STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Mykolo Romerio universiteto
STUDIJŲ PROGRAMOS
VIEŠŲJŲ RYŠIŲ VADYBA (621N20026)
VERTINIMO IŠVADOS

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EVALUATION REPORT
OF *PUBLIC RELATIONS MANAGEMENT* (*621N20026*)
STUDY PROGRAMME
at Mykolas Romeris University

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Išvados parengtos anglų kalba
Report language - English

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2016

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Viešųjų ryšių vadyba
Valstybinis kodas	621N20026
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	2012-05-18 Nr. SV6-19-1

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Public Relations Management
State code	621N20026
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 18, 2012 No. SV6-19-1

CONTENTS

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	The list of the most important social partners
2	Short overview of the students and MRU LABs
3	The list of training offered by the central library
4	Updated tables from SER on the pages 17 and 26

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

Mykolas Romeris University's (MRU) mission is to educate society and future leaders capable of creating and introducing innovations that determine diverse scientific, cultural and technological progress. 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.

Currently there are five faculties (Faculty of Economics and Finance Management, Faculty of Law, Faculty of Social Technologies, Faculty of Politics and Management, and Faculty of Public Security), one Business and Media School (establishment of MRU with Middlesex University in London) and the network of Research Laboratories at MRU. The university offers altogether 106 study programmes. There are 31 bachelor's degree programmes, 74 master's degree programmes and 6 doctoral programmes taught at MRU. 6 master's programmes are double/joint degree programmes. The number of students enrolled in MRU is about 13500 and about 250 among them are foreign nationals. More than 160 doctoral students study in the fields of law, management, economics, psychology and education.

Before June 2015 the study programme Public Relations Management was implemented in the Faculty of Politics and Management among other management MA programmes. Starting from 1st of June 2016 the programme implementation was moved to Business Media School. A joint MRU-MU Business and Media School (Mykolas Romeris University – Middlesex University Business and Media School, BMS) started its activity in September 2013 and is implementing single, double and joint degree study programmes in the fields of economics, informatics, management and communication. Business and Media School is supervising three undergraduate and seven master's degree programs were more than 500 students are studying. BMS staff conducts interdisciplinary research activities focused on the business, communication and other social aspects of the application of technology to develop programmes meeting nowadays' social trends.

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 *27/04/2016.*

1. **Dr. Mary Lyn Glanz (team leader)** Dean of Graduate Studies for Glion Institution of Higher Education and Les Roches-Gruyère University of Applied Sciences (Switzerland)**,**

2. **Dr. Kristiina Tõnnisson** Director of EuroCollege, University of Tartu (Estonia)

3. **Prof. Dr. Georgi Apostolov** Vice-Rector of South-West University "Neofit Rilski" (Bulgaria)**,**

4. **Mr. Simonas Rasimavičius** *Nordic / Nordic, Central and South&West / Workplace / 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. Programme aims and learning outcomes

The graduate study programme Public Relations 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, programme 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 public relations management specialists.

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 societies and communication practices 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 Public Relations Management. All these skills seek to develop an understanding about the field of public relations and remain at the same time flexible and adjustable to changing societal demands.

The programme's aim is to prepare masters of management in the field of public relations for professional work in modern business, public and non-governmental organizations. It combines development of broad management competences (communication, psychology, marketing, leadership, decision modelling, etc) and of deep competences in functional spheres (PR strategies, PR practice, lobbyism, social conflicts, etc). According to SER it is designed to

prepare qualified specialists in PR who possess theoretical and methodological knowledge of PR management, are able to recognise practical problems and are able to solve them independently. The graduates should be able to apply and consolidate the position of co-operation and logic-based information and communication strategies. The programme aims to align several related fields of study and to present subjects, which develop information management, effective communication and public relations, corporate management and marketing skills.

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 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. At the same time it is still advised to do more benchmarking with similar programs in Europe and to consider having less intended learning outcomes for the programme (currently there are 26 LO).

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.

