STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kazimiero Simonavičiaus universiteto
**STUDIJŲ PROGRAMOS *AVIACIJOS VADYBA (valstybinis kodas - 612N20014)*
VERTINIMO IŠVADOS**
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**EVALUATION REPORT
OF *AVIATION MANAGEMENT (state code - 612N20014)*
STUDY PROGRAMME**
at Kazimieras Simonavičius University

Review' team:

1. **Prof. Andreas Knorr (team leader),** *academic,*

2. **Mr. Nicholas Coleman,** *academic,*

3. **Dr. Igors Graurs,** *academic,*

4. **Mr. Remigijus Šeris,** *representative of social partners,*

5. **Mr. Linas Misevičius,** *students' representative.*

Evaluation coordinator – Ms. Dovilė Žeimienė.

Išvados parengtos anglų kalba
Report language – English

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2017

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Aviacijos vadyba*
Valstybinis kodas	612N20014
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Vadyba
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (3,5)
Studijų programos apimtis kreditais	210
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Vadybos bakalauras
Studijų programos įregistravimo data	2013

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Aviation Management*
State code	612N20014
Study area	Social Sciences
Study field	Management
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (3,5)
Volume of the study programme in credits	210
Degree and (or) professional qualifications awarded	Bachelor of Management
Date of registration of the study programme	2013

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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.	Information about specific places of internships
2.	Information about visiting lecturers

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

Kazimieras Simonavičius University (hereinafter the University) is a non-state university established in 2003. The Business School (hereinafter the BS) operates at Kazimieras Simonavičius University from 2013. BS has the following programmes of studies accredited: four programmes of the first cycle – Business Management, Entrepreneurship and Management, Marketing and Advertising, Aviation Management, and one second cycle programme – Organizational Innovation and Management. According to the data of September 2016, the University has 563 full-time and part-time students. The Aviation Management programme is taught in English.

The study field for the programme is aligned to understanding Aviation Management and produce graduates that can gain careers in this sector of the economy both in Lithuania and overseas. Aviation's contribution to the Lithuanian economy is very robust as commercial aviation has steady growth over many decades and globally is seen as a growth business. In discussions with the senior management team at the site visits it was clear that a major

motivation for the programme was to support the economic growth of the sector in Lithuania and many points are made in the Self Evaluation Report (SER) that indicate that the country needs new graduates with these skills in this sector (SER p3, 4, 5). These themes were also evident in the site meeting discussions with management the programme is also linked to European Union's transportation policy (cited SER).

The reviewers agree that this sector has tremendous potential for economic growth and therefore robust graduate employee potential and it was noted that one social partner (Avia Solutions) is recruiting up to 600 people each year (Site visit). Another social partner to the programme, the Baltic Aviation Academy, has developed a very close relationship with the programme by the provision of 'pilot training' embedded within the course structure. Further, it was identified that there is a short-fall in appropriately skills in this sector of the economy as noted in the reports (SER) highlighting a lack of available management skills to support the airport redevelopment in Lithuania.

Lithuania is a relatively small country in population terms but it has a long history of innovation in aerospace and the name of the university reflects this heritage. The global economic benefits of a robust and innovative aviation community are highlighted by the development of Dubai and the United Arab Emirates which has largely been facilitated by commercial aviation so there is a great deal of evidence to support the field study area for economic growth and employment potential and the reviewers concur that this is a very attractive area of higher educational development.

It is noteworthy that the new degree is taught in English which the international language of aviation is and that the site visit showed that the management team hold the programme as a flag-ship for the university.

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 *27th April, 2017*.

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1. **Dr. Andreas Knorr (team leader)**, *Professor of Economics: Economic Policy and Transport Policy, German University of Public Administration Sciences Speyer, Germany;*
2. **Mr. Nicholas Coleman,** *lecturer, Course Leader for Aviation Management, London Metropolitan University, United Kingdom;*
3. **Dr. Igors Graurs,** *Rector of Transport and Telecommunication Institute, Coordinator of Development Projects in Latvian Agriculture University (until 2016), Latvia;*
4. **Mr. Remigijus Šeris,** *Chief executive officer, JSC Lithuanian Radio and Television Center, Lithuania;*
5. **Mr. Linas Misevičius,** *student of ISM University of Management and Economics study programme International Marketing and Management, Lithuania.*

Evaluation coordinator – Ms. Dovilė Žeimienė.

