



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universiteto

STUDIJŲ PROGRAMOS

VADYBA (621N20010)

VERTINIMO IŠVADOS

EVALUATION REPORT
OF MANAGEMENT (621N20010)

STUDY PROGRAMME

at Kaunas university of technology

1. **Dr. Mary Lyn Glanz (team leader)** *academic,*
2. **Dr. Kristiina Tõnnisson,** *academic,*
3. **Prof. Dr. Vulfs Kozlinskis** *academic,*
4. **Ms. Vijolė Satkauskienė,** *representative of social partners,*
5. **Mr. Rimvydas Labanauskis,** *students' representative.*

Evaluation coordinator - Mr. Pranas Stankus

Išvados parengtos anglų kalba
Report language - English

Vilnius
2016

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Vadyba
Valstybinis kodas	621N20010
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	Vadybos magistras
Studijų programos įregistravimo data	2007-02-19 Nr. ISAK-225

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Management
State code	621N20010
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 Management
Date of registration of the study programme	February 19, 2007 No. ISAK-225

CONTENTS

I. INTRODUCTION	4
1.1. Background of the evaluation process.....	4
1.2. General.....	4
1.3. Background of the HEI/Faculty/Study field/ Additional information.....	5
1.4. The Review Team.....	5
II. PROGRAMME ANALYSIS	6
2.1. Programme aims and learning outcomes.....	6
2.2. Curriculum design	7
2.3. Teaching staff	8
2.4. Facilities and learning resources	10
2.5. Study process and students' performance assessment.....	11
2.6. Programme management	12
2.7. Examples of excellence *	14
III. RECOMMENDATIONS.....	15
IV. SUMMARY.....	16
V. GENERAL ASSESSMENT.....	17

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.	Overview/statistics about the usage of the library
2.	Overview/statistics about the elective courses selected by the students

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

The graduate study programme *Management* is carried out in Panevėžys within the Faculty of Technologies and Business by Kaunas University of Technology (KTU). The Faculty implements seven bachelor and five master study programmes and consists of two departments: *Economics and Business* and *Technologies*. The Department of Economics and Business is the co-ordinator of 3 study programmes: Bachelor's study programme in "Business Administration", "Industrial Technology Management", and Master's study programme in Management. The *Management* programme has been running since 1999 and it has 450 graduates.

Mission of KTU is to provide research-based studies of international level, to create and to transfer knowledge and innovative technologies for sustainable development and innovative growth of the country and to provide an open creative environment that inspires leaders and talented individuals. Academic staff of the University consists of 2413 employees (1608 full time employees). 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. KTU Panevėžys Faculty of Technologies and Business was reorganized from KTU Panevėžys Institute in 2014.

In 2013 the evaluation of the master's study programme *Management* was carried out. The Programme was previously accredited until September 1, 2016, for the three-year period.

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 16/03/2016.

- 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 European College, University of Tartu (Estonia)
- 3. Prof. Dr. Vulf Kozlinskis** Professor at Faculty of Economics, Latvia University of Agriculture (Latvia),
- 4. Ms. Vijolė 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 graduate study programme Management is organized according to all necessary legal acts issued by Ministry of Education and Science of Lithuania. The programme aims, objectives and learning outcomes are well defined. They meet the requirements for the second-cycle studies and for the Master's degree defined in the Bologna Qualifications Framework, in Dublin's Descriptors and national documents. They are coherent and demonstrate consistency in the programme title, program aims, intended learning outcomes and content. The well defined programme is the outcome of good co-operation with social partners and based on the market research on local, regional and international needs for management specialists. E.g. during the period of January 1, 2015 – September 25, 2015 there were registered 487 vacancies for management specialists of different level and specialisation at Panevėžys Labour Exchange.

The academic and professional requirements of the programme are appropriate for the second cycle of higher education studies. The aims/objectives of the programme take into account very well the on-going change in business life and they are well communicated to the public. Students are required to obtain and demonstrate appropriate levels of generic and specialist knowledge and competences for a Master in *Management*. All these skills seek to develop an understanding about the field of management and remain at the same time flexible and adjustable to changing local and international demands.