2.2. Curriculum design

The study programme Public Relations Management is a well-coordinated and implemented programme and has for sure its place among all curricula of MRU. The MA programme is utilizing the existing resources of the university and the Faculty of Politics and Management as well as taking advantage of the new Business Media School while filling a gap on the local labour market niches. The curriculum design meets all legal requirements and the scope of the programme is sufficient to ensure learning outcomes.

The programme lasts altogether for 4 or 3 semesters and the volume of the studies is 90 credits of student's contact hours and self-study work. During the studies, students have to collect certain points for Master Thesis each semester (altogether 30 ECTS by the end of the studies which constitutes 33% percent of the executed Programme). In full time studies the students should take 30 ECTS in all semesters, in part time studies the second year is easier – during the third semester they need to take 2 courses (as well as collect 6 ECTS for MA thesis)

and during the last semester they can concentrate just on finalizing their thesis. The programme is made of eight compulsory study course subjects, amounting to 48 credits, which make more than 60 % of all programme subjects. In addition there are some subjects that are mandatory for the students who didn't have them/ take them during their bachelor studies: Strategic Management, Management, Public Administration Backgrounds. Lately a new course named Organizations theory and Practice was included in the study programme. Each subject has 6 ECTS credits, each semester 30 ECTS credits (for full time studies) – so the study subjects are spread evenly and the workload is proportionally distributed during all period of studies. Their themes are not repetitive.

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. Also summarizing the results of the surveys during the last 3 years, the management of the programme states that the students of the Public Relations Management programme (70%) are satisfied with the quality of the study programme and it meets their expectations. Most of the respondents assessed especially the study programme subjects, the materials provided, the assessment procedures, studies on MOODLE and library resources.

At the same time student involvement within study process improvements and the system of elective courses could be improved. Currently the students have just 2 courses to choose from the one. It would be also advised to explore having more interdisciplinary courses and interdisciplinary students in the same classroom together. Also more English language could be included into the study process. Although SER was providing the list of "exported teachers/professors" giving visiting lectures within MRU, the students were not aware of these visits. At least one full course delivered fully in English during the curriculum would be suggested by the team. It would be also advised to continue to focus on social transferable skills throughout the curriculum. A common teaching philosophy more widely shared by whole faculty/BMS might be an advantage.

2.3. Teaching staff

The reviewers checked and can confirm that the study programme is provided by teaching staff meeting all legal requirements. 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 adequate to achieve the learning outcomes at the master's level. With the enrolment of students for 2014/2015 altogether 14 teachers were involved in Public Relations Management Programme: 5 of them are professors, 4 of them are associated professors and 5 of them are lecturers. 8 teachers of the programme's teaching staff are full-time employed and others are hired as working in the areas of practice relevant to Public Relations Management. Also teachers on a part-time contract are involved in the lectures to teach specific topics and/or share experiences. Teachers of the applied subjects have at least 3 years of practical experience in the field during their last 7 occupational years.

In the area of programme-related research outputs, teaching staff meets qualification requirements. This is demonstrated by the number of publications as well as of conference presentations and the involvement in research activities (funded by Research Council of Lithuania, European Social Fund, COST etc.). The research facilities supporting the staff have been significantly augmented by the new Social Innovations Laboratory Network (MRU Lab), which includes a number of laboratories. These Laboratories are established to prepare and implement international projects and contract research for public and business sectors under new funding schemes. 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. Access to the lab is also available to students of all study levels, social partners and foreign colleagues.

It became also clear to the reviewers that teaching staff members have good connections to the "real world" through a variety of activities which are described 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 a common understanding between teaching staff 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 is adequate and on normal level 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 Faculty of Politics and Management and Business Media School are also organizing special professional training courses for teachers. Academic Affairs Centre has organized the courses on European Credit Transfer System (ECTS) and its implementation, seminars on describing programme competences and programme learning outcomes, teacher training on development of e-studies and distant studies etc. Research Centre organized an international cycle of seminars "Innovative researcher" designed for young researchers. Teachers of the BMS participate in national and international programmes such as ERASMUS, COST, etc. Each year 4-5 teachers went on short-term internships/teaching abroad to foreign science institutions on *Erasmus* or other exchange programme to raise their qualification.

