Entrepreneurial Education (DEEE) of the Faculty of Social Education (FSE) should re-examine the target groups for this study programme analysing the trends of enrolling students. The panel suggest inclusion of electives and practice including specialized education and business topics could contribute to refining students’ expectations and possibly extending the potential set of recruits to the programme. Doctoral studies as a potential perspective for graduates should be also seriously considered in promoting the programme.

The previous evaluation team found that there had been a dominance of subjects reflecting the public sector education whereas the programme is intended to produce graduates for both public and private sectors. Some changes have been made to address this imbalance which is still in development. The SPC could consider offering specializations for the students who’d prefer to work in the public education sector and for those who might opt for the private business. One of the students, present at the meeting with the experts said she’s planning to open a private kindergarten and need more knowledge about private aspects of education business. Therefore, it is recommended that more social partners from private sectors should be involved in examining and improving the programme who could share their insights related to functioning of educational institutions. One of the possible partners could be Austėja Landsbergienė – owner of a kindergarten chain (Vaikystės Sodas) and a primary school (Karalienės Mortos mokykla).

Some more possible types of involvement of the existing and new social partners could also be suggested – as guest lectures, on site visits and practice at educational institutions, study programme and master thesis reviews by social partners.

The scope and content of the programme is relatively sufficient to ensure the intended learning outcomes although the expert team would suggest increasing the amount of foreign (English) literature to tap into the most up-to-date information. The possibility of inviting visiting lecturers should seriously be considered, as well, in order to expand the programme at international level. These two issues could be mitigated utilizing the cluster established by 4 universities – LEU, Vytautas Magnus University, Klaipėda University and Siauliai University which was announced last year – for instance, organizing university exchanges for particular subjects as well as inviting lecturers from other countries.

2.3. Teaching staff

The teaching staff meets the legal requirements for implementing this study programme. There are 15 teachers, 5 of which professors (2 habilitate doctors), 7 associate professors (all with scientific degrees) and 3 lecturers (one with scientific degree). Thus, the teachers with scientific degree amount to 82% of the total teaching load in the programme. The number of teaching staff, their qualification and teaching experience in the taught subjects ensure that the learning outcomes can be attained. The teaching staff turnover has been quite stable for the last few years and the present teachers are able to ensure adequate provision of the study programme. The Department have taken into account the recommendation from the previous evaluation that the profile of the teaching staff is aging and strategic plans for improving the age structure are necessary. As a result of the measures imposed, the average age of the teachers has been decreased from 60 to 53 years for the last 3 years. Currently the age range of the full-time staff is 31 (against 46 before) to 69 (against previous 73).

Staff members have worked in editorial boards, implemented expert activities, published books (3 monographs and 3 methodological aids) and research papers (more than 90) in national and international journals, participated in conferences and seminars – domestic and foreign. They were involved in a number of international projects which topics coincide with various subjects of the study programme. The teachers are competent and confident; they feel themselves like a strong team; there is a lot of informal communication between them and also with students; they are “always available” and “eager to help” as graduates said during the meeting with experts. **They are fully conversant with quality procedures within the programme**

and it was clear that all feel able to contribute openly to discussions and debates on the programme development.

Regarding professional development of the staff, there are a number of training opportunities provided by the university through its Professional Competence Development Institute (PCDI). All teachers have been involved in different courses and events, organised by PCDI over the period of evaluation. Professional development was seen to be a high priority and perhaps because of this paradoxically the routine collection of data on this was not given a lot of attention. It was apparent to the panel that the team actively sought out professional development activities without prompting and a number were involved in interesting undertakings that were talked about informally within the teaching group but not logged formally. There appears to be no any officially collected data about voluntary training and the Faculty management don't keep account of it. The panel felt this might be a missed opportunity to showcase some of the existing expertise and interesting development that undoubtedly takes place. The experts recommend that the DEEE design and keep a kind of a map for tracking teachers' professional development. This could be done, for example, by putting the courses, each member of staff has attended, in an appropriate matrix on annual basis. It is apparent that the Department themselves appraise this need for improvement - „More regular and better targeted professional development of the teaching staff members” (SER, p. 22). Routine internal measures for quality checks whether the teaching and learning is up to date is advisable to be also considered although it is fair to say the panel found no evidence that the quality of the teaching staff was in question: on the contrary the caliber of teaching staff met by the panel appeared high