The programme itself combines development of broad management competences and of deep competences in functional spheres (marketing management, international business management and quality management). According to SER it is designed to prepare qualified specialists in management who possess theoretical and methodological knowledge of strategic management, are able to recognise theoretical, practical management problems at the concept level and are able to solve them independently using interdisciplinary research methods and seeking for synergy in strategic corporate management, are able to provide methodological arguments and perform applied research in management and communicate their results efficiently (p.9). In short, it is possible to claim that the study programme *Management* is designed to prepare specialists who possess knowledge in the field of management while being able to recognise conceptual problems but also being able to solve the problems in various organisations.

The objective and learning outcomes of the study programme are publicly available and they reflect the required professional and academic competencies. They are clearly defined and well-communicated to teachers and students and are available to other stakeholders. The matrix in which the courses of the programme are listed (Table 4, Table 7) in the SER gives a good overview in what

courses and how the learning outcomes of the programme are reached. The expert team is convinced that learning outcomes are generally updated and that programme members are involved in the evaluation.

In sum, the aims and learning outcomes of the programme are clear, publicly available and well defined. The programme meets the demands of working life and labour market. The programme aims are consistent with relevant international standards and the name of the programme, its learning outcomes, content and qualifications offered are compatible with each other. At the same time it is still advised to do more benchmarking with similar programs in Europe and to find focus of management. Now the programme is still lacking concrete enough focus and speciality. While looking for possible focus, the management should avoid replicating KTU management programs in Kaunas where focus is on *strategic management* and *project management*. One option is to consider creating special modules for specific fields/sectors, e.g. production management, service management; logistics management etc. This might strengthen both programme aims and learning outcomes even more while corresponding better to the needs of labour market. Based on that the development of the content of the program and strategic choices about the learning outcomes might become clearer for all involved parties.

2.2. Curriculum design

The study programme *Management* is a well-coordinated and implemented programme and has for sure its place among all curricula of KTU and its branch in Panevėžys. The MA programme is utilizing the existing resources of the university and, in the same time, it is filling a gap on the local labour market niches.

The programme lasts altogether for 4 semesters and the volume of the studies is 120 credits of student's contact hours and self-study work. During the studies, students have to take 7 study field fundamental courses. Most courses are 5 credits each, but there is also a 10 credit module - Strategic Management Methodology, which focuses both on the acquisition of skills in students' practical management decisions as well as on deepening conceptual / methodological knowledge of strategic management. There are also two research subjects named *Research Project 1* and *Research Project 2* that are intended to recognise and provide arguments for managerial problems of scientific or research nature.

In order to enable the student to deepen the specialized knowledge and develop skills in research area/ field, three options/alternatives of Management modules are offered: Module of International Business Management, of Marketing Management or of Quality Management. A chosen alternative consists of 4 subjects, 2 of which are 10 credits each and another two are 5 credits each. From the list of Electives 1 and Electives 2 students can choose one out of four 5

credits modules. *Master's Final Degree Project* is 30 credits, which constitutes 25 percent of the executed Programme. Since 2015 there were two new courses included in the study programme *Management* as the response to the last accreditation commission's recommendation: *philosophy and methodology of science* and *business analytics*.

In their interviews, reviewers could verify that students, social partners and/or graduates of the programme have been satisfied with the quality of curriculum design and achievements of the programme. After having studied some final theses, the expert team found them adequate for the programme. Graduates of the Programme are successfully integrated into the labour market. They have taken management positions in various business areas such as: banking sector, trade, health services, telecommunications, manufacturing companies etc.

In sum, the curriculum of the study programme meets all legal requirements. It is same time the system of elective courses could be improved. Under the elective course the school might delete the courses that haven't been taken during the last 3 years and they might consider offering some contemporary, "in demand courses" – e.g. social responsibility, responsible producing, green marketing, leisure management, multiculturalism etc. to update curriculum content. It would be also advised to explore having more interdisciplinary courses and interdisciplinary students in the same classroom together. The courses *scientific research methodology* or *methodology of science and scientific research* should be required courses (not under the electives).

Also more English language should be included into the study process. At least one full course delivered fully in English would be suggested by the team. The Faculty might consider also putting other foreign languages under the elective courses. It would be also advised to continue to focus on social transferable skills throughout the curriculum. A common teaching philosophy shared by whole faculty might be an advantage.