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, is on good level. This allows the faculty to build even a stronger programme reputation and to continue to serve the regional needs 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 and to have even stronger links to various research laboratories. At least a common framework would be a valuable tool. BMS could develop a common theme/research strategy for programme-related research activities.

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 possibilities 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.

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.

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. Additionally there was 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. This area should get additional attention during next development phase. 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

Graduates from any field of university Bachelor's or professional Bachelor degree owners (after completion of one year additional studies in public administration or business management) can enter the programme. Those who have not completed management, public administration and strategic management courses in their previous studies, have to take the exams of the subjects themselves during studying process. Bridging courses are based on independent work of student. Consulting teacher will be assigned to each of the course.

The *Public Relations Management* master study programme is carried out both in full-time and part-time mode. However, during the last two years only full time students have been accepted. The study period in full-time mode consists of 1,5 years and in part-time mode the studies last for 2 years. Looking at the statistics most of the accepted students have not managed to graduate their studies within the nominal study time (from the ones who started their studies in 2012 or 2013 only 12 students have managed to graduate out of 53). Also the drop-out rate is very high (15 students have started their studies in 2013 and 5 out of them or 33% have been dropped out by now, 25 students have started their studies in 2014 and 10 out of them or 40% have been dropped out by now). These two areas should be priorities within study process development.

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 non-existent and should get much more attention. None of the programme students was participating in the study mobility programmes by now. Low exchange rate is mostly due to the reason that most students are

working full time and/or having families. Still, the exchange should be encouraged much more and new ways for flexible options should be discovered. Also the university plans to organize more short summer schools and look for more cooperation possibilities within other forms of mobility (traineeship, summer schools, Erasmus intensive programmes) to give alternative shorter mobility opportunities for its students.

Various study methods that enable students to achieve learning outcomes are applied in the studies of Public Relations Management programme. The main method of gaining theoretical knowledge is lectures, though lectures are organized in various forms: oral, throughout multimedia tools, discussion with students. Both teachers and students of the programme have mentioned that various practical assignments and group discussions are normal parts of most of the courses as well. Practitioners proactively propose real business problems for resolutions during study process and formulate topics and tasks for the course works. Traditional methods of teaching are also complemented by distance learning and possibility to use Moodle. Often knowledge assimilation is based both on independent work, whereas teachers advice also the students face to face or online (e.g. via Moodle system). Written final exams are the most used evaluation methods. 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. It may be reasonable to use more written essays/group work/ final presentations/ oral exams to develop argumentation skills and competences of master students.

Students are encouraged to participate in scientific activities especially through the newly established laboratories. There are number of scientific activities/ laboratories connected the study programme where the students could offer their input and get additional valuable experience from. Currently the students' involvement in research/applied research activities is rather low. Increase the students' cooperation with scientists and participation in research activities should be encouraged much more. The newly established Social Innovation LAB network should have also social responsibility to integrate students into their everyday activities.

In sum, studies in Public Relations 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. Still, exchange and drop-out rates, students' involvement within scientific activities and assessment methods should get further attention.

2.6. Programme management

The outlines for the programme management are laid out in MRU documents, such as Study Programme Regulations, Study Programme Guide, MTU Strategic Development Plan, etc. The central body of programme management activities is the Study Programme Committee. The main function of the study programme committee is to plan and develop the study programme and its subjects. This committee including representatives of social partners, students, administration and teaching staff, promotes stakeholders involvement in programme evaluation and improvement processes. The committee summarises opinions about the curriculum, evaluates changes and innovations in the study area with purpose to include this information into curricula. The panel witnessed the input from students and social partners, but the existing links should be actively nourished further, e.g stakeholders could be also included in giving guest lectures (e.g representative from Publicu, Intergrity PR, BVRG, VRP Hill+Knowlton Strategies, etc)

Quality of study programmes being implemented is ensured by annual discussions of learning outcomes, specification of study plans, feedback from students and social stakeholders, employers included, by monitoring students' achievements, graduates' employability data, and opinion of the alumni. The panel visit found that on regular bases both formal and informal feedback from students was taken and acted upon. 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 and who was proactively communicating and involving them into change processes.

