



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Lietuvos edukologijos universiteto  
**ŠVIETIMO ĮSTAIGŲ VADYBOS IR ADMINISTRAVIMO  
STUDIJŲ PROGRAMOS (621N90002)  
VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF MANAGEMENT AND ADMINISTRATION OF  
EDUCATION INSTITUTIONS (621N90002)  
STUDY PROGRAMME**

at Lithuanian University of Educational Sciences

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Išvados parengtos anglų kalba  
Report language - English

Vilnius  
2013

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Švietimo įstaigų vadyba ir administravimas</i>
Valstybinis kodas	621N90002
Studijų sritis	Socialinių mokslų
Studijų kryptis	Verslas ir vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	2
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Verslo ir vadybos magistras
Studijų programos įregistravimo data	2009 m. rugpjūčio 31 d. (Nr.1-73)

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Management and Administration of Education Institutions</i>
State code	621N90002
Study area	Social sciences
Study field	Business and management
Kind of the study programme	University studies
Study cycle	Second
Study mode (length in years)	2 full-time
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master in Business and Administration
Date of registration of the study programme	31-08-2009 (No 1-73)

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The Centre for Quality Assessment in Higher Education

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## I. INTRODUCTION

The Lithuanian University of Educational Sciences (LUES) in Vilnius was formerly the Vilnius Pedagogical University. Its name was changed by the Resolution of the Seimas in May 2011. Following the guidance from the Lithuanian Centre for Quality Assessment in Higher Education (SKVC), the University prepared a self-evaluation report (SER) for its master programme Management and Administration of Educational Institutions and submitted it to SKVC on 29 March 2013. The study programme graduates are awarded the title Master in Business and Administration (MBA) from 2010.

The study programme is implemented by the Department of Economics which lies within the Faculty of Social Sciences, one of seven faculties in LUES. The academic staff of LUES comprises 552 members including 84 professors and 216 associate professors. In total, there are over 9,000 students studying at LUES including 83 full-time students currently studying for two years on this 120 credits MBA study programme. There are no part-time students since 2009.

The international external evaluation of the programme took place on Monday 13 May 2013 and included a site visit to the Vilnius campus. The team of experts was led by Dr. Michael Emery (UK) and the other team members were Mr. Paul O'Sullivan (Ireland), Prof.dr. Tatjana Volkova (Latvia), Ms. Karolina Zelbiene (Lithuania), and Mr. Dionis Martsinkevichus (student member, Lithuania). A brief oral feedback was provided by Dr. Michael Emery at the end of the site visit. The expert team later reviewed its findings and produced a written draft report which was submitted to SKVC. The University had the opportunity to comment on the draft report prior to its publication.

## II. PROGRAMME ANALYSIS

### *1. Programme aims and learning outcomes*

The programme aims and learning outcomes are defined, readily available, and accessible to students and the public. LUES uses the AIKOS system and also its own official website to offer such information. The learning outcomes are linked to the study programme, the study methods, and the study subjects; there is strong correlation. There are relatively few study subjects across the two years of the programme in comparison with other master programmes that offer alternative choice. The programme aims to develop students' abilities that reflect Level 7 of second cycle studies that is within the Lithuanian Qualifications Framework and the expert

team confirms this. It also adheres to the Bologna Accord. The aims and learning outcomes are consistent with the level of studies and a master programme. The title of this programme, 'MBA', is misleading. Although it is a master programme, it is not an international MBA as is offered by eminent business schools abroad in France, the UK, and America.

The programme aims to produce highly qualified specialists in the management and administration of educational institutions for both public and private educational institutions. However, it also aims to train specialists for other, different forms of legal entities' (SER; p.5) such as joint stock companies and public institutions. This could be problematical for the graduates of this specific route who would compete against graduates for jobs who have studied broader and more relevant curricula at master level and thus may have wider opportunities for jobs. LUES, in its SER (SER; p.5), seems to be aware of this matter. Although the Lithuanian economy is suffering from the banking and credit crisis still prevalent in Europe, the graduates from this programme have found relevant jobs. Since 2009-10 when the current programme was implemented, just one graduate from 42 students registered in the Lithuanian Labour Exchange (SER; table 4; p.7).