2.3. Teaching staff

The reviewers appropriate for achieving the intended learning outcomes and the programme has reasonable curriculum design suitable for the planned outcomes and approved by the target groups. At the

checked and can confirm that the study programme is provided by teaching staff meeting all legal requirements. Moreover, both the composition of the teaching personnel – i.e. the mix of senior and junior staff members as well as the mix between academic and practical skills and experience among lecturers - is more than adequate to achieve the learning outcomes at the master's level. Out of 16 teachers currently working in the programme as many as 14

teachers have teaching experience over 10 years. In the programme *Management* there have always been 13-16 teachers, taking professor's, associated professor's and lecturer's positions (16 percent - professors, 77 percent - associated professors, 7 percent lecturers). Their number over the last five years has hardly changed. The ratio between students and lecturers in the programme is very good (ratio of students and teachers in 2014/2015 was 2,6). In 2014-2015 absolute majority (100 percent) of the programme teachers are full-time and have a PhD.

In the area of programme-related research outputs, teaching staff meets qualification requirements. This is demonstrated by the high number of publications as well as of conference presentations and the involvement in a substantial number of research projects. Over 2010-2015 the teachers prepared and published 2 monographs, 3 studies, 26 textbooks and teaching books and other methodical aids, related to the subjects taught in the programme. During the last years the programme staff published over 20 scientific articles; 12 are in ISI basic list publications, 21 are in other ISI reviewed databases (Proceedings, etc.). This indicator comparing the results of previous accreditation period increased almost 4 times.

Every year faculty researchers successfully participate in national research projects funded by Lithuanian Research Council, Public Institution Lithuanian Business Support Agency, municipalities, etc. Faculty focuses its applied research on the sustainable economic, social and cultural development of the North East region. In 2015 one Faculty researcher joined worldwide research project on cross cultural management conducted by The University Fellows International Research Consortium where over 60 countries participate. This project was highly appreciated by all involved parties and could be considered as a great "story" of the programme.

6 programme teachers are editorial board members for scientific publications (e.g. "Journal of Business and Management" (USA), "Journal of Business and Economic" (USA), "Science Journal of Business and management" (USA), "China-USA Business Review", etc.). Every third of the staff participates in international and Lithuanian conferences every year. It became also clear to the reviewers that teaching staff members have very good connections to the business world through a variety of activities which are described in detail in the self-evaluation report. Both aspects combined ensure that the programme benefits strongly from theoretical and practical inputs by teaching staff. Also, teaching staff's workloads were verified to be adequate and commensurate with desired programme objectives and learning outcomes

In discussion with lecturers on the programme during the on-site visit, reviewers found a good level of staff satisfaction. There is an understanding between teaching staff as to the philosophical basis of the Management teaching programme and they described their involvement with programme development. The stated philosophical basis for the programme

could be better articulated for external review of the programme and the panel suggests that teachers are encouraged to do this more formally to help establish the identity of the programme going forward.

Teaching staff turnover was rather low during the period under consideration by reviewers for the accreditation. Staff development opportunities exist and are communicated well to teaching staff. These include but are not limited to conference participations, ERASMUS exchange abroad, training on teaching aids, participation in seminars, etc. The scientists of the Faculty participate in national and international programmes such as SOCRATES/ERASMUS, TEMPUS, LEONARDO DA VINCI, COST. Over 5 years 78 percent of the teachers went on short-term internships to Lithuanian and foreign science institutions on *Erasmus* or other exchange programme to raise their qualification. 30 percent of the former went 6 times, 40 percent – from 2 to 4 times, the rest – once.

In conclusion, the team finds that the faculty teaching and research activities, amount and quality of their publications, the number of conferences and trainings/exchanges attended, has improved a lot during last years and is now on good level. This allows the faculty to build even a stronger programme reputation and to continue to serve the regional needs even more effectively. Of course the staff international publication record, international teaching experience and involvement in international research projects could and should be further developed in order to reach the general academic level in Europe. The staff members should continue to focus on research output. It would be advised to have more clear focus for research/ applied research. At least a common framework would be a valuable tool. Faculty could develop a common theme/research strategy for programme-related research activities.

