



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universitetas  
**VADYBOS PROGRAMOS (612N20003)**  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
**OF MANAGEMENT (612N20003)**  
**STUDY PROGRAMME**  
at *Kaunas University of Technology*

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Išvados parengtos anglų kalba  
Report language - English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	Vadyba
Valstybinis kodas	612N20003
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirma pakopa
Studijų forma (trukmė metais)	Nuolatinė (4); iššęstinė (6)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos bakalauras
Studijų programos įregistravimo data	19-05-1997, No 565; 02-08-2001, No 1187

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	Management
State code	612N20003
Study area	Social Sciences
Study field	Management
Kind of the study programme	Bachelor studies
Study Cycle	First cycle
Study mode (length in years)	Full-time (4); Part-time (6)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Management
Date of registration of the study programme	19-05-1997, No 565; 02-08-2001, No 1187

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## I. INTRODUCTION

The university context in which the programme is developed, administered and offered clearly meets international standards. The international ranking of the faculty of Economics and Management is good evidence for that.

The self-assessment report (SAR) provided for the evaluation is very informative. The societal needs for high quality education and future challenges in working life are clearly stated. The aims of the programme and its learning outcomes are made transparent in the self-assessment report. The curriculum design meets very well international benchmarks and the governance and administrative structure of the programme is very professional, integrating both stakeholder and student representatives to the administrative process.

The site visit was done on the 20th of March by the expert group and this helped us to check many of the details that were elaborated in the SAR. In our analysis of the programme we highlight major strengths of the programme and explicate issues for further enquiry.

## II. PROGRAMME ANALYSIS

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

There is plenty of evidence in the SAR that the programme aims and learning outcomes are well defined, clear and publicly accessible. The learning outcomes formulated for the programme are relevant to the level of the programme and the course descriptions provide evidence that it is possible for students to internalise the specified learning outcomes via their studies. The programme meets the needs of the society and professional labour markets. The name of the programme corresponds with the disciplinary scope of courses provided in the programme.

### *2. Curriculum design*

The curriculum design meets very well the requirements of the Bachelor's degree education in Management. All together the volume of the programme is 240 ECTS which means four years of studies.

The programme contains courses from all major disciplinary areas in business studies and includes also basic courses in economics, mathematics, statistics, philosophy, psychology, communications and languages. This is complemented with courses that introduce the students to Studiju kokybės vertinimo centras

research work and for conducting the Bachelor's thesis work. Students take also an internship to get exposure to working life.

The multi-disciplinary university context has facilitated an interesting structural element in the curriculum design because it contains "general university courses". This widens the perspective of the students before they take the core study field courses in the business school type of context.

Another novelty in the programme is that there are two majors: Process Management and Project Management. Especially in the context of the technical university such differentiation is highly relevant. More and more companies are organized into streams of projects and the competences of specialists are accumulated from inter-project learning. Such mode of organizing has shifted from the construction industry to many engineering professions, to R&D oriented high tech fields, to creative industries and especially to large multinational corporations (MNCs). As to the courses provided in the majors for both of the specialisations, their scope and content provide a clear path for developing distinct academic and professional competences.

Besides the study field options the programme contain options for a minor study programme with four alternatives: Accounting, Finance, Marketing and Human Resource Management. To get 57 ECTS for the minor the student has to take five specialisation courses (30 ECTS), Practice (15 ECST) and two optional courses (12 ECTS).

The courses are offered in blocks of 4 or 5 courses per each semester.

In sum, the programme design meets legal requirements. The academic scope of the programme is innovative due to the options for the two major's: Process Management and Project Management. In addition, there is broad introduction to academic studies in general and a several relevant options for taking a minor. The content of the programme reflects well the international standards for Bachelor's studies in Management.

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

The study programme is provided by the staff which meet legal requirement and the qualifications of the teaching staff are adequate to ensure learning outcomes. Associate professors take the largest responsibility (about 40 %) to teach in the programme. Full professor carry the load of 26.4 % and other teachers 34 %. In the part-time study programme the load of associate professor is even higher.

The student teacher ratio is very favourable. In the full-time study programme it is 4 and in the part-time programme not higher than 10.

Teachers have five year contracts in the main positions, based on competitive recruitment processes. Hourly paid lectures can be nominated to a one year contract without a competitive recruitment process. This system gives enough stability for the staff and at the same time facilitates some turnover of the staff.

There are clear indications that teaching is research based. For instance, teachers in the BSc programme have been active in publishing articles included in the database ISI Web of Science (Thompson Reuters). Teachers have been active in participating in EU Framework Programmes which has created opportunities for professional development.