Both the Faculty of Social Sciences and the Department of Economics are appraised of the labour market situation. The staff are fully aware of the relevant national surveys by the state relating to education management, ie. National Education Strategy for 2003-12 and also 2013-22, which encourage responsible and rational education management, greater competences, and the enhancement of quality. The intended learning outcomes of the study programme reflect these current policies. The SER is highly informative on a plethora of Lithuanian and EU legal acts and documents that the learning outcomes also mostly reflect and adhere to (SER; p.8). One area missing, and already indicated, is an international approach for this study programme; a more international approach, for example, might be included in the subject 'Innovative Activity of Educational Organisations' both within its content and in the reading list; this lack of internationalisation should be carefully considered by the Department and acted upon now.

It is clear that specialists from more general master programmes in business are currently in demand from the surveys undertaken. These surveys include, 'Competitiveness of Higher Education Graduates in the Labour Market, Context of Labour Force Supply and Labour Demand' (Institute of labour and Social Research, 2004) and, 'Analysis of the Labour Market and Suggestions on Resolving the Problem of Labour Force Shortage, Taking into Account the State's Economy Development Forecast for 2008-15' (Ministry of Economy, 2007). The

business world also supports the likelihood of future growth for specialists in business management and administration. Other state surveys indicate the growing demand for specialists in economics and informatics, as well as for business management. There is, however, a low turnover of employees generally in Lithuanian business and this needs some careful consideration if the Department intends to broaden this master study programme and produce other master graduates for a wider range of business opportunities.

The name of this master study programme, its learning outcomes at programme and subject levels, and the qualification offered – Master in Business and Administration – are compatible with a focus on business and management. At programme level, the learning outcomes are generic in title - knowledge, cognitive skills, practical skills, and transferable skills – and might be applicable for many master programmes, but then these are specifically related to the behaviour, activities, and management of educational institutions and specifically reflect this programme's official title 'Management and Administration of Educational Institutions'.

## ***2. Curriculum design***

The programme design meets the legal requirements. The total credits is 120, within the 90-120 range. The master paper is 30 credits, as required. Not more than five subjects are studied per semester. Professors involved in the programme are 50% and teachers whose research reflects their teaching subjects are 90% (at least 60% is required). 84% of the programme is taught by teachers with scientific degrees; at least 60% is required by legislation. Overall, the students work well above the required 30% on independent study; this amounts to 70% and this high amount should be further examined as this is not a master programme by thesis; it is a taught master programme plus the master paper.

The logical layout of the programme over the two years and the sequence of the subjects are evenly spread, with the master paper being produced appropriately in the final semester. The themes of the subjects are not repetitive but logically progressive, for example, 'Methodology of research work' appears in semester 1, in semester 2 is 'Scientific research work', and in semester 3 is the more advanced 'Scientific research work'. There are no alternative subjects to select. There is no practice provided within this curriculum and this should be considered for the non-teacher experienced students.

The supplementary details on the content of the subjects is not included in the SER, but is found in an annex. This is the norm for SERs. Upon examination of the subjects, and also examples of the master paper, the content and challenge is appropriate for a master programme at level 7. The content, the teaching methodology used, and the assessment criteria ensure that the intended learning outcomes at programme and subject levels are attainable. The research activities of the staff help provide the latest information in education. However, if, as is mooted, the master programme might equip graduates for a broader range of jobs, then some subject areas should be seriously considered for inclusion within this programme. These might be: finance (much needed and acknowledged in the SER), human resource management, marketing and the environment, strategic management and leadership, management control systems, and practice. In the current curriculum, certainly finance and accounting areas need a stronger role.

As to this specific master programme, the scope is sufficient to ensure the learning outcomes. There are clear links between the programme learning outcomes and those of the subjects, as indicated in the SER (SER; table 7) in some detail and also particularly so in the very full subject descriptors, for example, 'Education Quality Management'. It is logical that 'Education policy' is offered in semester 1. However, it is followed by a dominance of subjects reflecting the public sector education whereas the programme is intended to produce graduates for both public and private sectors. The imbalance needs to be examined and private sector subjects added.

