



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Mykolo Romerio universiteto  
**STUDIJŲ PROGRAMOS**  
*NEPAPRASTŲJŲ SITUACIJŲ VALDYMAS (621N20023)*  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF CRISIS MANAGEMENT (621N20023)**  
**STUDY PROGRAMME**  
at Mykolas Romeris University

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**Evaluation coordinator - Mr. Pranas Stankus**

Išvados parengtos anglų kalba  
Report language - English

Vilnius  
2016

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

|  |                                 |
|--|---------------------------------|
| Studijų programos pavadinimas                        | Nepaprastųjų situacijų valdymas |
| Valstybinis kodas                                    | 621N20023                       |
| Studijų sritis                                       | Socialiniai mokslai             |
| Studijų kryptis                                      | Vadyba                          |
| Studijų programos rūšis                              | universitetinės studijos        |
| Studijų pakopa                                       | Antra                           |
| Studijų forma (trukmė metais)                        | Nuolatinė (1.5), Iššęstinė (2)  |
| Studijų programos apimtis kreditais                  | 90                              |
| Suteikiamas laipsnis ir (ar) profesinė kvalifikacija | Vadybos magistras               |
| Studijų programos įregistravimo data                 | 2012-03-20 Nr. SV6-11           |

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## INFORMATION ON EVALUATED STUDY PROGRAMME

|   |                               |
|---|-------------------------------|
| Title of the study programme                        | Crisis Management             |
| State code  | 621N20023                     |
| 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         | March 20, 2012 No. SV6-11     |

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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.

The number of students enrolled in MRU is about 13500. More than 160 doctoral students study in the fields of law, management, economics, psychology and education. MRU offers 106 study programmes (31 bachelor's degree, 74 master's degree (6 of them are double/joint degree programmes), also non-degree studies, 6 doctoral programmes).

There are five faculties at MRU at present (Faculty of Economics and Finance Management, Faculty of Law, Faculty of Social Technologies, Faculty of Politics and Management, and Faculty of Public Security), Business and Media School (establishment of MRU with Middlesex University in London), and the network of Research Laboratories. Although interdisciplinary in nature, the programme is currently located within the faculty of Politics and Management.

The Master's programme of Crisis Management was approved by MRU Senate Resolution No. 1SN-20 in 21 February 2012. The Programme is registered by Centre for Quality Assessment in Higher Education in 20 March 2012 by Decree No.: SV6-11. The programme started in September 2012. An initial term of accreditation was 31 August 2015, which was extended to 31 August 2016 by Decree of the director of the Centre for Quality Assessment in Higher Education No. SV6-22, 20 May 2015 due to the changes in the system of external evaluation.

#### **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.

- 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 program is geared to the education of crisis management professionals by considering strategies and planning techniques for the mitigation and alleviation of disaster and crisis scenarios. Additionally the course addresses preparation response and recovery phases of crises, through apply a multidisciplinary, research based approach to studies. The programme seeks to educate students to gain general disaster and crisis management competencies, and specific competencies mainly in relation to public administration environments. The programme has arisen from clear demands from social partners for the demand for specialists that have managerial skills in safety assurance and to respond to a perceived lack of expertise in this area since the restoration of national independence. It is unique in the education it offers in Lithuania at this present time and this was quoted by stakeholders, particularly social partners as bringing something special to national skills. The study programme aims and learning outcomes are defined and published on the MRU website [https://stdb.mruni.eu/ects\\_katalogas/programa\\_en-6510.html](https://stdb.mruni.eu/ects_katalogas/programa_en-6510.html).

The study programme aims and learning outcomes fully meet the requirements of the Dublin Descriptors (defined as part of the Bologna Process) and the guidelines for preparing self-evaluation report by the Centre for Quality Assessment in Higher Education. They could be a model for other Departmental programmes. The primary aim of the programme complies with the generic requirements of the Master's level programmes in Lithuania. According to the formulated aims, the programme should result in the development of multidisciplinary competencies. The outcomes are well drawn and appropriate to students who are expected to go on to work in situations, graphically described by the Programme Leader as having implications for life and property and requiring a practical orientation to applicable skills in addition to their theoretical grounding. Graduates of the Crisis management programme compete successfully in the contemporary labour market and hold various positions in the Lithuanian public and other sectors organizations.