2.4. Facilities and learning resources

During the site visit the experts were introduced to various teaching rooms and lecture halls. Classrooms are adequate in space and number. Experts visited classrooms with multimedia equipment, including adequate software. 15 new computers together with a new multimedia projector for the computer classroom of the Panevėžys Faculty of Technologies and Business were purchased in 2015. In order to improve the quality of *Management* studies, an auditorium (Room 306) dedicated to simulation business have been equipped. Business simulation laboratory has impressive list of the following software: SPSS, PSPP, Epi Info, SMath Studio, CSVFileView, Statmetrics, Stockalyze, Contour Enterprise, Aris Express, Express Project, ABBYY eForm Filler, Icecream Screen Recorder, etc. The faculty also uses 17 laptops, 3 LCD TVs and 2 digital cameras for the needs of study process.

Most lecturers use more or less e-environment in their work, mostly while providing learning materials, tasks and homework. According to the students and lecturers, video lectures are not widely used during the study process. Still, encouraging this approach would be convenient for the working students not being able to attend classes.

Students have accessibility to the library that is open 6 days a week. During a meeting with students, experts were assured that library covers well the needs of the students required for studies. As of January 1st, 2015 the library contained the total of 46 033 pieces in 14659 titles of printed materials; 30311 of them were text books, 5121-periodicals. According to the statistics received from the library students have access to 22 774 different e-journals and there are 275 058 e-books available in different databases. In the course material descriptions students are expected to search and use such databases in their project work. The library has a contemporary reading room with 42 work places (there is even a designated place for disabled persons). 7 of them are computerized and have Internet Access where the students are able to study independently. Other facilities include Wi-Fi connection, a photocopier and printer. University premises have spaces for students to prepare for classes.

In sum, the campus, premises, technical facilities and library services support the students very well in their studies and research projects.

2.5. Study process and students' performance assessment

Over the last 5 years the number of students in *Management* programme has been stabilized, however, since 2006 it had a tendency to decrease. Since 2006 up to 2014 the number was reduced to 61,9 percent or from 42 to 16 students. Disregarding the gradual decrease of population, the number of incoming students in *Management* Master Studies in the Faculty started to grow in 2015 - from 15 to 21 students.

The admission to the study programme is arranged by the competition according to the competitive score. Competitive score consists of weighted coefficient of average score of the subject grades indicated in Diploma Supplement and evaluation of the research activity. Average competitive score of the enrolled students has been 7 points in 10 points scale during the whole period of analysis.

The *Management* master study programme is carried out in full-time mode, however, students may also choose part-time mode. The study period in full-time mode consists of two years; in part-time mode - 3 years (120 credits). Due to the fact that majority of master students have jobs, the lectures are conducted in the evenings of week-days (17:30 – 20:45). State funded

places are available to students. During the period of analysis about 40 % of students were paying tuition fees.

Different international mobility opportunities through international mobility programmes such as *Erasmus*, *Erasmus Mundus*, or *NordPlus* are available for students during their studies. Students' participation in mobility initiatives is low mostly due to the reason that most students are also working full time. As example of good practice can be named Career Centre's international internship programmes „Partnerships“ and IAESTE. The Faculty itself has 85 cooperation agreements including 37 agreements and cooperation declarations with business partners.

Various study methods that enable students to achieve learning outcomes are applied in the studies of *Management* programme. Written final exams are the most used evaluation methods. Both teachers and students of the programme have mentioned that various practical assignments and group discussions are normal parts of most of the courses. Traditional methods of teaching are complemented by distance learning and possibility to use MOOC for Digital and Social Media Marketing and Investment game. There is a number open lectures provided to students by the social partners. Business leaders often proactively propose real business problems for resolution during study process and formulate topics and tasks for the semester project works and/or the Master's Final Project. It may be reasonable to use more oral exams and written essays/group work to develop argumentation skills and competences of master students.

Students are encouraged to participate in scientific activities as well as they have a possibility to publish their research papers together with professors in scientific journals. There is a number of scientific activities within the study programme involving students to participate. There are also some positive examples of interdisciplinary work between management students and robotics department, but more effort and attention should go to this area. The aim should be sustainable cooperation while moving further from *ad hoc* projects into regular cooperation.