Teachers' performance is formally assessed mainly by questionnaires, although the response rate of student surveys is usually too low (only 10 respondents last time). This should be seriously examined and the response rate increased, for example, by keeping the students **formally** informed about the decisions and actions that have been made as a result of their responses and suggestions. **I**n order to ensure sufficient quality of supervision it has been decided not to appoint more than 3 Master students to one teacher. Nevertheless, the titles of some Master theses raise serious concerns (e.g. “International Road Freight Transportation...” - 2014, “Development of Life Insurance Market in Lithuania” - 2014, “Pension System in Lithuania: Status and Perspectives” - 2015, “The European Banking Union: Reasons for its Establishment and Mechanism of Action” - 2015; etc.). This needs to be re-considered so that the topics of the Master theses fall within the subject area of the study programme in order to guarantee the quality of studies. This was a known issue and the panel were told that steps have already been taken to bring these titles firmly into the area of study.

The most critical challenge over the last 3 years has been the internationalization of the studies as evident from the insufficient mobility of the teaching staff and students. The staff and management is fully aware of the importance of this aspect and that it is a crucial obstacle that must be dealt with (SER, p. 22). It seems the recommendation from the previous evaluation (“more internationalization and international exchanges should be strongly considered”) has not been appropriately acted upon. The major reason is said to be the “insufficient English language skills” of both teachers and students, but during the meetings the experts discovered that the potential of teachers and especially students to communicate in English is highly underestimated.

Most students and teachers have very good English skills, and more importantly, many of the professional development activities the teachers have undertaken means that there is already a good network of international colleagues who could be utilized on the programme. Therefore, it is strongly recommended that deliberate efforts are made to enhance the internationalization of the study programme, for example, by arranging study visits, exchange of staff, attracting foreign students, etc. Besides, increasing the number of subjects in English language would increase incoming students to the programme which potentially could cover the gap of decreasing the number of students in Lithuania.

2.4. Facilities and learning resources

The premises available for the studies of this programme are sufficient and appropriately equipped for teaching and learning. Lecture and seminar rooms are located at the same building as the Library. The Library is a member of the Consortium of Lithuanian Academic Libraries thus providing access to greater amount of resources. It offers convenient reading rooms for self-studying as well as easy access to a rich repository of books and journals both printed and electronic. A number of articles (90), books (3) and methodological aids (3) were published over the last 3 years by teachers of the programme.

Books, journals and methodological materials by foreign authors and in foreign languages could be found at the Library but their number is too limited and their nature quite general. There is a need for more specialized publications relevant to the content of the study subjects of this programme. The Library provides access to the most popular academic electronic databases (e.g. EBSCO, Emerald, SAGE, SocINDEX, Springer, Taylor & Francis, etc.) but there is no data if and how much these have been used by students. From the master theses presented during the visit it became evident that the electronic databases hadn't been used extensively. Teachers themselves are aware of these weaknesses: „more copies of literature sources should be purchased more and more intensifying use of data bases of scientific literature”; “renewal of

and provision with scientific literature sources acknowledged at international level” (p. 24). It is advisable that these are examined carefully and appropriate measures are elaborated.

There was a recommendation from the previous evaluation that the Library should consider extending its opening hours in order to provide more student support for their studies. As a response the working hours were extended so that during the exam sessions it is open from 08.00 until 20.00, including Saturdays.

Professional practice is not considered yet as necessary for this programme although the experts from previous evaluation recommended introducing practical activities for **the small number of** students who do not have experience with educational institutions. It was also suggested by graduates and social partners during the meetings with the present experts, so that aspect should be re-examined and appropriate solution found.