In sum, the qualifications of the teaching staff meet the legal requirement set for academic programmes. The number of teachers in relation to the number of students is very favourable in terms of international comparisons. Teachers have access to international conferences, research networks and projects. By so doing they can benchmark the relevance of their own knowledge and competence and improve the content and pedagogy of the courses for which they are responsible.

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

In the SAR evidence is given that the facilities and technical infrastructure meet the needs of the teachers and the students. This became also clear during our site visit. The only gap mentioned in the SAR is linked to the need to have more rooms for problem-based interactive teaching. This could be an issue that should be addressed in the future because team work and skills in social dialogues are becoming increasingly relevant in relatively autonomous project based modes of working.

Students have good access to internships and companies are also providing assignments that can be turned to research projects for the final theses. By so doing the students get exposure to the demands and practices of working life and can test their own knowledge and competence in practice.

The library facilities and access to electronic text books and research articles were clearly adequate.

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

The admission requirements are well-founded. The Management programme has been able to get more state funded places than any other faculty at the KTU but since 2010 their number has

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dropped dramatically. In 2011 and 2012 only one state funded place was received. Also the number of student accepted for the non-state funded places has dropped dramatically. This has meant that the minimum competitive score for some student has been alarmingly low during the years 2010-2011 (SAR, Table 8, p. 24). With good reason the University has taken a decision to correct this deficiency. The organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes. In the course descriptions assessments of students' learning are specified at a very detailed level. The students are encouraged to take part in research activities by providing internships and access to companies to do their final thesis work. The number of students finalizing their Final Degree Projects was 231 in 2012. Most of the studies have been made to companies. This shows that working life is closely connected to the educational activities already at the Bachelor's level studies. The teachers are highly engaged in supporting student's learning and research work. Thus there clearly is enough academic and social support for the students. Students actively participate also in international mobility programmes.

In sum, the drop in the number of students accepted to the programme has been very dramatic and also the competitive score of students accepted to non-state funded places has been for two years very low. The study process and student assessment meet all relevant criteria set for academic studies at the Bachelor's level in Management.

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

The programme management contains all relevant levels in the administration and all relevant stakeholders. A programme coordinator is responsible for the coordination of the programme. The coordinator has pedagogical, scientific and administrative experience. Normally, changes to the programme are made by the study programme committee of the faculty. Major changes to the programme are made by the Senate. The faculty study programme committee "prepares and adjusts" programmes that are interrelated. The study programme committee of the faculty is chaired by the Dean and has representation from students, business and employers and lecturers.

Internal quality assurance has been in development since 1994. A system of quality assurance was approved in 2010. It is based on European and national guidelines and its development is partially supported by EU funding. Processes for the enhancement and maintenance of quality are described in the SAR. These include:

- Participation of stakeholders

- Processes for development and updating of programmes
- Feedback from stakeholders
- Agreements with social partners
- Quality issues are discussed at various *fora* in KTU
- Regular student attendance and performance analysis
- Evaluation of lecturer performance and plans for lecturer development

In sum, it appears that KTU has the necessary organisation - structures and mechanisms - in place for the management of study programmes. Responsibilities for the decisions and monitoring of the implementation of the programme are clearly defined. Information for internal quality assurance is collected regularly and stakeholders participate both in the governance and teaching of the programmes. Student attendance is monitored on a monthly basis and a student survey is conducted after each semester. These results are evaluated in the meetings of different collective bodies within the hierarchy and inviting also representatives of the student union and stakeholders to such meetings. Such dialogues provide also stimuli to tailor activities for developing teaching skills and implementing new pedagogic practices.

### III. RECOMMENDATIONS

1. Commitment of the faculty of Economics and Management to provide a Bachelor's Degree in Management with two specialisations and several options for minor studies is a relevant strategic choice. We recommend that the faculty especially underlines the relevance of the two options for the major as a distinctive competitive advantage of the programme.

2. For renewing the contents of the courses it would be beneficial if the teachers would have more opportunities to participate in international conferences in addition to the national ones. That would also stimulate publishing in international journals and in edited books by international publishers.

### IV. SUMMARY

The Programme aims and learning outcomes are well defined, clear and publicly accessible. They also meet the needs of the society and the professional labour markets very well. The Studiju kokybės vertinimo centras



departments in the faculty have a long tradition in providing a Bachelor's Programme in Management. The name of the Programme, its learning outcomes, content and qualifications offered are compatible with each other.

The programme design meets legal requirements. The content of the programme reflects well the international standards for Bachelor's studies in Management. The diversity of disciplinary fields with which students become familiar with is the first strength of the programme. The second strength of the programme is the possibility for the student to choose between two majors: the Process or the Project Management one. Both majors provide a clear path for accumulating knowledge and competence for a distinct working life context. The courses within these specialisations add up to a level which is relevant for an employer to hire a graduate with such an understanding of practical operations. In addition, the programme provides the student a minor. Within the minor studies there are four disciplinary specialisations, providing also a complementary pathway to employment in addition to the one provided by the chosen major. The learning outcomes set for the programme are accomplished through the curriculum design and with the help of the teachers.