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

As stated in the SER and in discussion with the senior management team the main objective of the first cycle Aviation Management (Bachelor's) degree programme is to prepare aviation management professionals who have an understanding of the challenges of this industry. Commercial airlines and airports are by their very nature international businesses that operate in a highly technical transportation sector. There are many specialist functions within airlines and airports that require specialist knowledge and it is evident that KS management by engaging with social partners have understood the range of knowledge required etc. The programme is vocational in orientation but also it develops themes for management of an industry (aviation) by applying the Dublin Descriptors and guidelines for management studies (SER, p4). The ambitions of the programme are significant as it is recognised that aviation management combines a great range of knowledge in the transportation of people and cargo/freight around the world.

There was a significant amount of effort in the SER to describe the orientation of the degree and this involves the complex alignment of the industry sector requirements and general descriptors for management studies along with inputs from industry experts and social partners. The reviewers concluded that the KS management team had clearly linked the programme of study to state societal and labour market needs, by using industry experts and social partners and academic best practise as evidenced by the SER and site visit.

The aviation sector is particularly complex, with a significant range of specialist job functions within airlines and airports and ground handling, aircraft maintenance and engineering. The programme is designed to be scientific in approach and produce managers who are nimble of mind and have in depth practical knowledge as well, innovative, entrepreneurial (SER) etc. This is an innovative approach that links directly to employment opportunities within the sector and is noteworthy.

There is a complex range of actual specialist employment areas within the aviation sector from large commercial airlines and airports involving many thousands of staff and employing the latest management techniques, down to the smaller operations of airlines and airports which are very hands. There are also many specialised functions and areas of knowledge in the sector which require a significant range of skills and the programme has evidently kept this broad range of specialist functions in focus throughout the process of validation. For example, airlines require skills in all of the following areas - corporate management, corporate strategy, ground handling, inflight services, corporate planning, aircraft maintenance, air cargo, human resource management, marketing management etc.

Airports also have a diverse range of requirements including airport design, commercial revenue management, aeronautical revenue management, operational management etc. The programme has embedded into the curriculum many relevant areas of knowledge associated with these specialist areas and this should be applauded.

The interviews with the management team at the University were extremely positive and there was an important level of energy and commitment to the programme and developing related programmes within the sector. This is a flag-ship programme and the university has ambitions to double the student recruitment within 3 years. The university has identified that the international recruitment market is robust for aviation studies and this is a significant opportunity of the new programme. Agents have been appointed in the Asia / Pacific region for the development of new student markets (site visit). The senior management team pointed to co-operation with other

universities and social partners as a method of driving the programme forward on the international stage and the reviewers support this approach.

The aviation industry requires many people to have licences and professional qualifications and the programme does offer a route to a private pilot's licence and a commercial pilots licence for example in association with the Baltic Aviation Academy which is also a very close social partner (SER, site visit). This qualification is highly technical and is a directly linked to the flying of aircraft and allows the students to obtain an understanding of flight operations. This may be viewed as slightly unusual in the context of a 'management degree' programme but is the reviewer's opinion that this does add value to the student experience and this was clear from the site visit and discussions with students on the programme. This opportunity is also used as a marketing tool for the programme and the reviewers understand the appeal of this as many young people aspire to know how to fly aircraft.

Annex 6 from the SER plots the links between the learning outcomes of the study programme and the courses (modules) and this further links to Annex 5 and the Dublin Descriptors and the outcomes of the study programme. These outcomes include detailed requirements for students to achieve from the study programme. For example, under the descriptor 'knowledge and its application' the outcomes include 'students have to understand and to know the modern management theories, the scope of diversity, capabilities and functional characteristics, to understand the global aviation sector, and the implications of theories' etc. These robust outcomes mean that students have to acquire a global knowledge of the industry and understand some of the complex dynamics of the sector as it is moving progressively to the management of airlines and airports under privatised market conditions. The outcomes of the study programme are robust as stated in the Annex 5 and as this is guided by social partners and industry experts the review team feel that this is an appropriate orientation for the new programme.

In conclusion, the reviewers felt that the intended learning outcomes correspond to the mission, operational objectives and strategy of the Business School. Further, the objectives and intended learning outcomes are linked to academic and professional requirements and correspond to the type and cycle of studies and the level of qualifications. Finally, the title of the programme and the learning outcomes and the qualification are well tuned to the needs of society today.

2.2. Curriculum design

The curriculum has created twenty-five study field subjects with links to the employability areas of airlines and airports and associated businesses (air cargo/ground handling) and this is no small achievement. The sector specialisation means that there are deep pools of knowledge that must be addressed and the programme has been cleverly aligned with this requirement.