The title of the programme, its learning outcomes, content and the qualification offered are compatible but the scope of the studies perhaps requires some refining at this stage of the programme. Demand for the programme has arisen from state institutions, most students are drawn from such institutions and most teaching is based in this sector. There are plans to update and widen the scope of the programme. Expansion of studies on the topic into the private sector or humanitarian non-governmental organisation sector can always be developed and the Programme Leader was confident on the visit that this can only enhance the career prospects of

students studying on the programme as there is regular movement of staff between private and state sectors in this field. 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 especially if the programme content is to be rolled out to address another industry sector.

## ***2.2. Curriculum design***

The Master's Study Programme of Crisis Management has a study plan designed to give students initial general theoretical knowledge on different aspects of crisis management and scientific work, and subsequent refining of working tools and skills in crisis management.

Seven compulsory managerial study subjects and two optional managerial study subjects make more than 70 % of all program subjects (SER table 1-Total 60 ECTS credits). The rest of the study courses are interdisciplinary with the final Masters project making up 33 % of the entire program (30 ECTS) as required by National regulations (General Requirements for the Master's Study Program. The programme structure generally ensures that students develop the appropriate described competences. The length, structure, final thesis, and curricular subjects meet the formal requirements. Each semester contains no more than 5 courses, complying with the need to regulate student workload. Normally classes are in groups of around 15 students.

The course descriptions are prepared in an appropriate way. The content of subjects is consistent with the level of studies, however some of the recommended literature sources are relatively old and it is advised that recent scholarly debates are reflected in the study process by the use of up to date study materials.

The scope of the studies perhaps requires some refining at this stage of the programme. Demand for the programme has arisen from state institutions, most students are drawn from such institutions and most teaching is based in this sector. There are plans to update and widen the scope of the programme which is appreciated.

Sufficient attention appears to be devoted to preparation of a final thesis with students already offered research input in their first semester. For some students the Masters Thesis is a major hurdle and in this regard we would commend the initiatives taken in by library staff to help support and underpin students independent study. Some study skills provision is advised for students who are balancing work and study and in some cases, returning to academic study after some time and the panel considered if this should be mandatory if an issue is identified rather than left to the student's own responsibility, simply because of the lack of understanding some students have of the tasks before them. At the same time the panel is equally mindful of the fact

that these students will have to manage complex serious situations and coping with their studies may act as a filter system for future competence in employment.

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. Students on this program were a little unhappy that their research subject studies had been split with theory being taught some three months before practice. This was seen to be too long a gap, and a source of stress. The panel examined 7 Final Projects but of these only 3 successful grades were provided. Topics of these theses match with the programme content, and grades seem appropriate. For further development of the programme design it is advisable not only to enrich comparisons of the current curriculum with other similar programmes, particularly those offered abroad to select relevant benchmarks and keep up with them, but also to institute better feedback systems from all stakeholders.

The panel visit suggested that informal feedback from students was taken regularly and acted upon, so that for instance, on student suggestion the Risk Management course is planned to be brought forward in their studies. The Dean and Vice Dean also meet with students every quarter, and students reported the Programme Leader being continuously involved in checking student experience. However other stakeholders were less able to identify where they had seen changes adopted on their recommendations, and were somewhat concerned that shortcomings identified in the programme were not being addressed. This is not the impression of teachers or the programme leader who clearly feel they are responding to industry advice. Perceptions may be clouded by Faculty who have both industry employment and teaching responsibilities on the programme. Civil Protection and Fire and Rescue services seem to be particularly well represented as social partners whose input is informally solicited. Industry 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 her opinion of the course was the first approach since finishing her 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.