### ***3. Staff***

On the basis of the details provided, the breakdown of the teaching staff meets the legal requirements for teaching this master programme. There are seven full-time teachers and six 'other' teachers including two part-time staff. The group comprises five professors, four associate professors, and four lecturers (SER; annex 2). In addition, the number of teaching staff in relation to the numbers of subjects and students, the staff qualifications and their teaching experience in the taught subjects ensure that the learning outcomes can be adequately covered. There is generally a lack of international experience of the Western world. Even those staff who have such significant experience, for example, from Purdue University (1995) and Wolverhampton University (1995), it was some years ago. Some staff have spent a few days more recently, including regular trips to Hamburg. For many staff, Russian is the second language; some staff have excellent abilities in English but this should be improved in order to provide a more international focus to this master programme in education.

The appointment of staff is an open system with vacancies announced in the press or on the internet. The number of teaching staff in total is some 12 or 13 since 2010. At the same time, the number of lecturers remains the same, the number of associate professors fell by one, but the number of professors increased by one. Although not entirely clear from the SER, it appears that the staffing establishment is very stable. This may help provide a condition for collective effort in implementing this programme but, in contrast, it does mean that the appointment of new staff with new ideas and experiences is lacking. The age range of the full-time staff is 46 to 73 years and that of other and part-time staff is 31 to 67 years. Overall, the profile of the teaching staff is an ageing one with only one member in their 30s and several in their 60s and 70s. The experts recommend that the ageing structure is carefully considered and strategic plans for the future clarified and the appointment of new blood.

The teaching staff, both full and part-time, have sufficient teaching (average time on this programme is 23 years), research (average time is 26 years) and relevant practical experiences over several years to teach this programme effectively. More guest speakers is needed. These staff have a history of writing research papers and teaching aids, have attended some national and some international conferences, and have undertaken study trips and seminars. From reviewing the staff CVs, it is apparent that their educational activities satisfactorily support this study programme and the teaching and learning processes; however, more internationalisation and international exchanges should be strongly considered in order to further develop this master programme. The expert team confirms that this research and teaching experience meets the requirements of this programme. In addition, it is evidenced that the staff have been involved in a range of joint projects financed by the Research Council of Lithuania and the European Social Fund. Work has been and is also associated with the Baltic Sea Region and the Hansa Parliament in Germany. Such joint projects include relevant research into life-long learning, language learning, entrepreneurship education, innovative SMEs, and the quality of studies. Research has also involved more general topics such as the Lithuanian labour market and employment policies more suitable for supporting more general master programme studies. This more general approach should be reviewed unless the Department is indeed to offer a more general master programme.

Other spheres of teacher development include pedagogy and practical aspects. As evidenced in their CVs, teachers overall have improved their teaching skills through attending courses and seminars, including working in various education organisations. The quality of the teaching and learning processes are assessed by questionnaires provided by the Faculty and the University's



Attestation Commission. Regular and on-going checks should be undertaken together with staff reflection on their teaching to guarantee effective teaching and learning.

#### ***4. Facilities and learning resources***

The library is accessible at times, as are reading rooms, books, and textbooks. However, it is also clear that the students rely to a large extent on databases and other electronic sources. These include the Lithuanian Virtual Library, the Lithuanian electronic thesis and dissertations stock (ETD), the Lithuanian Academic Electronic Library (eLABA), and the Worldwide Index of Library Catalogues (LIBDEX). The library subscribes to a range of international databases including EBSCO and SAGE Journals. It is suggested that the library consider extending its opening hours; this would provide more student support for their master studies.

There are subscribed journals in Lithuanian necessary for the implementation of this master programme. There are also subscribed international journals, for example, Education Research Review, Teaching and Teacher Education, and Childhood Education. Each year the book and journal stocks are reviewed and some new stock is added in Lithuanian and foreign languages. In addition, the teachers have produced from 2009 to 2012 13 methodological aids and just two textbooks. These are somewhat minimal but apparently there are plans to increase their number and this is also strongly recommended by the expert team. It is clear that more copies of relevant literature should be purchased annually including new research materials and international books and journals. Some hard copies of relevant and current books and journals are needed to support more fully student progress in the 21st century.

