Mykolo Romerio universiteto
STUDIJŲ PROGRAMOS
LOGISTIKOS VADYBA (621N20025)
VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *LOGISTICS MANAGEMENT* **(***621N20025***)**

STUDY PROGRAMME

at Mykolas Romeris University

1. **Dr. Mary Lyn Glanz (team leader)** *academic,*

2. **Dr. Kristiina Tõnnisson,** *academic,*

3. **Prof. Dr. Georgi Apostolov.** *academic,*

4. **Mr. Simonas Rasimavičius,** *representative of social partners,*

5. **Ms. Dalia Miklaševičiūtė,** *students' representative***.**

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Išvados parengtos anglų kalba
Report language - English

Vilnius
2016

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Logistikos vadyba
Valstybinis kodas	621N20025
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	Antra
Studijų forma (trukmė metais)	Nuolatinė (1.5), Ištęstinė (2)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos magistras
Studijų programos įregistravimo data	2012-05-15 Nr. SV6-19-1

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Logistics Management
State code	621N20025
Study area	Social sciences
Study field	Management
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full time (1.5) Part time (2)
Volume of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master of Management
Date of registration of the study programme	May 15, 2012 No. SV6-19-1

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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.	List of main social partners for programme
2.	Minutes of study programme committee meetings

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

Established in 1997, the mission of Mykolas Romeris University (MRU) is to 'society, to accumulate and cherish intellectual potential, to educate leaders capable of creating and

introducing innovations that determine diverse scientific, cultural and technological progress'. It aims at educating a personality which is mature, entrepreneurial, an independent leader of the future, and a citizen fostering Lithuanian identity. The key strategic priorities of MRU include creating new attractive national and joint study programmes developed in collaboration with foreign universities, fostering lifelong learning and electronic studies, and research activity.

At present, it offers study programmes in social sciences, physical sciences and humanities and is the second largest university in Lithuania. There are 13344 students at the University and about 250 among them are foreign nationals.

The programme Logistics Management is located within the Faculty of Politics and Management together with other similar management programmes.

Master's program of Logistics Management in March 2012 was approved by MRU Senate Resolution No. 1SN-24. It was registered by Ministry of Education and Science in May 2012, Order No.: SV6-19-1 and accredited by Centre for Quality Assessment in Higher Education - Order 2012-05-18, no. SV6-19-1, until 31st August 2015.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *2016-04-26.*

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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 / GIS UK&I Demand Manager /Workforce Planner (Lithuania)***,**
5. **Ms. Dalia Miklaševičiūtė,** Graduate of ISM University of Management and Economics (Lithuania)

II.   PROGRAMME ANALYSIS

2.1. Aims and learning outcomes of the study programme

The study programme, which was approved in 2012, aims to offer an interdisciplinary management education based in the research of logistic systems in order to build and manage

varied logistics organisations, institutions and networks. The title of the programme "Logistics Management" fully reflects the study content and the outcome areas targeted. Social partners seen on the visit said there was a major need for the skills the program delivers although program managers said that initially it was hard to explain and present this program to prospective students.

Programme aims and outcomes are published on the MRU homepage: https://stdb.mruni.eu/studiju_programos_aprasas.php?id=3815&l=en. The programme is geared to help provide specialists for the Lithuanian logistics sector cited in pre-visit documentation as employing more than 73 thousand employees. It concentrates on management elements in logistics as opposed to technical elements offered by another Masters programme in Lithuania. Although some international benchmarking was carried out when the programme was set up, there has been no continual monitoring of international offerings in this field, and it is recommended that this is done.