Both students and graduates were a little disappointed in the number of guest lectures from, and the lack of visits to, relevant outside organisations to enrich more standard study sessions. Alumni had visited the Fire Rescue facility and had a talk from the Director of the Mobilization Department and these inputs were very much appreciated. This is where students truly get to verify practice for themselves and test theory on the course with practitioners so it is advised that such activities be more widely organised and promoted. There was also 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 area where this might be appropriate for this programme is in the area of News Management. The Alumni felt this should be strengthened on the course and would be an especially appropriate area for practice on presentations to an international audience.

### ***2.3. Teaching staff***

At the moment of preparation of the self-evaluation report, there were 14 staff members: 5 professors, 3 associated professors, and 6 lecturers. Less than 80% (Currently 75%) of courses are delivered by lecturers holding PhD (assoc. professors and professors). This is known to be problematic and some courses that are taught by practitioners will be replaced by more academic courses next cohort. This is a dilemma as the practical tools that are expected by social partners and students may not be readily available through academic input and it is advised that the academic courses are supplemented extensively by guest lecturers who can address the practical side of knowledge required in order not to lose this dimension from the course. Aside from guest lectures other types of intervention from social partners such as UAB Achema could include visits and practice at the companies and study program and master thesis reviews by social partners.

The gender balance of men and women is good: 50 per cent are female teachers, and 50 per cent males, and age distribution is also reasonable. Turnover of staff is high, given the number of Faculty with 5 professors who no longer give lectures in the Program. The panel were told by the teaching body this turnover has come about because of Departmental changes. The SER recognises turnover of staff can have implications in terms of the continual improvement of courses and this needs caution moving forward. For 33% of staff to change in a relatively short time since the programme was established does not help to establish material that is moulded by student input. The two graduates from the first cohort interviewed by the panel said the first cohort gave a lot of feedback to the teaching staff to help shape the programme for following

intakes, for instance by asking that psychology covered was not individual but mass psychology. When teachers then change, such feedback can be lost whatever system is in place especially when a high number of changes take place in a short period of time.

Teaching on the program is generally well received. 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 of science. On the visit, Faculty advocated in house training seminars such as ‘Communication with students and ‘Studies Virtualization’ 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. Teaching staff of the Program are active participants of international traineeship programs related to their teaching topics and/or professional activities. Faculty also take part in national and international scientific conferences and workshops. A question remains, however, how to distinguish the research activity focused on the study programme-related fields given the practical nature of the Faculty and their need for ongoing work based experience. One answer may be through 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. Facilities in the labs are impressive and the panel can see that this is an area that is being well resourced and is an attractive addition to teachers activities. The programme certainly 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. As yet, the teaching body’s research profile is not extensive and this is one area that should be improved going forward.

Faculty mobility is somewhat limited although there is some restricted participation in the Erasmus exchange programme. It is advised that this be extended, particularly in relation to hosting incoming lecturers to facilitate knowledge exchange.

A concern in pre-visit documentation was the lack of certainty regarding students’ open assessment of Faculty teaching competence. It is important that current students engage in this process. Interestingly on the panel visit, teachers and the team that prepared the pre-visit documentation were concerned by the perceived lack of student feedback while the students themselves were relatively happy and were the only group that could easily identify changes that had been brought in on their recommendation. This contrasted with graduates who said despite

having readily given solicited and timely feedback while on the course, they had not been contacted since their studies ended. It could be that graduates of the course would be a particularly useful addition to any formal feedback system, helping to give perspective over time.

#### ***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. 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.

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.

#### ***2.5. Study process and students' performance assessment***

The Master's programme accepts applicants who hold a Bachelor's degree with students who have not studied management sciences, asked to pass two Management study subjects in the first two terms. Admission requirements are clearly stipulated and available on the MRU homepage.