2.5. Study process and students’ performance assessment

The average competitive points for entrance to the programme have remained quite stable for the last 3 years (max. around 19.5 and min. between 16.17 and 15.0) and it is the same with the registered entrants. Typically, the number of enrolled students at non-state funded seats are 2-3 times higher than those at the state-funded ones. The number of applicants (38, 38, 30) and enrollments (30, 30, 22) are apparently decreasing which is compensated by admitting returners to the programme. The number of registered students for the last 3 years was – 79, 69, 61. This decreasing trend needs careful investigation and elaboration of appropriate measures, for example, employing better marketing approaches and recruitment mechanisms. Drop-out rate (15 and 12 students for the last two years) is another challenge which should be dealt with. The reasons for drop-out are said to be: academic debts, personal or family problems, financial shortages or health problems, failure to combine work and studies, emigration.

As already mentioned above, the number of study subjects learnt per semester does not exceed 5 as required by the regulations, the self-dependent work makes up to 60% of all studies. The time-tables of examinations, the dates and venues for them are usually discussed with head-students and announced at the website of the DEEE no later than two weeks before the beginning of the examination session. Official documents of the University and the Faculty outline the major rules and procedures aiming to ensure fair studies and objective evaluation of students’ achievements. The teacher-student relations are based on the principles of honesty, fairness, trust and systematic support. More than that, during the review visit the experts were told by students and graduates that their relations with the teachers are “friendly” and “very good”.

Knowledge and skills obtained by students are assessed by a range of methods and are based on the principles of objectivity and completeness. Evaluation is executed according to a 10 point criteria based system. At the beginning of every semester the teacher of each study subject introduces his/her discipline, and announces the major requirements, assessment criteria and rules (this was confirmed by students and graduates). During the review visit, students mentioned that they got letters from professors regarding the feedback on their test/exam etc. and that feedback was generally extensive or at least good. In case a student is not satisfied with the evaluation results, s/he has the right to appeal to the Examination Appeal Commission. Academic dishonesty (e.g. plagiarism and fraud) is severely punished and there was one case mentioned by students. In general, the student success rate is quite high which is a good attestation for the quality of the teaching and learning.

Students' opinion surveys are carried out following the examination sessions. The expert team were presented with examples and results of such surveys during the on-site visit. Various forms to increase the amount and efficiency of feedback are used in the study process and specific measures have been foreseen to respond to students' suggestions and recommendations (it was confirmed by students and graduates during the meetings with the experts).

The preparation of the master thesis starts in the first semester and it is defended at the end of the studies. As already indicated, the master papers from the last two years cover a vast range of topics some of which deviate considerably from the subject area of this study programme but this is changing. All students are provided with possibilities for participation in research activities but there is no concrete data about how many students of this particular programme have benefited from them.

There are neither outgoing nor incoming student mobility in this study programme. The major reasons provided in the SER are: financial constraints, lack of English language abilities, family and private concerns, job conditions, etc. Currently, there is only one student from Georgia who has learnt Lithuanian and whose studies are funded by the Ministry of Education and Science. It should be stressed again that, as witnessed by the experts, the students' and teachers' potential to communicate in English is much higher than the Department presume, so the efforts to encourage international exchange should be intensified. The SPC is aware of the fact that they should "intensify administrative and information measures for increase in students' mobility (SER, p. 28).

There are variety of effective support measures available to students. The University provide a vast range of opportunities and services involving accommodation, scholarships, career

guidance, etc. Teachers also offer strong support to their students – in person, via e-mail, phone, etc. There is a Student Representative Body (SRB), a voluntary non-profit organization, offering social, psychological, health care and other types of services.

Professional activities of the majority of graduates meet the programme providers' expectations. For the last 3 years, 72 students have graduated from the programme. It is reported that 70% of them work according to the obtained qualification mainly in educational institutions; 60% of them improved their situation in the labour market after graduating; and only 3 (1 per year) were registered at the Labour Exchange every year. Graduates usually get jobs related to management and administration of educational institutions and other organizations in the public sector, carry out research, expert and consultation assignments. Following the recommendation from the previous evaluation, the Department intensified the communication with the graduates. A lot of feedback has been collected which would be considered for improving the programme (e.g. to introduce subject-specific practice and new study subjects – psychology, coaching, public speaking, audit, lobbying, law, staff training, etc. – SER, p. 28) and the panel could observe there was an active and ongoing discussion about programme development between stakeholders in the programme. Students met by the panel were good ambassadors for the programme: articulate, creative in thought and insightful.