The study programme aims and outcomes are somewhat unorthodox in construction though in substance comply with the requirements of the Dublin descriptors (defined as part of the Bologna Process) for complex study at Masters level. However there is a concern about both the drawing of outcomes and outcome assessment based on such existing outcomes– see section 2.5. Outcomes are based in students gaining 7 general competencies and 9 specific competencies. The language of these outcomes needs improvement as they are not precisely drawn and hard to measure. e.g. 'Takes actions based on ethical values' might be changed to Evaluates/Appraises ethical issues prior to taking responsible action. These competencies are then further elaborated into 16 key outcomes some of which are competencies. These key outcomes are similarly vague and not refined. e.g. regarding ethics –'To apply ethical values' Values are not specified and it would be impossible to measure this outcome in a scientific manner. It leaves the student open to be judged on what could be a changing set of criteria, depending on the assessor. If a scenario to be assessed is a 'moral maze'- which would be appropriate for Masters study, then a more appropriate outcome is required. Moving to an outcome that says e.g. the student will weigh up differing ethical issues before implementation or deconstruct ethical dilemmas according to a specific paradigm before action would give students the opportunity to demonstrate the critical thinking required at this level.

Further the alumnus interviewed in the panel visit had reviewed and reflected on program aims and said really some aims were simply too ambitious for the length of study, particularly those associated with practical skills like e.g. 'To adequately manage warehouses and inventory'.

So, a number of outcomes need to be re-considered, not necessarily in substance, but in practicality of delivered instruction and evaluation.

These lists of outcomes give a reasonable indication of 16 relevant areas of study but need sharpening up in definition and scope, with a view of how such outcomes will be instructed and assessed. These general areas are consistent with the level of qualification the programme offers, and better written outcomes could be underpinned by existing study content. It is strongly advised that the study outcomes are reviewed and that some are re-written or changed.

As far as improvements to the programme are concerned, students are still obliged to pass a state exam if they are to run a transport company. The pre-visit documentation indicates that the course was originally planned to move students from general to specific topics in logistics to tie in with this exam, though this was not possible at time of launch, and there is now an intention to restructure the programme in an attempt to have the study programme diploma accepted as a satisfying legal document for managing a transport company in Lithuania. It is hoped this may be achieved within the next two years and social partners say this initiative would contribute greatly to the programme profile. It is undoubtedly true that such a practical qualification can only enhance this programme, but care must be taken that any practical skills that are included are not simply knowledge based and have analytical aspects to maintain Masters level academic rigor for any programme time devoted to backing up this qualification.

2.2. Curriculum design

The study programme's volume amounting to 90 credits and its structure meet the legal requirements. The study subjects are spread appropriately on both the full time and part time programmes. More than 60% of the programme consists of six specialized study subjects represent core teaching on the programme: International Freight Transportation and Logistics, Logistics Management, International and Customs Logistic, Logistics and Marketing, Risk Management in International Supply Chain, The Decision-marking Simulation and Optimization of Logistics. Students chose three further elective subjects from Management Psychology; Strategic Planning; Application of Geographic Information Systems in Management; Finance and Business Information Systems; Human Resource Management; Strategic Project; Business Ethics and Social Responsibility; Business Organization Legal Forms; Financial and Management Accounting. This does not seem to be an individual choice but was reported by students as being determined by the group, as a result of the constraint of limited numbers. Two subjects are mandatory for students who had no economics or management in their first degree: Theory of Economics and Management.

The course descriptions are prepared in an appropriate way. As far as the sources of literature for students are concerned, the lists of compulsory reading must be revised in most of the course descriptions. The recommended literature dates far back with one course, for example, offering only one reference (in 2010) later than 2003. This is unacceptable, and some core subjects are among the worst affected. It is suggested that course descriptions are updated with more recent literature in evidence.

Generally classes have been well received and students appreciate the experience teachers bring into the classroom. Students picked out one course for special mention as particularly good input: Logistics and Marketing, specifically for both its interesting content and the personalised input on student experience. Independently and unknowing of the students' comments, the teacher of this course told us she intended using guest lecturers from the students own companies to personalise her course further, an initiative appreciated by her teaching colleagues who said they would 'copy that!' Students had told us that they were disappointed that there were no guest speakers or visits out on the programme. The expert panel would recommend the use of more guest speakers on the programme, so this is an initiative we would encourage.