There is no professional practice on this programme. Most of the master students have experience in education and some are currently working in education, thus practice is considered unnecessary for these students. Some thought, however, might be given to introducing practice for those students without such experience.

#### ***5. Study process and student assessment***

In recent years the average competitive points for entry to this master programme has remained stable with, for example, 18.02 in 2009-10 and 18.13 in 2012-13. Likewise, the number of applicants has been stable with 45 in 2009-10 (41 enrolled) and 47 (35 enrolled) in 2012-13. The vast majority of entrants are non-state funded; in 2012-13 only 9 students of the 35 enrolled are state funded, though there are scholarships available. In spite of the financial considerations, the programme continues to enrol students, though in the current academic year, as indicated above,

much fewer of the applicants were accepted even though the minimum points score was slightly lower at 13.55. The Department needs to review the situation including its advertising and publicity campaign if enrolments are to be buoyant in future.

The curriculum follows a logical pattern. It follows the legal requirements in that study subjects do not exceed five per semester and, as noted, independent work accounts for 70%, though this may be considered high for a taught master programme. The organisation of the examination timetables is fully considerate of the students' commitments. Overall, the student success rate is high indicating that learning outcomes are attained.

The research master paper is prepared for in the first three semesters and then produced in semester 4. The most recent papers for 2011-12 cover a range of topics relating to the focus on education and the intended learning outcomes. Such relevant topics include strategic planning in education, quality improvement, principal's competences, the Bologna process, and teachers' career pathways. There are a few more general master papers written on such topics as management of public sector projects and training specialists for the labour market. Assessment follows the normal 10-point scale and appropriately there is a range of marked papers in 2011-12 from the lowest at 4 (unsatisfactory) to the maximum 10 (excellent); the modal mark is 8. The Commission of Master Studies Paper Defence consists of 4-7 specialists in the study field of education together with an external chairperson. The best papers contribute to a special research publication by LUES.

The student drop-out rate is currently some 10% over the two years of the programme, for example, the loss is 8 students from 82 in the 2011-13 intake. The reasons given are financial, health, failure to combine studies with work, and emigration. If the rate is to be reduced further, then student support and student recruitment procedures need examination. On balance, there is a range of effective support procedures including, as mentioned, scholarships, social and some future careers support through the Students Representative Body, regular academic support provided by the teaching staff, and the student hostel provision.

LUES has international student exchange programmes; however, the students on this master programme choose not to be involved. The reasons being include financial considerations, lack of English abilities, family affairs, and job security. Likewise, there are nil foreign students currently entering this programme; the tuition language is 100% Lithuanian and few overseas students wish to learn it. Overall, there is no international involvement and this should be

reviewed by the Department. Abilities in foreign languages needs to also be improved, particularly in English.

The student work, both examinations and master paper, are objectively assessed. Course work and classroom contribution carries up to 50% of the subject mark, examination accounts for the other 50% and includes knowledge and skills assessment. Prior to the start of each semester, students are informed of the assessment criteria for their studies. Students have the right to appeal against an assessment through the Examination Appeals Commission. Staff discuss assessment results individually. Additionally, there are anonymous student surveys that include assessment and teaching and learning methodologies used in each subject.

It appears from the SER that graduates become quickly employed in education (70%) or in more general administration. The graduates survey (SER; p.26) indicates that some 90% improve their career situation on completing this master programme. However, a more international approach might be even more beneficial for both students and staff and also the programme itself.

## ***6. Programme management***

The Department of Economics administers this master programme and is also responsible for aspects of its quality. Other bodies – the Faculty, the Dean, the Study Programme Committee, the Study Regulations of LUES, and resolutions of the Senate – also play a part. The LUES website publicly provides details of the decision-making process in the resolutions of the Faculty and the Study Programme Committee. The Dean directly makes the essential decisions on the running aspects. The Study Programme Committee was recently established on 31 January, 2012; its vital roles include improving quality, curricular changes, relevant projects, and implementation matters. It is chaired by an Associate Professor (Dr. V. Navickas) and comprises teachers, social partners, and a student representative. Thus, there is a plethora of involved bodies that provide a collegial undertaking with the Chairperson personally responsible for the quality of the programme since 13 April 2011 (SER; p.27; ‘Functions of Study Programme Committees in Vilnius Pedagogical University, Order No. 1-468’) Overall, such a system takes time to approve and implement any improvements to the programme. A slimmer structure with fewer levels of involvements should be considered by LUES and the Faculty.

