



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universiteto
VIEŠOJO ADMNISTRAVIMO PROGRAMOS
(612N70001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF PUBLIC ADMINISTRATION (612N70001)
STUDY PROGRAMME
at *Kaunas Technology University*

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Išvados parengtos anglų kalba

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Viešasis administravimas</i>
Valstybinis kodas	612N70001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Viešasis administravimas
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4); iššęstinė (6)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Viešojo administravimo bakalauras
Studijų programos įregistravimo data	1997-06-19

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Public Administration</i>
State code	612N70001
Study area	Social Sciences
Study field	Public Administration
Kind of the study programme	University Studies
Study cycle	First
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 Public Administration
Date of registration of the study programme	1997-06-19

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I. INTRODUCTION

Kaunas University of Technology is a state University comprising 13 faculties, an International Studies Centre, 12 institutes, and six centres (including four research centres). The University's provision covers bachelor, master and doctoral levels. There are some 12 000 students and over 2750 academic staff. Ultimate authority is vested in University Council with key responsibilities delegated to Senate and the Rector. The Vice Rector for Studies is responsible for the administration and coordination of academic studies. The programme is located in the Department of Public Administration, in the Faculty of Social Sciences.

The current evaluation was conducted in May 2013 by a panel of experts from the United Kingdom, Austria, Estonia, Latvia and Lithuania, including a social partner representative and a student representative. In conducting the evaluation the expert panel met senior administrative staff, self-assessment authors, and members of the teaching staff, current third and fourth year students, graduates and social partners.

II. PROGRAMME ANALYSIS

1. Programme aims and intended learning outcomes

The programme aims and intended learning outcomes are well-defined, clear and publicly accessible on the University website homepage. The programme follows the national regulations for Higher Education. The aim of the programme is to prepare public administration specialists with a wide range of competences to a high level. Graduates should understand the essential theories and methods in the field and be able to apply them appropriately.

The intended learning outcomes provide students with the knowledge and skills necessary for understanding, analysing and assessing the functioning of public administration. The students develop their personal skills, and obtain grounding in social sciences and professional competences in public administration. Employers appreciate the graduates' scientific and personal skills and wide knowledge, spanning several disciplines. The experience of alumni and social partners are important for the development of the programme. However their input is often obtained informally and on a personal basis. It would benefit from a more formal, structured approach. The aims and intended learning outcomes allow students to specialise in local government or public management and therefore meet the needs of a range of employers in the public sector. The work-placement was extended to 12 weeks (18 ECTS) to develop further students' practical skills and prepare them better for employment, not only in the public sector but also the private sector.

The intended learning outcomes meet the requirements for a bachelor's degree, providing students with a fundamental knowledge and understanding of social sciences in general and public administration in particular. Students are also expected to develop an appropriate range of skills.

The programme contains four major fields: management, political sciences, law and economy. Emphasis is placed on management and political sciences. Common threads running through the programme are social responsibility, E-governance, sustainable development, human rights and life-long learning. The intended learning outcomes and qualification offered reflect this social, humanistic orientation.

2. Curriculum design

The scope of the curriculum is 240 ECTS. In full-time mode this covers eight 16-week semesters and in part-time mode 16 semesters. General subjects are 15 ECTS, Core subjects of the study field

123 ECTS, Subjects of the Study field or Minor Study field are 60 ECTS, Practice is 18 ECTS, final project 12 ECTS and optional subjects 12 ECTS. The programme meets legal requirements

The sequence of the subjects is logical and not repetitive, the structure of the curriculum is clear. Full-time students typically study five subjects (30 ECTS) in a semester with the final semester set aside for a work-placement and completion of the final thesis. Teachers liaise in order to avoid unnecessary overlap and repetition.

However the University is advised to review the proportion of general subjects, such as sociology, logic and psychology, in the curriculum. Although graduates and social partners appreciate the wide range of knowledge they believe this should not be at the expense of depth of study in public administration. The content of component courses provides a basic overview of the subject, with coverage of relevant disciplines, appropriate to a bachelor's award. Students also undertake relevant practical work and research.