Social partners fed back that they felt the programme should contain more case studies drawn from practice but also said they were able to feed this request back into the programme informally. On the visit the panel only met one social partner during our visit (a representative of Samoškos IĮ). It would be useful to work with more and larger companies from the sector in order the up-to-date knowledge from different companies is shared with the student and administrational staff of the program. Possible types of involvement of the existing and new social partners are guest lectures, visits and practice at the companies, study program and master thesis reviews by social partners.

There was a call from students for more verbal English in the programme but the panel believes this needs further investigation and would leave this aspect to the programme leader and teachers to debate. One Logistics student told the panel she specifically chose this programme because she knew she would be allowed to write her thesis in English. An alumnus of the Logistics course said that students should be pushed to use business English in their presentations to practice for the world they were likely to face on graduation. In contrast, the social partner interviewed felt that other international languages such as German or Russian were equally valuable. It would seem increasing the number of English-speaking visiting/guest lecturers would go some way to meet this request.

The master's final project amounts to 33 % of entire program and its assessment includes a public defence. The Logistics alumnus told us that the chance to present research to industry partners was one of the highlights of the course. They advocated greater use of presentations generally in the course.

Summarising our analysis about the curriculum design, the panel concludes that, on balance, the scope and content of the programme are generally good and appropriate to ensure the achievement of the areas of the learning outcomes.

2.3. Teaching staff

Out of 14 staff members involved in delivery of the study programme, 10 have a doctoral degree. Some teachers are due to defend their doctoral theses this year. In general, the qualification level of the staff members is adequate for ensuring the achievement of the study programme aims and learning outcomes. Currently, the proportion of staff members to full time students is virtually 1:1. and turnover is limited.

Teaching on the program is generally well received. Students told the panel that instruction led to their 'seeing information differently' and gave examples based on how for instance analysis of interviews changed their perception of what was happening in the interviews. There is in house development on the University level to improve quality of teaching and research including courses and seminars on research methodologies and on different themes such as 'Academic Language for a Lecturer' or 'Information on Academic Publications'. The panel saw the regular timetable for these subjects, and attendance of a lecturer to 10 of these can result in certification. On the visit, Faculty advocated in house training seminars and clearly valued the chance to attend these. It appears that no statistics are kept on take up of these professional activities and participation is very much seen as a voluntary activity. It might be of interest to keep departmental statistics on these meetings and other pedagogical input to help guide the provision of popular or new subjects. About a third of staff are involved in scientific conferences, accreditation and educational quality projects. Other teaching staff have been involved in exchange visits to Spain, Bulgaria, Hungary, Latvia, Italy, Norway, Turkey and Slovenia. Guest lectures have been given by incoming lecturers from Germany, Poland, UK and India.

The research facilities supporting Faculty have been significantly augmented by the new Social Innovations Laboratory Network (MRU Lab), which includes a number of laboratories with specific research focus launched in September 2015. These Laboratories are established to prepare and implement international projects and contract research for public and business

sectors under new funding schemes and are a very good resource although it is still early in their operation to measure output relevant to this programme. Facilities in the labs are impressive and the panel can see that this is an area that is being well resourced and could be an attractive addition to teachers' activities. The programme is involved in topics that fall under the MRU's research priorities. Access to the lab is also available to students of all study levels, social partners and foreign colleagues.

2.4. Facilities and learning resources

The pre-visit documentation notes that MRU is based in modern spacious and well-designed buildings and uses good sized classrooms equipped with multimedia facilities. These campus facilities offer students all the facilities to be expected from a well-equipped, contemporary academic campus and descriptions of facilities given in pre-visit documentation were substantiated on the panel visit. Students have unlimited access to the internet. Specialised software for collecting information and processing information are available. Access to an extensive variety of scholarly databases like EBSCO, EMERALD and others is ensured and also available remotely, in addition to very well stocked shelves in the physical library space. There is a reported difficulty in relation to the ability of students to read international texts and a corresponding lack of relevant material in the Lithuanian language. In order to improve the supply of literature in Lithuanian, it is reported that Faculty are looking to write appropriate texts for native speakers, but this is unlikely to be a realistic short term solution to tackle the needs of current students. Students spoken to by the panel were more concerned to increase the level of English competence generally and there was a suggestion that more courses should be taught in English.