2.6. Programme management

All responsibilities for decisions and monitoring of the implementation of the study programme are clearly described in various university documents and are reasonably allocated. Similar to all other programmes at the LUES, the Department (DEEE) administers this programme, and other bodies involved in its implementation and quality assurance are: the Faculty, the Dean and Vice-Dean for studies, the Study Programme Committee, the Study Regulations of LUES, the Senate, etc. The institutional website provides sufficient details of the whole organizational structure and the decision-making processes. The Study Programme Committee was renewed and Assoc. Prof. Dr. V. Navickas became its Chairperson in June 2015 (SER, p. 29). The SPC involves teachers from the Department, social partners and a representative of students. It is responsible for the programme implementation, renewal, and quality assurance. Quality assurance is based on the collection and analysis of data and this includes the study process, teaching abilities, facilities, and student support, etc. Outcomes of internal and external evaluations of the programme are used for improvement of the programme.

A major role of the quality assurance system plays the Office for Academic Quality of LEU, which coordinates and integrates all institutional activities aiming at improving various

aspects of its performance. During the visit, the experts were provided with a number of colored charts and diagrams, supplied with appropriate descriptions, which give a very clear picture about the whole QA system, rules and procedures. There are a lot of evidences that the internal quality assurance system functions effectively and efficiently. At the same time, students and graduates, present at the meetings with the expert team, said they felt involved and supported by their teachers and departmental administration, and their voice is heard (e.g. “the teachers are always available”, “they are eager to help us”; etc.).

It was recommended during the previous evaluation, that the work with the social partners should be improved with more regular and minuted meetings. During the review visit the experts were able to see some samples of such meeting minutes which testify for a better collaboration with them but still mainly with representatives from public sector. In fairness, when this was raised with the programme management, it was noted that these representatives had both the greatest incentive for links with the programme, and the time available within working hours to participate. It is again recommended that more stakeholders from the private sector should be involved, as well as their representatives have to be invited as guest lecturers.

Overall, the programme management was seen to be strong with a major commitment to quality throughout the programme. Robust practices exist in relation to teaching and learning so that for example policies relating to plagiarism are fully integrated and known throughout the department. The management systems encourage the employment of very good teaching staff who undertake their own professional development as a matter of course. Strong informal dialogue exists between students and staff and graduates speak highly of systems in place. The programme is especially strong in responding to local market needs and its viability as evidenced by its popularity and strong recruitment is impressive in view of existing demographic challenges. The aspect of financial viability resultant on successful student recruitment represents a major endorsement of existing management practices which allows for a programme that teaches students expertise and insight they need for their chosen careers in educational management. Where the panel have made observations and suggestions for future changes, these have mainly been given knowing that existing structures have so far served the programme well. Ironically it may be that the most important recommendations the panel makes regarding the internationalisation of the program have not been given the priority the panel would now like to see precisely because of the existing domestic success of the programme.

III. RECOMMENDATIONS

1. With due regard for financial constraints explored openly with the Management committee during the visit, cConsider introducing elective/alternative subjects into the programme and appropriate options for practicing for those students who have no experience with educational institutions. It is also strongly advisable to strengthen the continuous international benchmarking of the programme.
2. It is strongly recommended that deliberate efforts are now made to enhance the internationalization of the study programme, for example, by arranging study visits, exchange of staff and students, inviting visiting lecturers from abroad, etc. Additionally, the amount of literature in English on the library stacks should be increased in addition to up-to-date and internationally acknowledged publications in online databases. The tracking of the use of databases, both printed and electronic, by students should be intensified.
3. The Department should design and keep some sort of a map for tracking teachers' professional development. This could be done, for example, by putting the courses, each member of staff has attended, in an appropriate matrix on annual basis. Additionally, internal measures for quality checks whether the teaching and learning is up to date is advisable to be also considered.
4. More social partners from the private sector should be involved in examining and improving the programme who could share their insights related to functioning of educational institutions. Involvement of existing and new social partners as guest lectures, study programme and master thesis reviewers, etc. is also recommended. Furthermore, in order to guarantee the quality of studies there is a need to re-consider the topics of the master theses, ideally together with the social partners, so that they fall within the subject area of the study programme.
5. While accepting there is a good level of informal feedback and dialogue in the programme between stakeholders, the formal response rate of students' opinion surveys have to be increased. The students should be kept informed formally about the decisions and actions that have been made as a result of their responses and suggestions.