In sum, studies in *Management* programme are well defined, the study process is clear and efficient, and involved parties (students, teachers, social partners) are generally satisfied with the study process and students' performance assessment.

2.6. Programme management

The outlines for the programme management are laid out in KTU documents and recommendations, such as Study Programme Regulations, Study Programme Guide, Recommendations for the Development and Improvement of Study Programmes, etc. The central

body of programme management activities is the Study Programme Committee. Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated.

Since 2013 the development of new study programme management model has been implemented across KTU. At Faculty level a new position of Study Programme Manager has been established since the beginning of 2014. Starting from the same year the second cycle study programme *Management* has been carried out only in Panevėžys. Panevėžys Faculty of Technologies and Business gained the right to amend the programme's grid, also their teaching staff has right to develop and suggest new modules, etc.

Since 2010 the Faculty organizes meetings twice a year with the business and industry representatives of Panevėžys City and the leaders of Municipality to discuss the demand of professionals in the region and the practical application of students' competence in organizations. Study Programme Committee, including representatives of social partners, students, administration and teaching staff, actively promotes stakeholders involvement in programme evaluation and improvement processes. The Faculty has 85 cooperation agreements including 37 agreements and cooperation declarations with business partners

Study Programme Manager discusses the specific suggestions and issues received from academic advisors and teacher-mentors in the form of round table discussions. The decisions are included in improvement plan, e.g. if the online student survey average evaluation is less than 7 points (in 10 points scale), the Study Programme Manager initiates dialogue with a teacher at least once a year.

Based on the meetings with various stakeholders the internal quality assurance measurement system is in place. The school is actively monitoring students' satisfaction and analysing the results. It is also worthwhile to pay credit to the SER's quality. While giving information about current activities, strengths, weaknesses and actions of improvement, the *Management* programme additionally demonstrates programme's ability for substantive (self-) management. This fact may serve as additional proof of programme management system being effective and sustainable.

At the same time the programme management should continue to focus on constant improvement of the programme. In the light of structural changes within KTU, they should take proactive role and take advantage of additional resources available within the university (competence in programme development, additional guest lectures from Kaunas, joint projects among students from various disciplines, etc.). There is also potential for deepening cooperation both within the faculty and between the faculties.

It takes some time to get to use to new system in order to fully implement it. Now it is creating certain confusion among all involved parties and therefore programme management cannot yet be fully evaluated during the time of the evaluation.

2.7. Examples of excellence

The Management programme has made a great step forward during the last 3 years especially concerning the staff. The quality and activities of the teaching staff earned special appreciation from the review team. 100% of teaching staff has PhD, their publication record has increased 4 times during last 3 years, they are actively involved in various professional trainings and exchange programmes, they are actively involved in programme development and promotion etc. In sum, staff development of the programme during the last 3 years could be considered an example of excellence.

III. RECOMMENDATIONS

1. University should take proactive role in the new structural system and to take advantage of additional resources available within the university (competence in programme development, joint projects among students from various disciplines, etc.).
2. It is recommended to do benchmarking among similar programmes in Europe and to find focus and speciality for the programme.
3. University should discuss and to rethink the system of providing elective courses.
4. To continue to focus on social transferable skills throughout the curriculum.
5. To offer more English language, at least one full course could be delivered fully in English
6. To continue to focus on research output. It would be advised to have more clear focus for research/ applied research.
7. To align the LO of the whole programme even more with the LO of single courses.

IV. SUMMARY

The second-cycle programme *Management* is a well-functioning, well-managed programme that is corresponding to local needs and is looking towards the future. The aims and learning outcomes of the programme are clear and the programme meets the demands of working life and labour market. The programme's curriculum design is suitable for the planned outcomes and approved by the target groups. The study process is clear and efficient, and involved parties (students, teachers, social partners) are satisfied with it. The department's teaching and research activities, including amount and quality of their publications, the number of conferences and trainings/exchanges attended etc., has improved a lot during last years and is now on high level. The campus, premises, technical facilities and library services support very well the students in their studies and research projects.