Library facilities are particularly good and offered on a 24 hour per day basis. The training and support given by library staff on study support and research resources especially for the final student project is noteworthy and very much appreciated by the teachers and students. The Library opening times are also of importance to students balancing work and study and the option to access library help on site 24 hours a day should not be underestimated.

Extra facilities in the library for studies are matched by good classroom spaces and excellent auditoria. The new Laboratories add a serious and well equipped research facility that is open to all involved in the program.

2.5. Study process and students' performance assessment

Admission of students to the programme is organised according the legislative requirements and through the University Student Admission Commission. Admission requirements are published on the MRU website.

The first part time admission was in 2012 took in 23 students of which 8 dropped out. The second admission was in 2013 with 21 accepted students plus 8 returners of which 13 dropped out. Student retention of part time students has been somewhat problematic, with a very high drop-out rate in the second cohort, and although some students returned to study, it appears these did not complete. Some attempts have been made to address this level of drop-out, though it is still early days to consider how successful this has been, though there were no drop-outs in the 2014 intake apart from part time returners to study.

At present, the total number of full time students, according to the self-evaluation report, amounts to 15 and the drop-out rate seems more conventional, with 2 students having dropped out in this full time cohort. Student failure to complete is seen as due to either the inability to manage the final thesis or financial difficulties as most students are self-financed. Students said the level of stress is high because of the need to balance work and study. They affirmed that the new programme leader was very supportive and tried to ensure conditions for students continue studying so there seems to be improvement in this area. Assessment is mainly by examination. The assessment scheme described in pre-visit documents appears limited for Masters study with an emphasis on knowledge rather than application, synthesis and analysis. The panel believes this may relate also to the inadequately constructed outcomes of the programme.

The university does offer some financial support as well as some health care, career and personal counselling, wellness opportunities, residential aid, and student life support. It has facilities that are suitable for disabled students and some services to aid disabled students.

Most students are already working in the logistics sector so participation in mobility programmes is very limited with only 1 student taking part in the ERASMUS exchange in 2013-2015. This is due to students working as well as studying and having little opportunity to take up mobility opportunities which is understandable. Faculty spoken to by the panel said they encouraged students in exchanges but there was still little take up. There is limited student research activity and while this may in part be to do with stress of work and study together, it is an area that needs greater attention to look for solutions. At present few students were seen to be thinking of extending their research activities into Doctorates and it would be encouraging to see the laboratories include future plans to encourage student research activities arising from this programme.

There are limited graduate numbers and as stated, alumni are mainly contacted informally so monitoring their professional activities needs some extra effort as graduate numbers increase.

2.6. Programme management

The following comments refer to both programmes (Crisis management and Logistics management) seen on reviewed on the visit, which suggests there are some common factors that perhaps should be attended to at Institute level. At the centre of managing the study programme lies the programme committee. The main function of the study programme committee is to plan and develop the study programme and its subjects. The committee summarises opinions from all the stakeholders about the curriculum, evaluates changes and innovations in the study area with purpose to include this information into curricula, etc. There is input from students and social partners and the existing links are to be encouraged, with social partners saying they are contacted approximately once a month informally. The panel examined committee minutes and found evidence of a responsive, developing curriculum, at least in part. It was interesting that the programme study committee did not seem to meet at regular intervals and seemed to be called on a more ad hoc basis. It is recommended that this committee is inserted at specific times into the calendar to help ensure good and productive discussions.

The panel were initially given an impression that quality assurance in the programme has the nature of inspection rather than a culture of supportive mentoring. From several stakeholders we were told when a teacher does receive poor ratings from students they will not be rehired but there was no recognition apparent to the panel of the need to support teachers in their pedagogical input, other than by standard seminars. There seems to be no formal system for instance of peer review of classes or the collegial discussion of new or varied teaching methods or techniques although teachers did say there is informal exchanges of views. There was limited evidence demonstrated to the panel of the programme being looked at holistically by the teaching team, with a feeling of joint purpose and planning outside of the programme committee. As the visit progressed, once again it was seen that informal contact plays a great part in the dissemination of knowledge and expertise, though perhaps some effort should be put into ensuring that supportive formal mentoring and peer exchange also has a place in the programme.