Internal quality matters are conducted at individual teacher, subject, programme, and Faculty levels. Quality assurance is based on the collection and analysis of data. This includes the study

process, teaching abilities, facilities, and student support. To date, such indicators have pointed to improvements needed in teaching approaches, improved links for research, social partners and other institutions, and MIS improvement. These identified features will need on-going review and monitoring, as is alluded to in the SER (SER; p.28; table 18; 'List of aspects/indicators of quality monitoring.') for the internal assurance system to provide effective and efficient quality assurance. It is recommended that to also improve the programme, the work of the Social Partners' Committee and of the Alumni Committee should be improved with more regular and minuted meetings held and with rigorous action plans drawn up. The only external evaluation to date is undertaken by the SKVC programme and institutional evaluations and MOSTA.

### III. RECOMMENDATIONS

1. With reference to the economy of Lithuania and the need for on-going international trade, the Faculty needs to strongly 'internationalise' this programme's learning outcomes at all levels and also content. It also needs to re-examine this programme's title of award, an 'MBA', as it is misleading.

2. The curriculum should be reviewed and appropriate subjects added, particularly for the financing and accounting areas. A focus on the private sector should be added to balance the state sector. A range of contemporary issues need to be included such as business innovations and enterprise creation. The high amount of independent study at 70% on this taught master programme also needs reviewing by the Department.

3. The ageing structure of the programme's teaching staff needs consideration, new strategic plans drawn, and, if possible, vigorous new blood with a pro-active policy added to the programme's staffing establishment.

4. To help internationalise this programme, there needs to be more regular international staff exchanges and involving more of the teaching staff; more foreign guest teachers are also recommended for this programme.

5. Extending the library opening hours should be considered. The total stock should be more international. The teaching staff is recommended to increase its production of methodological aids and textbooks as part of improving teaching and learning resources.

6. It is recommended that the students are regularly involved in international exchanges and there is a need therefore to improve foreign language abilities, particularly English.

7. The work of the Social Partners' Committee and of the Alumni Committee should be improved with more regular and minuted meetings held and with rigorous action plans drawn up.

## IV. SUMMARY

### 1. Programme aims and learning outcomes.

The programme aims and learning outcomes are defined, readily available, and accessible to students and the public. LUES uses the AIKOS system and its own official website to offer such programme details. There is effective correlation between the programme learning outcomes, the subject learning outcomes, and those for the teaching methods and assessment. It is important that the Faculty reviews the title of programme award 'Master in Business Administration' (so-called MBA) as this is misleading because this programme is not an international masters MBA like those offered by eminent business schools abroad. With respect to Lithuania's economic requirements and the need for international trade, the Faculty needs to internationalise the programme's learning outcomes.

### 2. Curriculum design

This programme meets legal requirements. The student work for independent study is well above the required 30% at some 70%. This high amount should be reviewed as this is a taught master programme. Generally, the sequence of subjects is evenly spread over the two years, with the master paper appropriately in the final semester. The subjects are logically progressive, for example, those relating to research activity. It is mooted that this programme be expanded. If so, then other subjects need inclusion, particularly in the accounting and financial areas. There is currently a dominance of subjects reflecting public sector education yet this programme is intended to produce graduates for both public and private sectors. This imbalance needs examination and specific private sector subjects added.

### 3. Staff

The breakdown of teaching staff meets legal requirements. There are seven full-time teachers and six 'other' teachers, including two part-time staff. This establishment ensures that the learning outcomes can be covered. Internationalisation and more staff international exchanges are recommended to further develop this programme effectively; foreign guest teachers should be more widely used; the use of English, of course, is likely to be the common language for instruction. The expert team recommends that the staff ageing structure is carefully considered and strategic plans made for the future for appointing vigorous and pro-active new blood. Although staff research activity is usually linked to teaching, more general and wider topics have recently been recorded and this does not support this programme's education focus. Care should

be taken to ensure that innovatory teaching and learning takes place through on-going continuing education development (CPD).