The relationship between intended learning outcomes, study subjects, study methods, assessment methods and student achievement is appropriate and communicated clearly to students, although they would sometimes prefer more concise presentations of these. A variety of study methods is used. There is a virtual learning environment but it is in its infancy and has yet to be developed in to an interactive teaching and learning tool. Practical training is linked to theoretical studies and the experience and data obtained are often used in the final thesis.

The intended learning outcomes cover knowledge and its application, research skills, subject-specific skills and social and personal skills. The scope of the programme and its content are consistent with a bachelor degree and, in general, appropriately designed to allow students to achieve the intended learning outcomes. However, students would welcome more practical experience.

The content of the subjects reflects current thinking in the subject. However the University is aware of the need to support teachers' research activities to ensure that the programme remains current. Research could be enhanced by wider access to, and use of, literature in English, and increased staff exchanges with foreign institutions. The final theses show that students are able to reflect the latest achievements in science although the use of English language references could usefully be extended.

Social partners who met the panel were very supportive of the content of the curriculum and its practical orientation

3. Staff

Teaching staff on the programme are enthusiastic and committed. Many have strong academic records, including international and research experience. The programme is delivered by 31 teachers, 19 (61%) of whom have a PhD, This exceeds the legal requirement, that no less than 50% of study field subjects must be taught by the staff with a doctoral degree.

All staff teach subjects related to their academic degree and research profile and staff who met the panel demonstrated high-level English language skills. The majority of teachers are from the Department of Public Administration although subjects such as philosophy, languages, IT and communication skills, law, research methods and social statistics are delivered by specialist staff from other departments.

There are currently around 600 students on the programme. The decreased student intake in the last two years has led to an improved teacher-student ratio which currently stands at 1:20. According to teachers, they have now more time for supervision and feedback which should enhance students' learning. Typically, teachers have eight final theses to supervise and two or three lecture courses to deliver per year. Staff has weekly office hours for consultation and are available outside these hours, in person, by telephone or email. Students consider their teachers to be accessible and very responsive to their needs. Teaching constitutes around 75% of teachers' workloads irrespective of academic

position. This may be beneficial for students but can impede staff research and other developmental activities.

The age structure of the academic staff is well balanced with several young and enthusiastic teachers, a number of whom completed their doctoral studies at the University. Three new lecturers were appointed in autumn 2012. This level of turnover ensures appropriate 'new blood' while maintaining stability. All new staff receives an induction which introduces them to the regulations and corporate culture of the Department and University and provides guidance on how to integrate their work into the programme. There are two to three applicants per vacancy..

University regulations require continuous improvement of teachers' professional competences and teachers' achievements are assessed every five years. Staff development opportunities are numerous and include support in developing e-learning materials, participation in conferences and international long term mobility. However, Table 12 in the Self-Evaluation Report shows a varied take-up rate by staff of these opportunities. The duration of activities is generally very short, explained in part by the dominance of conference participation over international academic exchange. The University may wish to review how it promotes, supports and monitors staff professional development.

Teaching staff are members of relevant research networks in the field of public administration and involved in several international and national research projects. Students are often involved in research projects; five staff members have published jointly with their students. Many staff members have an impressive number of relevant publications, including several textbooks, edited volumes and peer-reviewed articles. For ten years the Department has run a peer-reviewed journal *Public Policy and Administration* which is included in EBSCO. However, there is scope for greater orientation towards high-quality research articles and publication activity beyond the Baltic region. More use could be made of large international survey programmes where the Department acts as a national co-ordinator. These surveys provide an excellent opportunity to introduce students to the basics of applied sociology and data analysis.

4. Facilities and learning resources

Teaching rooms are allocated to reflect the number of students and the nature of the teaching and learning activities taking place. Lectures and seminars take place in auditoriums equipped with computers and, in some cases, with audio and video equipment. For private study students can use the Library reading room which has 174 work places and is supplemented by further workplaces in the Methodological Library. Computers with internet access are accessible in the University's Central Library and in some other rooms.