There were 16 full-time students admitted to the Program in 2012, 19 part-time students in 2014, and 13 full-time students in 2015. The Program did not enrol students in 2013 as there were insufficient number of applicants for the Program. Of the initial 12 students who entered the program, 25% have yet to complete their final Masters thesis. This is not unusual in a situation where most students work, but this needs to be monitored to see how many return to their studies and complete. Of greater concern is the 5 out of 19 students of 2014 admission have suspended their studies during the first year of the studies suggesting this is due to personal reasons. This needs investigation because of the implications for student support and/or the perceived lack of certainty regarding the ability of students to give open feedback on their studies. Students and graduates spoke to by the panel suggested that people left the programme either because of the stress of working and studying together, or because of financial issues. Some steps have been taken to try and follow up on a student's decision to leave to see what can be done to interrupt the decision to leave.

Student research is encouraged by the provision of an annual conference and a graduate of the programme has gone on to publish scholarly articles...an important development given the lack of local materials on the crisis management study field in Lithuania. However, deeper involvement of the students into research activities must be developed as the programme matures. Few students at this stage were seen to be thinking of extending their research activities past Masters level.

The students of the programme are provided with the academic and social support. Tutorial support is provided at different levels and various study situations and this is backed up by adequate technical support also through the IS STUDIES system and Moodle. These systems allow for a comprehensive delivery of study information. Study course descriptions are well-prepared; they contain all the requisite information, literature sources (though these could be updated), and details of the assessment system employed, aims set and outcomes expected thus also supporting conditions for successful independent work. Assessment is mainly by examination and other forms of written evaluation. Students and graduates felt the assessment system was fairly applied and that explanation of grades and the possibility to appeal a grade was well understood.

## ***2.6. Programme management***

The following comments refer to both programmes (Crisis management and Logistics management) seen on review on the visit, which suggests there are some common factors that perhaps should be attended to at Institute level. The main role in managing the study programme rests with 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, although this is explored more fully in the section on curriculum above. 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 pre-visit documentation also suggests that a weakness is that feedback from Faculty is not yet systematically solicited or given. 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 are informal exchanges of views. There was limited evidence demonstrated to the panel of the programmes 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 programme is under evaluation for the first time, therefore the main source of information for suggesting improvements in the curricular design is the internal evaluation. More attention must be paid for attracting and retaining students into the study programme on a regular sustained basis since it is the question of sustainability. The panel note that the Programme

Leader is taking on the role of programme advocate with external organisations to try and raise the profile of the programme.

### **2.7. Examples of excellence \***

The learning outcomes have been well constructed and are continuously updated in a field that by its very nature need to be robust enough to create graduates that may be called upon to bring input to life or death decisions.

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.

## **III. RECOMMENDATIONS**

1. To compare the study curriculum with similar programmes abroad (using benchmarks) in order to continuously develop the programme. Along with this an increased number of visiting Faculty to facilitate knowledge exchange is advised.
2. 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.
3. 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.
4. 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.
5. It is advised that practical input from guest lecturers is extended when the Faculty moves to 80%+ PhD's.

#### **IV. SUMMARY**

The programme is a unique offering in Crisis Management education in Lithuania and has a good basis in the Lithuanian public sector with the intent to actively work on extending the programme to private sector crisis management scenarios. Continuous benchmarking with similar international programs is advised for the programme. Present aims and objectives serve the course well. They are publicly accessible and the learning outcomes of the programme are consistent with the balance required in practice and theory for such a programme. The programme aims and learning outcomes are consistent with relevant international standards and the name of the programme, its learning outcomes, content and qualifications offered are compatible with each other. Curriculum design is generally suitable. Facilities and study infrastructure are very good, with the library acting together with the teaching staff to aid student research in a very proactive way. Students requests and suggestions have helped to shape the programme, as has social partner input. Relationships with social partners could be extended in a more explicit way to enrich teaching. Teaching is good and well received by the students. Less than 80% of the teaching team have doctorates but this is being actively addressed and research possibilities through the newly launched MRU Laboratories are particularly good, though yet to be realised in relation to this programme. This particular programme should be continually looking to update and enhance practical input from social partners and there is already a sound basis established for this, though such input perhaps should move to a more formal basis.