#### 4. Facilities and learning resources

The library is accessible, as are reading rooms, books, and textbooks. But extending the opening hours should now be considered to support student learning more. The students rely on international databases such as EBSCO and SAGE for their research sources therefore checks on plagiarism must be continuous and effective. In addition to the book and journal stock, the teachers produce their own methodological aids and textbooks, but the amount is minimal and should be considerably expanded, as does the greater internationalisation of the total library stock.

#### 5. Study process and student assessment.

The number applications is stable at about 45-50 and the enrolments are reasonable at 41 in 2009-10 though only 35 in 2012-13. Entry competitive scores are also stable at about 18.0. Most students are privately financed or sponsored by business. Graduates obtain good employment positions relevant to this programme. If enrolments are to be buoyant in future, the Department needs to review its advertising and publicity campaigns and be more pro-active. Overall, students attain the learning outcomes and the graduation rate is consequently high. The modal mark for the research paper is 8 and the best papers contribute, appropriately, to a special research publication. Drop-out rate is 10% over the two years; if it is to be reduced then student support and recruitment methods need examination. Students do not take part in international exchange; no foreign students enter this programme; the teaching language is always Lithuanian. It is recommended that there is international involvement and a focus on enhancing foreign language abilities are included in the programme, particularly English, the foremost European business language.

#### 6. Programme management

The Department of Economics administers this master programme and is also responsible for aspects for ensuring quality. Several other people and bodies are involved too. Thus, there is a plethora of those involved; consequently, a slimmer structure should be considered for more efficiency of administration and the implementation of changes. Internal quality matters are conducted by the individual teacher, and also at subject, programme, and at Faculty levels. Some improvements have been made, for example in teaching approaches and in use of the management information system (MIS). Currently, only SKVC and MOSTA provide external

quality evaluations. To assist in developing this programme, the work of the Social Partners' Committee and of the Alumni Committee should be improved with more regular and minuted meetings held and with rigorous action plans drawn up.

## V. GENERAL ASSESSMENT

The study programme *Management and Administration of Education 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 Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	2
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	<b>Total:</b>	<b>17</b>

\*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

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Grupės nariai:  
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**LIETUVOS EDUKOLOGIJOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ  
PROGRAMOS ŠVIETIMO ĮSTAIGŲ VADYBA IR ADMINISTRAVIMAS (VALSTYBINIS  
KODAS – 621N90002) 2013-06-28 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-259  
IŠRAŠAS**

&lt;...&gt;

**V. 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	3
2.	Programos sandara	3
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>17</b>

\* 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)

&lt;...&gt;

**IV. SANTRAUKA****1. Programos tikslai ir numatomi studijų rezultatai.**

Programos tikslai ir studijų rezultatai yra apibrėžti ir prieinami studentams bei visuomenei. LEU informaciją apie šią programą pateikia AIKOS sistemoje bei savo oficialioje svetainėje internete. Egzistuoja veiksminga koreliacija tarp programos studijų rezultatų, dalyko studijų rezultatų ir mokymo metodų ir įvertinimo. Svarbu, kad Fakultetas peržiūrėtų programos suteikiamos kvalifikacijos pavadinimą "Verslo administravimo magistras" (taip vadinamas MBA), nes pastarasis yra klaidintinai, kadangi ši programa nesuteikia tarptautinio MBA laipsnio, kokį siūlo

garsios užsienio verslo mokyklos. Atsižvelgiant į Lietuvos ūkio reikalavimus ir tarptautinės prekybos poreikius, Fakultetas privalo internacionalizuoti programos studijų rezultatus.