The panel visit found that informal feedback from students was taken regularly and acted upon, so that for instance, on student suggestion assessment times were changed and students all felt there was a good relationship with the programme leader who would always try to attend to student requests about the programme management. The Dean and Vice Dean also meet with students every quarter, and students reported the Programme Leader being continuously involved

in checking student experience. Social partner participants would appreciate formal dates for contact meetings some time in advance to help diary planning. It may be that something like a formal advisory board would help establish a wider discussion on industry needs and requirements as the programme goes forward. A further source of information to help improve the programme and keep up current links may be a more formal scheme to take feedback from students after graduation. We were told by both students and Thesis supervisors that they often stayed in touch after graduation, but this almost inevitably means that feedback is being taken from the most successful graduates. The Alumnus spoken to by the panel pointed out the invitation to speak to the panel and solicit his opinion of the course was the first approach since finishing his degree, and so the panel would suggest some form of feedback some months after graduation would be a good idea, as well as involving Alumni in industry advisory forums. The alumnus spoken to by the panel was expressly interested in helping with future development of the course.

2.7. Examples of excellence *
The newly opened MRU Research laboratories are an excellent addition to the physical resources of the university and should promote very good research output going forward.

IV. SUMMARY

The aims and learning outcomes of the programme are publicly accessible and in the main areas covered by the outcome are appropriate. However the outcomes themselves require focus and definition and some need to be redrawn or changed to provide a good basis for proper assessment. Assessment guidelines need revision to be in line with existing standards for Masters level study. The Curriculum design is generally suitable but there is concern about the lack of contemporary literature cited in course descriptions. Facilities and study infrastructure is very good, with the library acting together with the teaching staff to aid student research in a very proactive way. The programme has a reasonable study infrastructure in place with resources being regularly updated and renewed through MRU systems, which are easily accessible to students. The Programme management system seems to show a strong reliance on quantitative measures rather than a triangulated feedback approach, although this is being rectified in part by the new Programme Leader. The teaching staffs have limited research activity but there is evidence of pedagogical development input. The panel would recommend opportunities in professional development be strengthened in both these areas. In the programme, though

practical experience is strongly supported informally, contacts and   industry experience do not necessarily find their way through directly to students from social partners and we would advise that steps are made to give students more direct contact with social partners.

III. RECOMMENDATIONS

1.

The language and scope of programme outcomes needs revision as some outcomes are not precisely drawn and hard to measure.

2.

The panel recommend that the programme leaders compare the study curriculum with similar programmes abroad (using benchmarks) in order to continuously develop the programme. Cited literature in practically all subjects must be updated.

3.

We would suggest that Programme Leaders meet formally to discuss issues in common and that study Programme committee is given a set place in the departmental agenda.

4.

We would advise setting up a formal advisory board or similar to capture formally advice from social partners and bring the contacts with social partners more regularly into the classroom to share with students. It is advised that direct practical input from guest lecturers is extended.

5.

Staff development should continue to be supported, with pedagogical development being given further attention as well as the good support now in place for Doctoral qualification. We advise that attention should be given to increased research activity to improve the research profile of the teaching body. Such research activity should also be extended to students and the panel would like to see concrete plans for student and teaching staff research on this programme to be included in forward planning for the new MRU laboratories.

V. GENERAL ASSESSMENT

The study programme *Logistics Management* (state code – 621N20025) at Mykolas Romeris University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

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

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;
2 (satisfactory) - meets the established minimum requirements, needs improvement;
3 (good) - the field develops systematically, has distinctive features;
4 (very good) - the field is exceptionally good.