Another strong incentive to focus on programme management was given by structural reform within university. Since Public Relations Programme is now belonging to MBS, it has given to the programme a new updated "life" and it has brought programme development activities even further. These activities have been taken very seriously within new unit and by new programme manager. New environment of the programme (both new school and new research centre) has created especially vivid environment and the current programme manager has been able to use this "vibe" for activating stakeholders for programme management activities. Students were reporting the programme leader being continuously involved in checking student experience and connecting the study programme to "real world".

Study programme manager discusses the suggestions and issues received from different stakeholders mostly in the form of face to face talks and round table discussions. The decisions are included in improvement ideas and plans that will be discussed further during informal dialogues and meetings. 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 stakeholders. MRU is

currently implementing graduate career monitoring system. In the Alumni Career Monitoring system data about university graduates is collected, monitored and managed, which is provided by the State Social Insurance Fund Board of Lithuania under the Ministry of Social Security and Labour. Since currently there are just so few graduates from the programme no additional major methods are needed, but the programme management could consciously try to establish stronger links with the alumni already starting from the few ones. Additional possible steps could be kept in mind during the coming years.

Based on the meetings with various stakeholders the programme management and internal quality assurance measurement system is in place. The school and the programme management is actively monitoring students' satisfaction and analysing the results. It is also worthwhile to pay credit to some parts of SER where giving information about current activities, strengths, weaknesses and actions of improvement, the Public Relations Management programme additionally demonstrates programme's ability for substantive (self-) criticism.

The programme management should continue to focus on constant improvement of the programme. In the light of recent structural changes within MRU, they could take even more proactive role and take advantage of resources available within the university (guest lectures, joint projects, research plans, etc.). There is also potential for deepening cooperation both within the school and between the faculties.

2.7. Examples of excellence *

The Public Relations Management programme was pushed to make a great step forward because of structural changes and they have lived up to the expectation. They are actively involving all stakeholders, the communication channels are open and vivid and programme manager is proactive towards students and changes. Even if the programme's results are not the best one (e.g. graduation rate, drop-out rate, exchange rate, students' involvement in research activities) the programme management is aware of that and is actively working on improving the situation.

III. RECOMMENDATIONS

1. To continue to take advantage of the vivid environment within BMS in order to develop the programme even further while combining various resources available within the university (guest lectures, joint projects, research plans, etc.).

2. To focus seriously on 1) graduation rate 2) drop-out rate and 3) exchange rate in order to find possible solutions and flexible strategies.

3. To reconsider the language, scope and number of the programme's intended learning outcomes – some outcomes are not precisely drawn and hard to measure.

4. To offer more English language, at least one full course could be delivered fully in English

5. To continue to focus on research output. It would be advised to have more links among teaching staff and students within new research centre.

6. To establish a working group of the programme managers to formally/officially discuss issues in common.

7. To continue to focus on social transferable skills throughout the curriculum.

8. To consider increasing the number of elective courses.

IV. SUMMARY

The second-cycle programme Public Relations 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 all 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. is on good level. The campus, premises, technical facilities and library services support very well the students in their studies and research projects and in most cases they are on excellent level.

For further development the programme management should continue to focus on constant improvement of the programme and on taking advantage of the vivid environment within BMS in order to develop the programme even further while combining various resources available within the university (guest lectures, joint projects, research plans, etc.). More focus should be put on 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. It would be advised to have more links among teaching staff and students within new research centre. It would be also advised to explore having more interdisciplinary courses and interdisciplinary students in the same classroom together. The panel is also suggesting continue to focus on social transferable skills throughout the curriculum.