The number of computerised workplaces is sufficient to meet the needs of students. The technical state of the computer provision is good; computers are linked to a local network and the internet. The Department possesses notebooks, computers, multimedia projectors, video cameras that provide teaching staff with all necessary technical equipment to work efficiently. All courses have on-line support through Moodle. The University has an e-Learning Technology Centre but in spite of in house ICT competence, Moodle is often used by subject teachers only as a depository and testing tool; many teachers appear to be unenthusiastic about expanding or enhancing usage to include interactive e-learning.

Students' practical placements are extensive and well-organised. They can be undertaken in various national governmental and international public administration organisations, including the Prime-Minister's Office, the Special Investigation Service, various ministries, municipalities, non-governmental organisations, the European Commission Representative in Lithuania and the United Nations Development Programme in Lithuania. In all, students can undertake a placement at 25 Lithuanian municipalities and other local authorities. The project 'Creation of the system for students' practice in local self-government institutions' assists students to find a place for their practice.

Library facilities offer generous space for students and teachers. The University library is well equipped with modern computers and on-line access to all major online search engines and databases. Online resources and services can be accessed, including remotely, 24 hours a day, seven days a week. The Library provides training and support in developing information search and retrieval skills. E-books are available, although the usage is currently not well monitored. Stock includes significant numbers of textbooks, other academic books and journals. About 40% of total book stock is in English; in social sciences it is even higher. Library stock is renewed continuously, based on the requests of teachers. The Library is moving more towards digital resources in order to respond to students' preferences. Although this may be warranted, care must be taken to retain sufficient printed books and periodicals and major newspapers such as *The Times*, *The New York Times* and *Financial Times*.

5. Study process and student assessment

Admission to the programme is according to government regulations. Entrants to state-funded places are required to pass an entrance examination; this is not required for entry to self-paid places. Clear, detailed information about the programme and admission regulations is available on the University website. The admission requirements are fair and appropriate for the programme. The high overall admission marks of entrants (averaging 16.16 in 2011-12) suggests that the selection criteria are sufficient for the attainment of the intended learning outcomes within the intended timescale.

The programme is well advertised and benefits from its high regional reputation and that of the University. A number of activities, including open days, are held in order to promote the University and the programme. However, entry scores of entrants in 2011 when 74 were admitted were slightly below those in 2010, when 88 were admitted.

There is a clear understanding among staff, and students, of the role played by the component courses in meeting the overall programme aims. However, students have an intensive timetable, averaging: eight hours a day, which leaves little time for reflection and wider reading.

Students take part in the annual students' scientific conference 'Social sciences: challenges in the process of globalisation', hosted since 2002 by the Faculty of Social Sciences. According to the Self Evaluation Report more than 20 students from the programme participate annually. Some students have written joint articles with teachers providing strong motivation for the students to participate in research.

Students have opportunities to participate in student mobility programmes; they can study abroad for a period of between two and three months under the ERASMUS scheme. Between 2008 and 2012 20 students from the programme participated in the ERASMUS exchange programme and there were 13 incoming students. Students who had participated in mobility programme were very positive, about their experiences.

New students receive an induction during which teachers introduce their course's aim, topics, the assessment system and main literature sources. Every year the University's Career Centre, in collaboration with employers, organises Career Days where students are informed of career opportunities. Scholarships are granted to students who demonstrate exceptional levels of achievement.

The student assessment structure is clear and transparent and well-explained. The description of each subject includes intended learning outcomes, teaching and learning methods and assessment methods. The link between module intended learning outcomes and the assessment method employed is appropriate and clearly explained to the students. However, the programme team may wish to consider employing more open-book examinations in order to test other aspects of students' learning and associated skills.

According to the Self Evaluation report 45% of graduates in 2010 and 2011 continued their studies at master's level, 40% were employed and 15% have plans to continue studies later.

6. Programme management

The University has a clear structure which identifies responsibilities at department, faculty and university levels. Key responsibilities are allocated to Senate, Rector's Office and Corporate Services. Responsibilities of individuals are also clearly delineated. Monitoring, management and development of the programme is considered, along with the Faculty's other programmes, by the Study Programme Committee; there is no committee dedicated solely to this programme. Although having a programme coordinator is useful, establishment of a programme-specific committee would facilitate closer monitoring and a more focused approach to programme management and development closer to the point of delivery. This would also facilitate greater 'ownership' of the programme among all stakeholders.