Vocational studies require a broad view of the sector (aviation management) and a detailed look at careers and management roles within the sector. The alignment of degrees to study programmes has to accommodate both academic higher learning and practical industry knowledge and the reviewers feel that this has been achieved in many respects etc.

The programme complies with legislative curriculum requirements as demonstrated in table 5 (SER, p10) which highlights the subjects and credits awarded as follows: subjects of the field of studies (no less than 165) in the programme equals 177 credits; general university subjects (at least 15 credits) equals 18 credits; scope of internship at least 15 credits etc. The scope of study no less than 210 credits as provided in the programme.

It is very challenging to get the alignment of new courses correct on all aspects of a new programme and the review team and social partners have done a very good job overall in this

process. The need to align the learning outcomes and teaching and learning styles with the curriculum requires great skill and to some extent is a 'learning curve' for the institution. The content of courses is dense in respect of most study field subjects and there is a need for careful calibration of the scope of the subjects to the total student work-load and semester engagement.

The full-time study plan of the programme allocates 5-6 subjects per semester spread over 7 semesters (3.5 years). The scope of credits ranges from European Credit Transfer and Accumulation System (ECTS) equals 210 credits. The subject (course) units are appropriate to the level of study at year 1, 2 and 3 and demonstrate a good spread of learning outcomes.

Each subject is concluded with an examination, or assessment of a student's individual work (project). Elective subjects of the programme assume a total of 10 credits. The Programme concludes with an assessment of competencies gained throughout the student's final dissertation (project), which is worth 15 credits. There are two internships in the 3rd and 6th semester equating to 15 credits. There are 18 credits awarded for the general educational subjects of English Language and economics (Notes taken from the SER, Annex 7).

The range of general educational subjects is worthy of comment as the programme includes – Aircraft General Knowledge, Aviation Law, Aviation Industry, Aviation Policy, Aviation Flight Management, Internationalisation, Airline Operation and Management, Aviation Finance, Airport Customer Service, Aviation Management Information Systems, Airport Planning, Business Models in Aviation Industry, IATA Travel and Tourism, Aircraft Maintenance, Air Cargo Management and Ground Services Management. These 'subject' areas are significant areas of learning reflecting the extensive range of specialist knowledge in the sector.

This is a significant range of industry sector specialist knowledge and this is supported by several generic management courses including Business and Management Theories, Business Mathematics, Statistics and Forecasting, Integrated Marketing Communications, Logistics, Human Resource Management, Strategic Management, Organisational Behaviour, Entrepreneurship. These are supported by general educational subjects (English Language and Economics) and elective modules and finally internships (first in summer of year 1 and the second in the January window of year 2). Finally, the thesis is in the final 2 semesters.

A criticism of the curriculum (subject taught by the university) is that they are too rigid in some areas as the main themes of management are to understand technical issues and use that knowledge to solve problems. For example, the programme does not address 'safety management systems' a critical aspect of aviation safety and a management concept but the programme has quite a significant amount of practical discussion about safety. The key here is that management implement a safety culture via 'safety management systems' etc.

The requirement going forward is for students to understanding 'marketing management', 'customer relationship management', 'branding management', 'sustainability management', 'environmental management', 'people management' 'financial management' in the context of airlines and airports etc. These are the conceptual areas that are rather lost in translation from the curriculum which is robust in content but lacks these themes as the programme progresses from year 1 to year 3. The reviewers felt that there was a tendency to focus on the technical aspects of the industry and the course in semester 1 on Aircraft General Knowledge is a case in point. The programme is promoted with a special reference to 'learn how to fly' but this is not really a critical dimension for the development of aviation management personnel. This may be considered a 'nice to have' rather than an essential element of the skills required. Flying is the ultimate technical skill area and training is the appropriate teaching method for pilots as they are 'trained' to do a 'technical' job.

There is no evidence that the programme of study repeats information or learning outcomes from an analysis of the course purposes and competences outlined in the course descriptions (Annex 1). There is an appropriate range of course material covered for careers in airline and airport management and the subjects taught corresponds to the type and cycle of studies etc. The reviewers took the view that the scope of the programme is sufficient to achieve the learning outcomes as defined etc. The programme lacks some saliency in respect of the latest academic thinking in the area of management studies and within this sphere 'aviation management'. Justification for these observations includes detailed analysis of the SER, course descriptions, interviews with the staff and management teams and social partners from the site visit. As highlighted above the management of airlines and airports is fundamentally a 'service' sector activity and there is a lack of awareness of this in the curriculum design.