V. GENERAL ASSESSMENT

The study programme *Public Relations 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	4
	Total:	**20**

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

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

Grupės nariai:
Team members: Dr. Kristiina Tõnnisson

                           Prof. Dr. Georgi Apostolov

                           Mr. Simonas Rasimavičius

                           Ms. Dalia Miklaševičiūtė

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Mykolo Romerio universiteto studijų programa *Viešųjų ryšių vadyba* (valstybinis kodas – 621N20026) 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	4
	Iš viso:	**20**

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

<...>

IV. SANTRAUKA

Antrosios pakopos (magistrantūros) studijų programa *Viešųjų ryšių vadyba* yra gerai veikianti, gerai tvarkoma programa, atitinkanti vietos poreikius ir orientuota į ateitį. Programos tikslai ir numatomi studijų rezultatai yra aiškūs, programa atitinka darbo rinkos poreikius. Programos sandara atitinka numatomus studijų rezultatus ir yra patvirtinta tikslinių grupių. Studijų eiga aiški ir veiksminga, ji tenkina visas suinteresuotąsias šalis (studentus, dėstytojus, socialinius partnerius). Katedros mokymo ir mokslinių tyrimų veiklos lygis, įskaitant publikacijų kiekį ir kokybę, dalyvavimą konferencijose, mokymuose, mainuose ir t. t., yra geras. Universiteto patalpos, techninės priemonės ir bibliotekos paslaugos užtikrina labai geras sąlygas studentams mokytis ir vykdyti mokslinių tyrimų projektus, daugelis jų yra aukšto lygio.

Tobulindama šią studijų programą programos vadovybė turėtų ir toliau išnaudoti gyvybingos Mykolo Riomerio universiteto aplinkos pranašumus, apjungiant visus universitetui prieinamus išteklius (atvykstančius dėstytojus, bendrus projektus, mokslinių tyrimų planus ir t. t.). Daugiau dėmesio reikėtų skirti anglų kalbos kursams programoje. Būtų naudinga, jei visas fakultetas turėtų bendrą mokymo filosofiją. Dėstytojai turėtų ir toliau skirti daug dėmesio mokslinių tyrimų rezultatams. Rekomenduotume, kad dėstytojai ir studentai daugiau bendradarbiautų nauj*ajame* mokslinių tyrimų centre. Be to, patartina ištirti galimybę dėstyti

daguiau tarpdisciplinininių dalykų įtraukiant tarpdisciplinininių studentų toje pačioje auditorijoje. Vertinimo grupė dar rekomenduoja toliau skirti dėmesio socialiniams perkeliamiesiems gebėjimams per visą šios programos studijų laikotarpį.

<...>

III. REKOMENDACIJOS

1. Siekiant toliau tobulinti studijų programą *Viešųjų ryšių vadyba*, išnaudoti gyvybingos Mykolo Riomerio universiteto aplinkos pranašumus, apjungiant visus universitetui prieinamus išteklius (atvykstančius dėstytojus, bendrus projektus, mokslinių tyrimų planus ir t. t.).

2. Rimtai atkreipti dėmesį į 1) absolventų skaičių, 2) nubyrėjimo lygį, 3) dalyvaujančiųjų mainų programose skaičių, siekiant rasti įmanomus sprendimus ir lanksčias strategijas.

3. Persvarstyti programos numatomų studijų rezultatų kalbos formulavimo ir apimties klausimą – kai kurie rezultatai netiksliai suformuluoti ir sunkiai įvertinami.

4. Daugiau dėstyti anglų kalba – bent vienas dalykas galėtų būti nuo pradžios iki galo dėstomas angliškai.

5. Ir toliau skirti dėmesio mokslinių tyrimų rezultatams. Rekomenduotume, kad dėstytojai ir studentai daugiau bendradarbiautų naujajame mokslinių tyrimų centre.

6. Sukurti programos vadovų darbo grupę, kurie kartu oficialiai aptartų klausimus.

7. Ir toliau skirti dėmesį socialiniams perkeliamiesiems gebėjimams vykdant šią programą.

8. Apsvarstyti pasirenkamųjų dalykų didinimo galimybę.

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