Relevant quantitative and qualitative data are collected regularly. However, meetings held with University staff during the evaluation visit indicated some confusion over student progression rates. There is a need for better collation, analysis, presentation and communication of student progression statistics at programme, department, and faculty and university level to inform programme management. Data are discussed in various meetings at departmental, faculty and university level.

The programme has been enhanced as a result of internal evaluations by students and staff. Although there have also been enhancements resulting from external evaluations, some issues identified in these evaluations remain. Such issues include the need for greater use of literature in English and a more systematic use of alumni. The University may wish to draw up an action plan to address the recommendations made in this report and monitor progress against it.

Student opinion is canvassed widely. Each student group is assigned a teacher as a Mentor whose responsibilities are formally set out and who meets students once a month. The group also elects an 'Elder' to represent them. In addition, students complete evaluation questionnaires twice a year. Students' views are also communicated by student representatives on key committees and through SOMSA, the Faculty of Social Sciences students' association.

Although external stakeholders, including graduates and social partners, are involved in a number of activities, their input is not structured or systematic. There is no obvious strategy for engagement with them in order to maximise their effectiveness at programme level.

The direct input of stakeholders at programme-level is not always apparent, as much of the process is undertaken and recorded at departmental, faculty and university level.

The University's evaluates its courses and programmes frequently and demonstrates a clear commitment to enhancement. In doing so it has achieved a number of successes. However, there is a need to disaggregate the process to focus more at programme, rather than departmental or faculty, level. Furthermore, this process would be better served by accurate and clearly presented statistical data on student progression which is shared widely within the University.

III. RECOMMENDATIONS

1. There is a need for a more structured and systematic approach to engagement with graduates and employers to inform curriculum development.
2. The University is advised to review the proportion of general subjects in the curriculum.
3. There is a need to monitor the proportion of the staff workload taking up by teaching.
4. There is a need for greater internationalisation of the programme through increased use of foreign language materials. Wider access to, and use of, literature in English, would enhance research and support greater participation in international conferences, staff exchanges with foreign institutions and greater student mobility.

5. The virtual learning environment could be developed further to embrace more interactive teaching and learning activities. This would be particularly helpful to students studying part-time and those living some distance from the University.
6. There is a need for better collation, analysis, presentation and communication of student Progression statistics at departmental, faculty and university level to provide accurate and detailed performance indicators, including drop-out rates.
7. There is a need to increase the focus of quality assurance processes at programme level.

IV. SUMMARY

The programme has a clear identity, ethos and strategic direction and an excellent strategic fit with the regional needs and development efforts is well planned/elaborated in detail. Staff are enthusiastic and well qualified and highly supportive of students. The mapping of competences to the courses and the programme as a whole is coherent. The intended learning outcomes address the required knowledge and competencies clearly and are well-communicated to staff, students and other stakeholders. The programme aims and learning outcomes are very well defined and publicly accessible at the homepage of the University. There is good communication between staff and students, facilitating their effective engagement with programme development. The University's evaluates its courses and programmes frequently and demonstrates a clear commitment to enhancement.

There is a need for a more structured and systematic approach to engagement with graduates and employers to inform development of the programme. The University is advised to review the proportion of general, as opposed to public administration, subjects in the curriculum. The University is encouraged to monitor the impact of the staff teaching load on research and other development activities. Greater internationalisation of the programme would bring benefits for staff and students. This would be assisted by more use of foreign language materials, particularly those in English. The virtual learning environment could be developed further to embrace more interactive learning. There is a need for better collation, analysis, presentation and communication of student progression statistics at departmental, faculty and university level to provide accurate information on, for example, drop-out rates. An increased quality assurance focus at programme level would be helpful.