2.3. Teaching staff

The staff resources for the teaching and management of the AM degree are listed in the annex of the SER (Annex 2, 3). The programmes teaching staff is also listed and the subjects taught and details of the teaching experience and contractual arrangements with the university (plus CVs). The university admits in the SER as a young university with a new degree programme it was difficult to recruit staff with the appropriate background and experience (SER). This is a classic problem and as a result of the staff listed of 20, 15 teachers are on temporary contacts.

The academic qualifications of the staff indicate that 12 staff hold doctorates (5 staff are permanent employees). The remaining colleagues hold Master degrees but an issue is that 2 of the most committed staff members for aviation management studies (Kevin Steele/Tony Palmer) are temporary contracts.

A review of staff CVs and competencies demonstrates that the programme meets the legal requirements for studies at this level with respect science degrees (at least 50% required by legislation) as stated in table 7 (SER, p12) plus further background information as found in the SER (Annex 3, Annex 2).

It was announced at the site review that Prof. Konstantinos would be becoming the Head of the Aviation Management programme this September and this is welcome news as a full-time member of staff as this fills a significant hole in the programme (Site visit). It is clear from his CV and the site visit that his background is entirely appropriate for the aviation management programme and the role of leadership is essential for the programme going forward. In particular, this person offers the international academic and practical experience that the programme requires maintaining momentum.

The staff resources for the programme as is pointed out in the SER is very favourable, "the ratio of the number of the teachers and the number of students in the programme is currently 17:36, i.e. the average of one teacher per two student (SER p11)'. The concern is that if visiting staff are located overseas and engage in intensive teaching, concentrated in short bursts, this does create barriers for student engagement and there is evidence of this practise from the site visit and subsequent requested information (frequency of taught courses by visiting professors). The data supplied by KS management (as a special request) suggests that there were 8 courses were taught in this style by visiting professors for the first intake cohort (year 3) and 6 courses for the second year cohort so far etc. This is a significant issue and needs attention to ensure that teaching and learning best practise is maintained.

Intensive teaching like this can be considered a negative issue for under-graduates as they need time to absorb and reflect on new knowledge. This also raises the issue of the assessments for

the programme which are often linked to group work and again it is unusual for this type of assessment to be used intensively. Group work in particular requires periods of interaction and reflection which is normally critical to this process as the whole point of the group work is interaction and negotiation within the group.

The university has a robust human resources strategy for staff engagement and recruitment which provides for the creation of an attractive package of social guarantees and is linked to the University's leadership development programme and other measures aimed at staff motivation and retention." (SER, p12). This is very positive as the HEI needs to attract global talent from around the world to develop the programme in the 21st century and develop in-house talent for this purpose.

Professional development of staff including the selection of staff based on clear criteria and the awarding of titles to staff is part of the university motivational programme (SER, p13). The university operates a Human Resource Professional Improvement Plan (SER, p13) with a range of activities to support the development of staff teaching and learning competencies and this should be applauded etc. For example, training in teaching qualification improvement, assessment methodologies and international visits and seminars, encouraging round table discussion on teaching and learning (SER, p13).

The university has a particular focus on the scientific approach (SER, p13) and this is supported by staff research and publications that will provide space for the development of student explorations via thesis and projects and again, the reviewers felt that this should be commended. The staff have published 45 articles in the 3 years up to 2016 and staff have been involved with 6 scientific projects (Tables 9 and 10, SER, p14).

Staff evaluations and quality assurance are a priority with regular staff meetings and feedback from students on the student experience etc. There was no evidence of this provided but student interviews confirmed this to be the case from the student perspective etc.

Data on staff turnover indicates that KS management have been active in welcoming 38 staff on the Erasmus exchange programme (SER, Table 11) since 2014/15 to 2016 (winter) and this is a robust exchange programme supporting staff development. In the other direction a similar situation with 36 staff visiting partner instututions during the same period. Figures for the Aviation Management programme were not apparent this could be seen as a window of opportunity going forward etc. For example, new contracts have been signed with Georgian Aviation University (Georgia) and Kharkov Aviation Institute (Ukraine).