IV. SUMMARY

The study programme corresponds to present needs of entrepreneurial competencies of the education sector. It is relevant to the current national policies and strategies aiming at improving the quality of education management and the course of reforms in education in Lithuania. The aims and learning outcomes are well defined, clear and publicly accessible and they are consistent with the type and level of studies and the level of qualification offered. The name of the programme, its learning outcomes, content and the qualification offered are compatible with each other. The curriculum design meets the legal requirements and the study plan corresponds to the aims and learning outcomes of the programme and ensures acquisition of Master competencies in Business and Management. The logic of the study programme is rational and justified. The subjects are evenly spread and their themes are not repetitive. Additional alternative subjects and the lack of practice for non-teacher experienced students might be considered to improve the programme. The content of the subjects, the teaching methodology and the assessment methods are appropriate for achieving the intended learning outcomes. The teaching staff meets the legal requirements for implementing the programme. The most critical challenge over the last 3 years has been the internationalization of the studies as evident from the insufficient mobility of the teaching staff and students. The potential of teachers and especially students to communicate in English is highly underestimated. The premises available for the studies of the programme are sufficient and appropriately equipped for teaching and learning. Books, journals and methodological materials by foreign authors and in foreign languages could be found at the Library but their number is too limited and their nature quite general. There is a need for more specialized publications relevant to the content of the study subjects. Study process and students' performance assessment is effective and efficiently organized. Professional activities of the majority of graduates meet the programme providers' expectations. More stakeholders from the private sector should be involved and their representatives to be invited to teach as guest lecturers. Quality assurance is based on the collection and analysis of data and this includes the study process, teaching abilities, facilities, and student support, etc. Outcomes of internal and external evaluations of the programme are used for making improvements. There are a lot of evidences that the internal quality assurance system functions effectively and efficiently.

V. GENERAL ASSESSMENT

The study programme *Management and Administration of Educational Institutions* (state code – 621N90002) at Lithuanian University of Educational Sciences 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	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	4
	Total:	20

*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. Georgi Apostolov

Mr. Simonas Rasimavičius

Ms. Dalia Miklaševičiūtė

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VI. APIBENDRINAMASIS ĮVERTINIMAS

Lietuvos edukologijos universiteto studijų programa *Švietimo įstaigų vadyba ir administravimas* (valstybinis kodas – 621N90002) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	4
	Iš viso:	20

* 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)

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IV. SANTRAUKA

Studijų programa *Švietimo įstaigų vadyba ir administravimas* atitinka šiuo metu švietimo sektoriui reikalingus verslumo gebėjimus. Ji atitinka dabartinę nacionalinę politiką ir strategiją, kurių tikslas – gerinti švietimo valdymo kokybę ir švietimo reformų eigą Lietuvoje. Programos tikslai ir numatomi studijų rezultatai yra apibrėžti, aiškūs ir viešai skelbiami; jie atitinka studijų rūšį, pakopą ir kvalifikacijų lygį. Programos pavadinimas, numatomi studijų rezultatai, programos turinys ir suteikiama kvalifikacija dera tarpusavyje. Programos sandara atitinka teisės aktų reikalavimus; studijų planas atitinka programos tikslus ir numatomus studijų rezultatus ir užtikrina verslo ir vadybos magistro kvalifikacijos įgijimą. Studijų programos logika yra racionali ir pagrįsta. Dalykai išdėstyti nuosekliai, jų temos nesikartoja. Šios programos tobulintina sritis būtų alternatyvių dalykų padidinimas bei praktikos praplėtimas, kadangi mokymo patirties neturintiems studentams trūksta praktikos. Dalykų turinys, mokymo ir vertinimo metodai yra tinkami numatomiems studijų rezultatams pasiekti. Dėstytojai atitinka teisės aktų reikalavimus, keliamus šios studijų programos dėstytojams. Svarbiausias pastarųjų trejų metų universiteto uždavinys yra studijų tarptautiškumo didinimas – tai rodo nepakankamas dėstytojų ir studentų judumas.