V. GENERAL ASSESSMENT

The study programme *Public Administration* (state code – 612N70001) at Kaunas Technology University 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	4
2.	Curriculum design	3
3.	Staff	4
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	21

*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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**KAUNO TECHNOLOGIJOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS VIEŠASIS ADMINISTRAVIMAS (VALSTYBINIS KODAS –
612N70001) 2013-10-01 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-322 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno technologijos universiteto studijų programa *Viešasis administravimas* (valstybinis kodas – 612N70001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	21

* 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

Programa turi aišką identitetą, etosą ir strateginę kryptį bei puikiai strategiškai atitinka regiono poreikius, be to, plėtros veiksmai yra gerai suplanuoti / išsamiai išdėstyti. Personalas kupinas entuziazmo, puikiai kvalifikuotas ir itin padeda studentams. Gebėjimų susiejimas su

studijų dalykais ir visa studijų programa apskritai yra nuoseklus. Numatomi studijų rezultatai yra aiškiai susieti su reikalingomis žiniomis ir gebėjimais ir yra gerai perteikti personalui, studentams ir kitiems partneriams. Programos tikslai ir studijų rezultatai yra gerai apibrėžti ir viešai prieinami universiteto tinklalapyje. Tarp personalo ir studentų vyksta gera komunikacija, kuri palengvina efektyvų dalyvavimą tobulinant studijų programą. Universitetas dažnai vertina savo studijų dalykus ir studijų programas ir demonstruoja akivaizdų įsipareigojimą juos gerinti.

Reikalingas labiau struktūrizuotas ir sistemingas požiūris į bendravimą su absolventais ir darbdaviais, siekiant tikslingesnio studijų programos tobulinimo. Universitetui rekomenduojama peržiūrėti bendrųjų dalykų studijų turinyje dalį pagal viešojo administravimo dalykų kiekį. Universitetas skatinamas stebėti, kokią įtaką personalo dėstymo veiklos krūvis turi įtaką mokslo tiriamajai ir kitai plėtros veiklai. Didesnis studijų programos tarptautiškumas duotų naudos tiek personalui, tiek studentams. Jį didinti padėtų aktyvesnis medžiagos užsienio kalbomis, ir ypač anglų, naudojimas. Virtuali mokymosi aplinka galėtų būti plėtojama toliau, kad apimtų daugiau interaktyvaus mokymosi. Reikalingas geresnis statistinių duomenų apie studentų pažangą sugretinimas, analizė, pateikimas ir komunikacija katedros, fakulteto ir universiteto lygmeniu, siekiant gauti tikslios informacijos apie, pavyzdžiui, iškritusių studentų skaičių. Padėtų ir didesnis dėmesys kokybės užtikrinimui programos lygmeniu.

III. REKOMENDACIJOS

1. Reikalingas labiau struktūrizuotas ir sistemingas požiūris į bendravimą su absolventais ir darbdaviais siekiant tikslingesnio studijų programos tobulinimo.
2. Universitetui rekomenduojama peržiūrėti studijų turinio bendrųjų dalykų dalį.
3. Būtina stebėti, kiek personalo darbo krūvio tenka dėstymui.
4. Reikalinga didinti programos tarptautiškumą, naudojant daugiau medžiagos užsienio kalbomis. Geresnė prieiga prie literatūros anglų kalba ir jos naudojimas pagerintų mokslo tiriamąją veiklą ir paskatintų aktyvesnį dalyvavimą tarptautinėse konferencijose, personalo mainus su užsienio institucijomis ir didesnę studentų judumą.
5. Virtuali mokymosi aplinka turėtų būti plėtojama toliau, kad apimtų daugiau interaktyvios dėstymo ir mokymosi veiklos. Tai itin padėtų išstęstinių studijų studentams ir tolokai nuo universiteto gyvenantiems studentams.

6. Reikalingas geresnis statistinių duomenų apie studentų pažangą sugretinimas, analizė, pateikimas ir komunikacija katedros, fakulteto ir universiteto lygmeniu, norint gauti tikslius ir išsamius pasiekimų rodiklius, įtraukiant iškritusių studentų skaičių.
7. Reikalinga didinti dėmesį kokybės užtikrinimo procesams programos lygmeniu.