2.4. Facilities and learning resources
Lectures for the students of Aviation Management during the period from 2014/2015 academic year were held on the premises of Kazmieras Simonavičius University at J. Basanavičiaus g. 29A. The site review took place on 27th April 2017 and the review team had meetings at the premises and toured the premises and also visited the facilities of social partner Baltic Aviation Academy where the students take the first module which leads to qualifications in pilot accreditation (Private Pilot's License and Commercial Pilots License).
Facilities for study include one computer class-room with 30 work stations, 4 classrooms for theoretical streaming of lectures (66, 44, 42 and 87 places) and other smaller classrooms of 24 to 36 places. During free time classroom that are not being used can be students for independent work and team tasks etc. Facilities looked appropriate for the programme of study and from the reviewers perspective the arrangements looked bright and friendly and appropriate environments for teaching and learning. The SER makes reference to room sizes, technological support (computers), type of teaching facilities, technological support (Wi-Fi) etc. (SER, p15/16).

The visit to the library at the university was of concern as no evidence of text book relevant to aviation management were visible on the shelves of the library and no periodicals/ journals in hard copy etc. There were a number of texts for pilot training etc. This is a source of concern to the reviewers as this environment is not conducive to higher education and studying and even though on testing the electronic data bases evidence of appropriate journals existed there is a short-fall in this area that needs management attention etc.

The list of social partners of the university is robust and increasing according to interviews with the senior management team which is very positive for internships and practical training opportunities etc. There is also a very extensive and growing range of aviation related foreign university relationships from the period 2015/6 totalling 31 (SER, p17).

Internships are a key element of the AM programme and this is supported by the social partnership network. There are 2 phases of internships with the first phase in semester 1 totalling 6 ECTS credits (160 hours work-load) and phase 2 in semester 9 credits totalling 15 credits and providing a total of 400 work-load hours. The students are encouraged to find their own internship opportunities although support is available for this with one student explaining that as a result of the internship he had been offered a part-time contract of employment which he had taken up. Another student talked about having obtained a job as a check-in agent at the airport which had created awareness of the real procedures of the handling of passengers in the terminal environment. The university provides a flow of internship opportunities to the students but the view was it was best to contact companies of interest for the best results. The list of internships provided by the university was suitable and robust and included – AB Air Lituanica, AB Avia Solutions Group, AB FL Technics, Public Institution Civil Aviation Administration, UAB Baltic ground services internships and demonstrates a good spread of opportunities.

The university has access to a good range of electronic data-bases and journals and this supports the need for material suitable for aviation management but there was no evidence of specialist data bases like IATA World Air Transport Statistics (WATS) being available and the reviewers believe that such data bases should be made available in future.

2.5. *Study process and students'performance assessment*
The entrance requirements for the AM programme are robust and data supplied highlights that the university is encouraging higher entry requirements (SER, p19). The management of KS see the AM programme as a flag ship programme and want the graduates to be highly valued by industry. There is also a desire to encourage outstanding students to apply for bursaries and discounted fees are awarded to top performing students. The market for AM degrees is global and during the KS management interviews it was indicated that there are plans to develop this sector of education going forward working with social partners and linking higher education to professional practise (site visit, discussions with senior management). However, the reviewers noted that there is a potential short-fall in student numbers based on the demographics of Lithuania and that there may be a need to be flexible on entry requirements for home students etc.

The university provided admissions data in the SER (p19) and the data suggest after an excellent first year intake of 21 students in 2014/5 the numbers declined to 12 in 2015/6 and 16 in 2017/8 which is of concern to the reviewers. Of particular concern is drop out of eight students in 2014/5 and four students in 2015/6 and in particular the issue of course 1, 2 and 3 which is the main cause of the casualties. There is some evidence from conversations with students that the first semester is very heavily loaded and the second semester relatively lightly loaded and this may be a reason for the dropout rates in the first semester (site visit, student interviews).

Further, the SER notes against the drop-outs suggest the primary reason for this is the lack of motivation and over estimation of abilities however, the reviewers are concerned about the content of course one (General Aviation Knowledge) which is actually basically ground school training of pilots etc. This is highly technical and provides the technical skills for pilots to obtain a private pilot's license or a commercial pilots licence etc. The teaching of this course involves students being intensively taught at the Baltic Aviation Academy with other aspiring pilots but the concern here is whether this environment and course is appropriate to aviation management professionals.

Further the SER notes increase in academic scores for admissions from 2014 (3.21) to 2016 (4.93) via the recruitment of more academically gifted students and particularly international students may be an inappropriate response to the drop-out rates and future opportunities (SER, p 19). Students whom have been taught to develop conceptual understanding in various generic subjects are unlikely to adapt easily to be taught by rote approach of pilot training. The reviewers applaud the increase in academic attainment but wonder if this is likely to a problem in the longer term for sustainability?