Nepakankamai įvertintos dėstytojų, o ypač studentų galimybės bendrauti anglų kalba. Studijoms skirtų patalpų pakanka, jos yra tinkamai įrengtos. Bibliotekoje yra knygų, žurnalų ir metodinės medžiagos užsienio kalbomis ir užsienio autorių, bet jų per mažai, be to, jos gana bendro pobūdžio. Reikia turėti daugiau specializuotų leidinių, atitinkančių studijų dalykų turinį. Studijų eiga ir jos vertinimas yra veiksmingas ir gerai organizuotas. Daugelio absolventų profesinė veikla atitinka šios studijų programos teikėjų lūkesčius. Galėtų būti įtraukta daugiau socialinių partnerių iš privataus sektoriaus bei atstovai galėtų būti pakviesti dėstyti ar kaip kviestiniai lektoriai. Kokybės užtikrinimas grindžiamas duomenų kaupimu ir analize; šie duomenys apima studijų procesą, pedagoginius gebėjimus, priemones, paramą ir t. t. Šios studijų programos vidinio ir išorinio vertinimo išvados panaudojamos atliekant patobulinimus. Yra daug įrodymų, kad vidinio kokybės užtikrinimo sistema veikia gerai ir yra veiksminga. Reikėtų įtraukti daugiau socialinių dalininkų iš privataus sektoriaus, jų atstovus reikėtų pakviesti dėstyti.

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III. REKOMENDACIJOS

1. Atsižvelgiant į finansines pasekmes, aptartas su administracija rekomenduojama apsvarstyti pasirenkamųjų / pakaitinių dalykų įtraukimo į studijų programos Švietimo įstaigų vadyba ir administravimas klausimą ir tinkamas galimybes suteikti praktinį mokymą studentams, neturintiems darbo švietimo įstaigose patirties. Pritygtinai rekomenduojama dažniau lyginti šią studijų programą su kitomis tarptautinėmis programomis.

2. Pritygtinai rekomenduojama sąmoningai stengtis didinti šios studijų programos tarptautiškumą, pavyzdžiui, organizuojant mokomuosius vizitus, keičiantis dėstytojais ir studentais, kviečiantis dėstytojus iš užsienio ir t. t. Be to, anglišką literatūrą reikėtų papildyti naujausiais ir tarptautiniu mastu pripažintais leidiniais. Reikėtų daugiau naudotis duomenų bazėmis, popierinėmis ir elektroninėmis.

3. Ekonomikos ir verslo ugdymo katedra turėtų parengti ir saugoti žemėlapi, kuriame būtų galima stebėti dėstytojų profesinį tobulėjimą. Tai būtų galima padaryti, pavyzdžiui, kasmet atitinkama forma nurodant kursus, kuriuos lankė kiekvienas darbuotojas. Be to, patartina apsvarstyti vidaus priemones, skirtas patikrinti, ar studijos (mokymas ir mokymasis) yra šiuolaikiškos.

4. Rekomenduojama studijų programos nagrinėjimo ir tobulinimo procesą įtraukti daugiau socialinių partnerių iš privataus sektoriaus, kurie galėtų pasidalyti savo įžvalgomis dėl švietimo įstaigų darbo. Taip pat rekomenduojama, kad esami ir nauji socialiniai partneriai būtų kviečiami dėstyti, svarstyti studijų programą ir tikrinti magistrantūros baigiamuosius darbus. Be to, siekiant užtikrinti studijų kokybę, reikia persvarstyti magistro baigiamųjų darbų temas, geriausia – kartu socialiniais partneriais, kad jos atitiktų šios studijų programos dalykinę sritį.

5. Pripažįstant, kad egzistuoja geras neformalaus grįžtamojo ryšio dialogas su socialiniais partneriais, rekomenduojame didinti studentų atsakymų į studentų nuomonės apklausas lygį. Studentai turėtų būti nuolat informuojami apie sprendimus ir veiksmus, padarytus atsižvelgiant į jų atsakymus bei pasiūlymus.

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