## V. GENERAL ASSESSMENT

The study programme *Crisis Management* (state code – 621N20023) 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               | 4                                |
| 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                                |
|     | <b>Total:</b>                                      | <b>20</b>                        |

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

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

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

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

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



&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Mykolo Romerio universiteto studijų programa *Nepaprastųjų situacijų valdymas* (valstybinis kodas – 621N20023) vertinama **teigiamai**.

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

\* 1 – Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 – Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 – Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 – Labai gerai (sritis yra išskirtinė)

&lt;...&gt;

**IV. SANTRAUKA**

Studijų programa *Nepaprastųjų situacijų valdymas* yra vienintelė Lietuvoje krizinių situacijų valdymo programa, turinti gerą pagrindą Lietuvos viešajame sektoriuje; ketinama dėti daug pastangų, kad ji būtų taikoma ir privataus sektoriaus nepaprastųjų situacijų valdymui. Rekomenduojama nuolat lyginti šią programą su panašiomis tarptautinėmis studijų programomis. Dabartiniai tikslai ir uždaviniai studijų programai yra tinkami, jie viešai prieinami. Numatomi studijų rezultatai atitinka tokiai programai keliamus praktikos ir teorijos santykio reikalavimus. Programos tikslai ir numatomi studijų rezultatai atitinka susijusius tarptautinius standartus; programos pavadinimas, numatomi studijų rezultatai, programos turinys ir suteikiama kvalifikacija dera tarpusavyje. Programos sandara iš esmės tinkama. Materialieji ištekliai yra labai geri; bibliotekos darbuotojai kartu su dėstytojais aktyviai padeda studentams mokslinių tyrimų srityje. Studentų pageidavimai ir pasiūlymai, taip pat ir partnerių indėlis, padėjo suformuoti programą. Siekiant praturtinti mokymą, būtų galima aiškiau nustatyti ir išplėsti santykius su socialiniais partneriais. Mokymas kokybiškas, studentai jį gerai vertina. Mažiau kaip 80 proc. dėstytojų turi daktaro laipsnį, bet ši problema aktyviai sprendžiama; galimybė atlikti mokslinius tyrimus yra ypač gera dėl naujai pradėjusių veikti MRU laboratorijų, nors jos

dar turi būti pritaikytos šiai studijų programai. Ši konkreti programa turėtų būti nuolat atnaujinama, turėtų būti skatinamas praktinis socialinių partnerių indėlis į ją; tam jau sukurtas stiprus pagrindas, nors minėtą indėlį galbūt reikėtų labiau formalizuoti.

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### **III. REKOMENDACIJOS**

1. Siekiant nuolat tobulinti studijų programą Nepaprastųjų situacijų valdymas, reikėtų lyginti ją su panašiomis užsienio šalių programomis (taikant lyginamuosius kriterijus). Kartu rekomenduojama didinti atvykstančių dėstytojų skaičių siekiant palengvinti keitimąsi žiniomis.
2. Šios programos vadovams patartume oficialiai rinktis ir kartu aptarti klausimus, o studijų programos komitetui turėtų būti skirta pastovi vieta katedros darbotvarkėje.
3. Patartume įsteigti oficialią patariamąją tarybą ar panašų organą, skirtą oficialiai rinkti socialinių partnerių rekomendacijas ir dažniau kviesti socialinius partnerius, su kuriais užmegzti ryšiai, į auditorijas, kad jie pasidalytų informacija su studentais.
4. Reikėtų toliau remti darbuotojų tobulinimą, tebeskiriant dėmesį pedagoginės kvalifikacijos didinimui, ir toliau padėti rengtis daktaro kvalifikacijai. 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.
5. (Politikos ir vadybos) fakultetui siekiant, kad 80 proc. dalykų dėstytojų daktaro laipsnį turintys dėstytojai, rekomenduojama didinti atvykstančių dėstytojų praktinį indėlį.

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