The drive for international students is clearly a positive outcome from the market environment and this is largely being handled by the selection of appropriate agents in markets for India, Pakistan and Bangladesh (Site visit interviews). The awarding of incentives for overseas students with high academic results understandable against a background of a reducing home market due to demographics but this approach must be balanced by maintaining a high profile campaign at home as well etc.

The university has a particular focus on innovation and entrepreneurship and this is encouraged by allowing students to get involved with entrepreneurial organisations and projects linked to the internships and ultimately the final thesis stage (SER, site visit interviews). In addition, the Business School has open lecture programme with invited guests. The reviewers concluded that the programme of study encouraged students to engage in a broad range of study including the applied sciences and research with a special 'Researchers night' with special guests etc.

The university has implemented a special career planning called Career Path that is networked into the employment market and is constantly reviewing the subjects available and the outcomes of the programmes are appropriate for the national and international labour markets. Because the visit to KSU occurred before the first cohort of graduates emerged it is not possible to record the success in employment placement but this is obviously of great interest going forward.

The AM students are encouraged to get involved with extra-curricular activities of the university and there are numerous avenues for this but there is no current Aviation Society which is an immediate opportunity for self-improvement. For example, students of the AM programme are invited to participate with the Creative Society and Economy Institute with several open lectures encouraging engagement in the field. In addition there meetings of The Smart Monday's Club which involves open lectures (site visit, SER) etc.

The AM programme as a new programme has struggled to manage the opportunities for Erasmus exchanges and only 2 students have completed this opportunity so far in 2016/7 as identified in SER (p22). The large flow inbound especially from the Turkish Aeronautical Association University is notable and the opportunity for an agreement outside of Erasmus for future collaboration. The 2 AM students attended the University of Information Technology and Management in Rzeszow in the year 2016/7 (Annex 10).

The university has a complex range of student support systems with financial support and support for exceptional students etc. The university provides financial assistance to students to reduce social exclusion and applied tuition fee discounts for students with good academic results on several occasions in the period 2014-2017. In addition from 2016 in order to attract talented students discounts were also applied to applicants with high competitive scores from between 30-100% (SER, Table 16). These incentives should encourage new talented students to select and enjoy the experience of studying on the programme and undoubtedly word of mouth is a very potent marketing weapon. The reviewers were very impressed with the calibre of one such student on the programme whom we met (site visit).

The assessment structure and levelness was discussed with the teaching staff at the site visit and the complexity of the structures was highlighted as a potential issue for student retention etc. The Bachelor courses tend to have course work (40-50%) and final exams that may be a written test or multiple choice answers and open ended questions. The samples papers of the students left for review was felt by the reviewers to be adequate and reflect on the levels of appropriate study. There were no dissertations (thesis) for review at this time. However, the complexity of some of the assessment frameworks was of concern as the retention of students is adversely impacted by such frameworks and this should be an area of focus going forward.

Overall the reviewers felt that study process ensures the proper implementation of the programme and the achievement of learning outcomes but there was some room for improvement as highlighted by the drop-out rates in the first few years.

2.6. Programme management

During the site review of the AM programme the review panel met and interviewed the management team of the university and determined that there was a solid level of commitment to the programme of studies and in fact that the team were highly motivated. There is a significant range of quality assurance programmes operating along-side the programme (SER, p28/9). A critical dimension to this is the KSU Study Programme Committee which has a range of tasks as listed in the SER, p 26 – "is a standing unit of the University for developing, improving, implementing the programmes of studies, ensuring the quality, allocating responsibilities and for decision-making".

Before each academic year, the Study Programme Committee reviews and updates the programme of studies, taking into account the changing business sector, scientific achievements, quality requirements, graduate career opportunities, social partners and other criteria. The University has a monitoring and self-assessment system of the programme of studies (at the University and academic department levels). During the process of studies, students are encouraged to participate in quality surveys and attend meetings held in the middle of each semester with the University and Business School management. Student feedback is analysed and its results are used for the improvement of the education process.

A key aspect of the operation of a new programme of study is the ability for the institution to assess the programme from week to week, month to month to ensure that the programme is meeting all stakeholders' expectations etc. There is a robust range of quality assurance and feed-back loops for the programme and the interviews with senior management and staff indicated that the institution demonstrates a significant amount of resources to this end. This includes an impressive range of activities designed to ensure that the management of the programme is professional and there is timely intervention (SER p28/9). However, there was some evidence that the quality control system was lacking in respect of library books, the intense teaching of courses and over-arching management studies etc.