The qualifications of the teaching staff meet legal requirements and are adequate to ensure learning outcomes. The teacher/student ratio is favourable due to the engagement of many departments from the faculty of Economics and Management and due to having teachers from other faculties, too. The teachers are clearly very committed to their work. Teachers have access to international conferences, research networks and projects. By so doing they can benchmark the relevance of their own knowledge and competence and improve the contents and pedagogy of the courses for which they are responsible.

The facilities and learning resources are in good shape. The study process is well planned and implemented and the assessment of students' achievements is documented in great detail. Students have access to internships which is also a bridge for finding topics for the final thesis project. The number of students finalizing their Final Degree Projects was 231 in 2012. Most of the studies have been made to companies. This shows that working life is closely connected to the educational activities already at the Bachelor's level studies. The teachers are highly engaged in supporting student's learning and research work. Also the regional stakeholders are highly engaged with the faculty in various forms of activity. Students actively participate also in international mobility programmes.

The admission requirements are well-founded but the drop in the number of students accepted to the programme since 2010 has been very dramatic. Also the competitive score of students accepted to non-state funded places has been for two years very low. It appears that Studijų kokybės vertinimo centras

KTU has the necessary organisation - structures and mechanisms - in place for the management of the study programmes. Responsibilities for the decisions and the monitoring of the implementation of the programme are clearly defined. Information for internal quality assurance is collected regularly and stakeholders participate both in the governance and teaching of the programmes. An internal quality assurance system has been approved in 2010, after a phase of internal development. Student attendance is monitored on a monthly basis and a student survey is conducted after each semester. These results are evaluated in the meetings of different collective bodies within the hierarchy and inviting also representatives of the student union and stakeholders to such meetings. Such dialogues provide also stimuli to tailor activities for developing teaching skills and implementing new pedagogic practices.

Based on the evaluation the major *strengths* thus are:

- The number of faculty available for developing and implementing the programme
- Responsive teachers and team-based responsibility for programme subjects
- Sufficient level of interactive learning and group activities
- Relevant thematic choices for the major options both from the academic and practical point of view
- Wide scope for students' choices of options and electives
- Sufficient number of partners providing access for internships and research

As to the major *weaknesses* the team would lift up the following:

- The drop in the number of students accepted to the programme has been dramatic
- Among the teaching faculty the orientation to participate in local and regional conferences instead of the leading international ones and to publish in national or regional research journals instead of higher ranked international

## V. GENERAL ASSESSMENT

The study programme Bachelor of Management (612N2003) at Kaunas University of Technology is given **positive** evaluation.

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	<b>Total:</b>	<b>18</b>

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

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

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

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

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#### V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno technikos universiteto studijų programa *Vadyba* (valstybinis kodas – 612N20003) vertinama teigiamai.

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

#### IV. SANTRAUKA

Programos tikslai ir numatomi studijų rezultatai yra apibrėžti, aiškūs ir viešai skelbiami. Be to, jie atitinka visuomenės ir profesinių darbo rinkų poreikius. Fakulteto padaliniai (*departments of the faculty*) jau seniai įgyvendina vadybos bakalauro programą. Šios programos pavadinimas, numatomi studijų rezultatai, programos turinys ir suteikiama kvalifikacija dera tarpusavyje.

Programos sandara atitinka teisės aktų reikalavimus. Programos turinys gerai atspindi vadybos bakalauro studijoms keliamus tarptautinius reikalavimus. Pirmoji programos stiprybė yra dalykinių sričių, su kuriomis studentai susipažįsta, įvairovė. Antroji stiprybė yra galimybė studentams pasirinkti vieną iš dviejų pagrindinių specializacijos dalykų: procesų vadybą arba projektų vadybą. Abi specializacijos suteikia žinių ir gebėjimų, būtinų norint susirasti tinkamą darbą. Šių specializacijų dalykai padidina lygį, kuris reikalingas, kad darbdavys nusamdytų tokį praktinių (gamybos) operacijų suvokimą turintį absolventą. Be to, programa suteikia studentui galimybę rinktis gretutines studijas. Yra keturios gretutinių studijų specializacijos, kurios taip pat yra dar vienas kelias į įsidarbinimą be pirmiau minėtos pasirinktos pagrindinės studijos.

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Numatomi šios programos studijų rezultatai pasiekiami programos sandaros ir patyrusių dėstytojų pagalbos dėka.