Grupės vadovas:
Team leader: Mary Lyn Glanz (team leader)

Grupės nariai:
Team members:

Dr. Kristiina Tõnnisson

Prof. Dr. Georgi Apostolov

Mr. Simonas Rasimavičius

Ms. Dalia Miklaševičiūtė

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V. APIBENDRINAMASIS ĮVERTINIMAS
Mykolo Romerio universiteto studijų programa *Logistikos vadyba* (valstybinis kodas – 621N20025) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	19

* 1 – Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)
2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)
3 – Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)
4 – Labai gerai (sritis yra išskirtinė)

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IV. SANTRAUKA

Studijų programos *Logistikos vadyba* programos tikslai ir numatomi studijų rezultatai yra viešai skelbiami ir iš esmės tinkami. Tačiau reikia atkreipti dėmesį į pačius rezultatus ir jų apibūdinimą, kai kuriuos reikia performuluoti arba pakeisti, kad jie būtų geras pagrindas tinkamam vertinimui. Vertinimo gaires reikia persvarstyti, kad jos atitiktų dabartinius magistrantūros studijoms keliamus reikalavimus. Programos sandara iš esmės gera, tik susirūpinimą kelia tai, kad dalykų aprašuose cituojama ne naujausia literatūra. Materialieji ištekliai labai geri, bibliotekos darbuotojai kartu su dėstytojais labai aktyviai padeda tyrimus atliekantiems studentams. Ši studijų programa aprūpinta gera studijų infrastruktūrą ir ištekliais, kurie nuolat atnaujinami naudojant MRU sistemas, kurios yra lengvai prieinamos studentams. Programos vadybos sistema rodo, kad tvirtai pasitikima kiekybinėmis priemonėmis, labiau nei tripusiu grįžtamuoju ryšiu, nors naujasis programos vadovas tai iš dalies atitaiso. Dėstytojų mokslo tiriamoji veikla ribota, bet yra pedagoginio tobulinimo įrodymų. Vertinimo grupė rekomenduotų didinti profesinio tobulinimo abejose minėtose srityse galimybes. Nors, įgyvendinant šią programą, praktinė patirtis neoficialiai yra stipriai remiama, ryšys su socialiniais partneriais ir pramonės sektoriumi ne visada tiesiogiai pasiekia studentus, todėl

rekomenduotume imtis veiksmų, kad studentų galėtų daugiau tiesiogiai bendrauti su socialiniais partneriais.

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III. REKOMENDACIJOS

1.
Reikia persvarstyti programos numatomų studijų rezultatų kalbos ir apimties klausimą, kadangi kai kurie rezultatai nėra tiksliai suformuluoti ir yra sunkiai įvertinami.
2.
Vertinimo grupė rekomenduoja, kad šios studijų programos vadovai palygintų ją su panašiomis užsienio šalių programomis (taikant lyginamuosius kriterijus), siekiant ją nuolat tobulinti. Turi būti atnaujinta beveik visų dalykų cituojama literatūra.
3.
Siūlytume visiems programos vadovams oficialiai susitikinėti ir kartu aptarti klausimus, o studijų programos komitetui skirti pastovią vietą katedros darbotvarkėje.
4.
Patartume įsteigti oficialią patariamąją tarybą ar panašų organą, skirtą oficialiai rinkti socialinių partnerių patarimus ir dažniau kviestis socialinius partnerius, su kuriais užmegzti ryšiai, į auditorijas, kad jie pasidalytų informacija su studentais. Rekomenduojame didinti atvykstančiųjų dėstytojų tiesioginį praktinį indėlį.
5.
Turėtų būti toliau remiamas darbuotojų tobulinimas, skiriamas tolesnis dėmesys pedagoginės kvalifikacijos didinimui, toliau padedama pasirengti daktaro kvalifikacijos įgijimui. Rekomenduojame stiprinti mokslo tiriamąją veiklą siekiant pagerinti šios mokslo institucijos mokslinių tyrimų profilį. Turėtų būti skatinama ir studentų mokslinė veikla; vertinimo grupė norėtų matyti konkrečius studentų ir dėstytojų mokslinių tyrimų, susijusių su šia studijų programa, planus, kurie būtų įtraukti į būsimą naujų MRU laboratorijų veiklą.

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