The problems of new programmes are of course that there is no previous track record and an issue that seems appropriate is that there is no clear programme leader role that was identified during the site visit etc. This is the management role that is tasked with overseeing the programme on a daily and weekly basis and the reviewers felt that this role would make a significant impact for the overall quality assurance of the programme.

III. RECOMMENDATIONS

1. The intense shortening of teaching courses that occur with visiting professors (industry experts) needs to be reviewed and systems of support introduced for example capturing presentations on video so that students can review the content at their leisure as a short-term measure.
2. The back-up for visiting professors is also of concern in the context of illness or other commitments as the delivery of the programme does rely on these specialist personnel etc. This needs to be kept under review as although mention was made of having personnel ready to stand in (for visiting professors) this would normally be to the disadvantage of the students involved unless they had appropriate HEI experience etc.
3. The programme has a significant range of specialist aviation knowledge and training in practical skills of the industry sector and this is very positive but there is a need to ensure that over-arching management skills and knowledge are maintained especially at year 2/3 and above. There is a need to ensure that all courses encourage high level conceptual understanding in the steps from year 1 to year 2 and year 3.
4. The vocational pilot training (ground school) in course 1 (semester 1) needs to be reviewed and the social partners must be consulted on this agenda as this is very specialist training for flying.
5. There is an urgent need for a programme leader to be appointed with over-sight of the entire programme to ensure the student experience is appropriate and managed in the light of best practice in teaching and learning.
6. The programme needs to engage with 'management practise' and 'leadership skills' as the sector is driven by a 'service' agenda and 'people management' and 'entrepreneurship' culture. The focus on specialist knowledge of the industry has much strength but there is a real need to focus on some of the 'soft management' skills in the later stages of the programme.

IV. SUMMARY

The programme has several innovative courses that are linked to the world of aviation and demonstrate a broad range of learning about the sector that is both appropriate and useful for careers in the sector. There are improvements in the curriculum as there is a lack of differentiation as the students' progress from year 1, 2 and 3 to establish opportunities for over-arching management understanding etc. For example, the issues of safety are vital to the aviation sector as both airlines and airports place this as the most critical priority and this requires the 'management practise' of introducing a safety management system (SMS) and creating a 'safety culture'. It is not clear how this is being promoted by the current curriculum and this applies to all management practices e.g. branding management. There is a tendency to cover the 'operational' areas of the sector at the expense of the 'soft' management skills that are needed to manage airlines and airports etc. For example, pilot training in course 1 is a technical understanding of flying requirements but is not really required by current management of airlines and airports.

These are early days for the programme and in deed the programme has only just recruited a leader and we recommend that the 'soft management' skills required for the sector will be developed in future course developments. The reviewers feel that having intensive courses condensed into 2 weeks teaching (twice each semester) is also an issue going forward as there is a need to ensure that under-graduates have time for reflection and assimilation of information and this intense teaching does not allow this in an appropriate manner. There is also a range of assessments and a tendency to over-complicated assessments that needs to be kept under review

as student retention is adversely impacted by this complexity. The university needs to develop more international social partners to ensure that the management skills of large complex organisations are a focus of the course going forward. The library needs to have appropriate resources and encourage a more collegiate environment. The focus on levelness of student teaching needs to be a focus as there appears to be uneven demands being placed on the students during semesters in some instances.

V. GENERAL ASSESSMENT

The study programme *Aviation Management* (state code – 612N20014) at Kazimieras Simonavičius 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	2
3.	Teaching staff	3
4.	Facilities and learning resources	2
5.	Study process and students' performance assessment	2
6.	Programme management	2
	Total:	**14**

*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:	Prof. Andreas Knorr
Grupės nariai: Team members:	Mr. Nicholas Coleman
	Dr. Igors Graurs
	Mr. Remigijus Šeris
	Mr. Linas Misevičius

KAZIMIERO SIMONAVIČIAUS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS *AVIACIJOS VADYBA* (VALSTYBINIS KODAS – 6121LX033, 612N20014) 2017-06-02 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-109 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Kazimiero Simonavičiaus universiteto studijų programa *Aviacijos vadyba* (valstybinis kodas – 6531LX003, 653N18006) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	3
4.	Materialieji ištekliai	2
5.	Studijų eiga ir jos vertinimas	2
6.	Programos vadyba	2
	Iš viso:	14