Akademinio personalo kvalifikacija atitinka teisės aktų reikalavimus ir yra tinkama numatomiems studijų rezultatams pasiekti. Dėstytojų ir studentų santykis yra palankus dėl daugelio ekonomikos ir vadybos fakulteto skyrių bei kitų fakultetų dėstytojų dalyvavimo programoje. Dėstytojai yra neabejotinai labai pasiaukoję šiam darbui. Jie turi galimybę dalyvauti tarptautinėse konferencijose, mokslinių tyrimų tinkluose ir projektuose. Todėl jie gali palyginti savo žinių ir kompetencijos tinkamumą ir patobulinti dalykų, už kuriuos jie atsako, turinį ir dėstyimo metodiką.

Materialieji ištekliai geros būklės. Studijų eiga gerai suplanuota ir įgyvendinama, studentų pasiekimų vertinimas išsamiai įforminamas dokumentuose. Studentai gali stažuotis, o tai taip pat padeda susirasti temas baigiamajam darbui. 2012 m. baigiamąjį darbą laipsniui gauti rašė 231 studentas. Daugelis studentų parengti darbui įmonėse. Tai rodo, kad darbinis gyvenimas su mokymu yra glaudžiai susijęs jau studijuojant bakalaurą. Dėstytojai labai padeda studentams mokytis ir atlikti mokslinius tyrimus. Regiono socialiniai dalininkai taip pat aktyviai ir įvairiais būdais dalyvauja fakulteto veikloje. Studentai dar aktyviai dalyvauja tarptautinėse judumo programose.

Priėmimo reikalavimai pagrįsti, bet studentų nuo 2010 m. studijuoti programos priimtų studentų nubyrėjimo lygis labai aukštas. Be to, konkursinis balas priimant studentus į valstybės nefinansuojamas vietas jau dvejus metus labai žemas. Panašu, kad studijų programos vadybos tikslais KTU yra įdiegusi būtiną organizacinę sistemą – struktūras ir mechanizmus. Aiškiai apibrėžta atsakomybė už sprendimus ir programos įgyvendinimo stebėseną. Nuolat renkama informacija vidaus kokybei užtikrinti, o socialiniai dalininkai dalyvauja ir programų valdyme ir jų dėstyje. Vidaus kokybės užtikrinimo sistema patvirtinta 2010 m., pasibaigus vidaus plėtros etapui. Studentų lankomumas stebimas kiekvieną mėnesį, o po kiekvieno semestro atliekama studentų apklausa. Jos rezultatai vertinami įvairių kolektyvinių institucijų (pagal hierarchiją) posėdžiuose, į kuriuos dar kviečiami studentų sąjungos ir socialinių dalininkų atstovai. Šie dialogai dar paskatina imtis veiklos, susijusios su pedagoginių įgūdžių tobulinimu ir naujų pedagogikos metodų įgyvendinimu.

Remiantis šiuo vertinimu pagrindinės *stiprybės* yra šios:

- Programai tobulinti ir įgyvendinti turimų dėstytojų skaičius
- Jautrūs dėstytojai ir komandinė atsakomybė už programos dalykus
- Pakankamas interaktyvaus mokymosi lygis ir grupinė veikla

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- Akademiniu ir praktiniu atžvilgiu tinkamai pasirinktos svarbiausių dalykų temos
- Didelis galimybių ir pasirenkamųjų dalykų pasirinkimas
- Pakankamas partnerių, suteikiančių galimybes stažuotis ir atlikti mokslinius tyrimus, skaičius

Iš svarbesnių *silpnybių* vertinimo grupė paminėtų šias:

- Stulbinantis į šią programą priimamų studentų skaičiaus sumažėjimas
- Dėstytojų orientavimasis į dalyvavimą vietos ir regiono, o ne tarptautinėse konferencijose, ir skelbti publikacijas ne aukšto lygio tarptautiniuose, o nacionaliniuose bei regiono moksliniuose žurnaluose.

### III. REKOMENDACIJOS

1. Ekonomikos ir vadybos fakulteto įsipareigojimas suteikti vadybos bakalauro, turinčio dvi specializacijas ir keletą galimybių pasirinkti gretutines studijas, yra tinkamas strateginis pasirinkimas. Rekomenduojame, kad fakultetas kaip konkurencinį programos pranašumą ypač akcentuotų dviejų galimybių specializuotis svarbą.

2. Atnaujinant programos / dalykų (*courses*) turinį būtų naudinga, jei dėstytojai turėtų daugiau galimybių dalyvauti ne tik nacionalinėse, bet ir tarptautinėse konferencijose. Tai paskatintų publikavimą tarptautiniuose žurnaluose ir užsienyje leidžiamose knygose.

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