## 2. Programos sandara

Ši programa tenkina teisinius reikalavimus. Studento individualus darbas sudaro žymiai daugiau nei reikalaujami 30 procentų, ir siekia net 70 procentų. Šis didžiulis procentas turėtų būti apsvaistytas, kadangi tai dėstoma magistrantūros programa. Bendrais bruožais kalbant, dalykų seka yra tolygiai paskirstyta per dvejus studijų metus, magistro baigiamojo darbo rašymą deramai nustatant paskutiniame semestre. Studijų dalykų išdėstymo seka logiška, pavyzdžiui, su mokslinio tyrimo veikla susijusių dalykų atveju. Ginčytina, ar šią programą reikėtų išplėsti. Jei taip, tuomet būtina įtraukti kitus dalykus, ypatingai apskaitos ir finansų srityse. Šiuo metu programoje vyrauja viešojo sektoriaus švietimą atspindintys dalykai, nors programa yra skirta ruošti absolventus tiek valstybiniam, tiek ir privačiam sektoriams. Šį disbalansą būtina išanalizuoti ir įtraukti konkrečius privataus sektoriaus srities dalykus.

## 3. Personalas

Dėstančiojo personalo struktūra atitinka teisinius reikalavimus. Personalą sudaro septyni viso etato dėstytojai ir šeši „kiti“ dėstytojai, įskaitant du pusės etato personalo narius. Esama personalo struktūra užtikrina mokymo rezultatų pasiekimą. Rekomenduojama stiprinti tarptautiškumą ir skatinti personalo tarptautinius mainus, siekiant toliau veiksmingai plėtoti šią programą; dažniau reikėtų kviesti užsienio dėstytojų; anglų kalba galėtų būti pagrindinė dėstymo kalba. Ekspertų grupė rekomenduoja atidžiai apsvaistyti personalo amžiaus klausimą ir sudaryti strateginius planus, kaip įtraukti daugiau energingų ir aktyvių naujų narių į personalą. Nors personalo mokslinė veikla dažniausiai siejama su dėstymu, pastaruoju metu buvo užfiksuota bendresnių ir platesnių klausimų, kas neprisideda prie šios programos švietimo tikslo plėtojimo. Reikėtų pasirūpinti, kad būtų užtikrinamas novatoriškas dėstymas ir tęstinis personalo tobulėjimas (*angl. CPD*).

## 4. Materialieji ištekliai

Biblioteka bei skaityklos, o tai pat knygos ir vadovėliai yra atviri ir prieinami. Tačiau reikėtų apsvaistyti galimybę prailginti bibliotekos darbo laiką, kad studentai galėtų daugiau praleisti laiko studijuodami. Studentai naudojami tarptautinėmis duomenų bazėmis, tokiomis kaip EBSCO ir SAGE, kaip savo tyrimų šaltiniais, todėl plagiato kontrolė privalo būti nuolatine ir veiksminga. Be knygų ir žurnalų fondo, dėstytojai taip pat rašo savo metodines priemones ir vadovėlius,

tačiau jų kiekis yra minimalus ir turėtų būti ženkliai išplėstas, taip pat į bibliotekos fondus reikėtų įtraukti daugiau knygų užsienio kalbomis.

#### 5. Studijų eiga ir jos vertinimas

Stojančiųjų paraiškų skaičius išlieka stabilus tarp 45 ir 50, o priimtų studentų skaičius buvo tinkamas 2009–2010 metais 41 studentas, nors 2012–2013 tebuvo priimti 35 studentai. Priėmimo balai taip pat išlieka stabilūs ties maždaug 18.0. Daugumos studentų studijos yra finansuojamos pačių studentų arba verslo įmonių. Absolventai susiranda gerą darbą pagal specialybę. Jei norima ateityje padidinti priimamų studentų skaičių, Katedra privalo peržiūrėti savo reklamines ir viešinimo kampanijas ir aktyviau veikti. Bendrai, studentai pasiekia studijų rezultatus ir todėl studijų baigimo rodiklis yra aukštas. Diplominių darbų balų vidurkis yra 8, o geriausi darbai publikuojami specialiame mokslinių tyrimų leidinyje. Nubyrėjusių studentų rodiklis yra 10 procentų per pastaruosius dvejus metus; norint jį sumažinti, būtina išnagrinėti paramos studentams ir studentų atrankos metodus. Studentai nedalyvauja tarptautiniuose mainuose; užsienio studentai nesimoko šioje programoje; visuomet dėstoma lietuvių kalba. Rekomenduojama įtraukti užsienio dėstytojus į programą ir skirti daugiau dėmesio užsienio kalbos gebėjimų stiprinimui, ypač anglų kalbos, kuri yra pagrindinė verslo kalba Europoje.