For further development the programme management should continue to focus on constant improvement of the programme. It would be advised to take more proactive role in taking advantage of additional resources available within KTU. More attention could be paid to benchmarking of similar programmes. Under the elective courses the school might delete the courses that haven't been taken during the last 3 years. It would be also advised to explore having more interdisciplinary courses and interdisciplinary students in the same classroom together. More focus should be put on social transferable skills and English language courses throughout the curriculum. Also a common teaching philosophy shared by whole faculty might be an advantage. The staff members should continue to focus on research output. A common framework research framework for the whole department could be a valuable tool.

V. GENERAL ASSESSMENT

The study programme *Management* (state code – 621N20010) 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	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	18

*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. Vijolė Satkauskienė

Mr. Rimvydas Labanauskis

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

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

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	18

* 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

Antrosios pakopos studijų programa *Vadyba* yra gerai veikianti ir gerai valdoma, atitinkanti vietos poreikius ir orientuota į ateitį. Studijų programos tikslai ir numatomi studijų rezultatai yra aiškūs, o programa atitinka profesinio gyvenimo ir darbo rinkos poreikius. Studijų programos sandara yra tinkama numatytiems studijų rezultatams pasiekti ir jai pritaria tikslinės grupės. Studijų procesas aiškus ir veiksmingas, o suinteresuotosios šalys (studentai, dėstytojai, socialiniai partneriai) juo patenkintos. Dėstytojų akademinė ir tiriamoji veikla, įskaitant jų publikacijų kiekį ir kokybę, konferencijų ir mokymų / mainų programų, kuriose jie dalyvavo, skaičių ir pan., labai pagerėjo per pastaruosius metus ir pasiekė aukštą lygį. Universiteto teritorija, patalpos, techninė bazė ir bibliotekos ištekliai labai prisideda prie studentų studijų ir tyrimų projektų sėkmės.

Siekdama tobulėjimo, studijų programos vadovybė turėtų orientuotis į nuolatinį programos gerinimą. Rekomenduojama imtis aktyvesnių veiksmų ir išnaudoti papildomus KTU turimus išteklius. Daugiau dėmesio reikėtų skirti studijų programai palyginti su panašiomis programomis. Universitetas galėtų atsisakyti tų pasirenkamųjų dalykų, kurių studentai nesirinko per pastaruosius 3 metus. Taip pat rekomenduojama apsvarstyti, kaip įtraukti daugiau tarpdalykinių kursų ir daugiau skirtingų disciplinų studentų suburti į vieną auditoriją. Daugiau dėmesio reikėtų skirti socialiniams perkeliamesiems gebėjimams ir dalykams anglų kalba. Bendra viso fakulteto dėstytojų filosofija būtų privalumas. Dėstytojai ir toliau turėtų orientuotis į tiriamosios veiklos rezultatus. Visoje katedroje praverstų parengti bendrą mokslinių tyrimų sistemą.

<...>

III. REKOMENDACIJOS

1. Universitetas turėtų imtis aktyvių veiksmų naujojoje struktūrinėje sistemoje ir išnaudoti papildomus universiteto turimus išteklius (studijų programų kūrimo ir tobulinimo kompetenciją, jungtinius skirtingų disciplinų studentų projektus ir t. t.).
2. Rekomenduojama palyginti studijų programą su panašiomis Europoje vykdomomis studijų programomis ir apibrėžti šios programos orientaciją ir specializaciją.
3. Universitetas turėtų apsvarstyti ir peržiūrėti pasirenkamųjų dalykų sistemą.
4. Reikėtų ir toliau orientuoti programos turinį į socialinius perkeliamuosius gebėjimus.
5. Studijų programoje turėtų būti daugiau vartojama anglų kalba – reikėtų įtraukti bent vieną dalyką, dėstomą vien tik anglų kalba.
6. Rekomenduojama ir toliau orientotis į mokslinių tyrimų rezultatus. Reikėtų aiškesnės orientacijos į tiriamąją veiklą / taikomuosius tyrimus.
7. Rekomenduojama dar labiau susieti programos studijų rezultatus su atskirų dalykų studijų rezultatais.

<...>