* 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

Programoje yra keletas naujų kursų, susietų su aviacijos pasauliu ir rodančių plačias sektoriaus žinias; tai naudinga karjerai šioje srityje. Programos 1, 2 ir 3 kursuose nepakankamai įtvirtinami pagrindiniai vadybos principai, tai reikėtų koreguoti. Pavyzdžiui, tiek aviakompanijos, tiek oro uostai kaip svarbiausią prioritetą nurodo saugumą, todėl kaip vadybos praktiką reikia parengti saugumo valdymo sistemą (SVS) ir sukurti saugumo kultūrą. Neaišku, kaip dabartinė studijų programa skatina ne tik šią, bet ir visas kitas vadybos praktikas, pavyzdžiui, prekių ženklo vadybą. Vyrauja tendencija socialinių įgūdžių, reikalingų aviakompanijoms ir oro uostams valdyti, ugdymą aukoti dėl veiklos įgūdžių. Pavyzdžiui, 1-ame kurse vykdomi pilotavimo mokymai ugdo techninių skrydžio reikalavimų supratimą, tačiau šiuo metu jis nėra būtinas aviakompanijų ir oro uostų valdymui.

Programa dar tik skaičiuoja pirmąsias gyvavimo dienas, neseniai pasamdytas programos vadovas, todėl rekomenduojame šiam sektoriui reikalingus socialinius įgūdžius ateityje įtraukti į kursus. Vertintojai mano, kad kursų sutraukimas į 2 intensyvias savaites (du kartus per semestrą) taip pat yra problemiškas, nes reikia užtikrinti, kad studentai turėtų pakankamai laiko informacijai apdoroti ir įsisavinti. To tinkamai padaryti neįmanoma, jei mokymasis vyksta tokiu intensyviu tempu. Reikia nuolat stebėti, kad vertinimų įvairovė nebūtų per plati, o vertinimai nebūtų pernelyg painūs, nes painumas neigiamai atsiliepia studentų išlaikymui. Universitetui reikėtų praplėsti savo tarptautinių socialinių dalininkų ratą, siekiant užtikrinti, kad programoje daugiau dėmesio būtų skiriama didelių sudėtinių organizacijų vadybai. Biblioteka turi būti

aprūpinta tinkamais ištekliais. Reikia peržiūrėti studijų krūvį, nes tam tikrais atvejais studentams semestrų eigoje užkraunamas nevienodas darbų kiekis.

<...>

III. REKOMENDACIJOS

1. Reikia iš naujo apsvarstyti, kodėl atvykstančių dėstytojų (pramonės ekspertų) vedami kursai yra gerokai trumpesni, ir kaip trumpalaikį sprendimą paruošti pagalbines sistemas, pavyzdžiui, daryti užsiėmimų vaizdo įrašus, kad studentai galėtų vėliau juos peržiūrėti.
2. Kadangi programos vykdymas priklauso nuo atvykstančių specialistų, susirūpinimą kelia tai, kas juos pakeis, jei jie negalės atvykti dėl ligos ar kitų įsipareigojimų. Nors minėta, kad atvykstantiems specialistams pakeisti paruošti dėstytojai, situaciją vis tiek reikėtų peržiūrėti, nes tokiu atveju nukentėtų programoje dalyvaujantys studentai.
3. Programos suteikiamos specializuotos aviacijos žinios ir vykdomi praktinių pramonės sektoriaus įgūdžių užsiėmimai vertinami labai gerai, tačiau reikia užtikrinti, kad pagrindiniai valdymo įgūdžiai ir žinios būtų išlaikyti, ypač 2 ir 3 metuose bei po jų. Būtina užtikrinti, kad visi kursai skatintų aukšto lygio koncepcinį suvokimą, įgyjamą etapais nuo 1 iki 2 ir iki 3 metų.
4. Reikia persvarstyti 1 kurso (1 semestro) profesinių pilotų mokymo kursus (pradinę pilotų mokyklą) pasitariant su socialiniais dalininkais, nes tai yra specializuota pilotų mokymo sritis.
5. Reikia skubiai paskirti programos vadovą, kuris prižiūrėtų visą programą ir užtikrintų, kad studentų patirtis atitiktų geriausią dėstymo ir studijų praktiką ir būtų pagal ją valdoma.
6. Į programą turi būti įtraukta vadybos praktika ir lyderystės įgūdžiai, nes tai yra „paslaugų" sektorius, kuriame dominuoja žmonių valdymas bei verslumas. Ypatingas dėmesys specifinėms pramonės šakos žinioms yra sveikintinas, tačiau vėlesniuose programos etapuose reikėtų daugiau dėmesio skirti socialiniam įgūdžiams.

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)