#### 6. Programos vadyba

Ekonomikos katedra administruoja šią magistrantūros programą ir taip pat atsako už kokybės užtikrinimo klausimus. Šiame darbe dalyvauja ir keletas kitų asmenų ir organų. Tokiu būdu susidaro dubliavimosi situacija; todėl reikėtų apsvarstyti galimybę sukurti mažesnę struktūrą, siekiant veiksmingesnio administravimo ir pokyčių vykdymo. Vidaus kokybės klausimus sprendžia konkretus dėstytojas, tai taip pat daroma dalyko, programos ir Fakulteto lygmenyse. Buvo atlikta šiek tiek patobulinimų, pavyzdžiui, mokymo požiūrio ir valdymo informacinės sistemos (MIS) naudojimo srityse. Šiuo metu tikrai SKVC ir MOSTA vykdo nepriklausomus kokybės vertinimus. Norint pagelbėti šios programos plėtojimo darbe, reikėtų tobulinti Socialinių partnerių komiteto ir Absolventų komiteto darbą, rengiant reguliariesnius ir protokoluotus susirinkimus ir ruošiant detalesnius veiksmų planus.

### **III. REKOMENDACIJOS**

1. Atsižvelgiant į Lietuvos ekonomiką ir nenutrūkstamos tarptautinės prekybos poreikį, Fakultetas privalo stipriai „internacionalizuoti“ šios programos studijų rezultatus visuose

lygiuose bei programos turinį. Būtina taip pat naujai įvertinti šios programos absolventams suteikiamos kvalifikacijos pavadinimą - "VAM" (*angl. MBA*), nes pastarasis yra klaidinantis.

2. Būtina naujai peržiūrėti studijų programą ir papildyti ją tinkamais dalykais, ypatingai finansų ir apskaitos srityse. Kad būtų sukurta derama atsvara valstybiniam sektoriui, didesnę dėmesį būtina skirti privačiam sektoriui. Į programą reikia įtraukti dalykų iš šiandienos realybės, tokių kaip verslo naujovės ir įmonės kūrimas. Individualus darbas sudaro 70 procentų šios magistrantūros programos, kas yra labai daug ir privalo būti Katedros peržiūrėta.

3. Būtina spręsti personalo amžiaus klausimą, sudaryti naujus strateginius planus ir jei įmanoma, reikėtų personalo gretas papildyti "šviežiais" dėstytojais ir aktyvia politika.

4. Siekiant palengvinti šios programos internacionalizavimo procesą, būtina dažniau organizuoti tarptautinius personalo mainus, įtraukiant į juos daugiau personalo; rekomenduojama kviešti daugiau užsienio dėstytojų laikinam darbui šioje programoje.

5. Reikėtų apsvarstyti galimybę prailginti bibliotekos darbo laiką. Į bibliotekos knygų fondą reikėtų įtraukti daugiau literatūros užsienio kalba. Dėstančiajam personalui patariama didinti jų rengiamų metodinių priemonių ir vadovėlių apimtį, tokiu būdu gerinant mokymo ir mokymosi išteklius.

6. Rekomenduojama reguliariai įtraukti studentus į mainų programas ir todėl būtina tobulinti užsienio kalbos gebėjimus, ypatingai, anglų kalbos.

7. Reikėtų tobulinti Socialinių partnerių komiteto ir Absolventų komiteto darbą, rengiant reguliariesnius ir protokoluotus susirinkimus ir ruošiant detalesnius veiksmų planus.

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Paslaugos teikėja patvirtina, jog yra susipažinusi su Lietuvos Respublikos baudžiamojo kodekso<sup>1</sup> 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)

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<sup>1</sup> Žin., 2002, Nr.37-1341.