SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Šiaulių universiteto

VIEŠOJO ADMNISTRAVIMO **PROGRAMOS (*612N70006*)**
VERTINIMO IŠVADOS

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EVALUATION REPORT

OF *PUBLIC ADMINISTRATION* (*612N70006*)

STUDY PROGRAMME

at *Siauliai University*

Grupės vadovas:
Team leader:

Prof. Dr Jeffery H. Butel

Grupės nariai:
Team members:

Prof. Anu Toots
Dr Renate Deininger
Prof. Inesa Voroncuk
Doc. Dr Regimantas Čiupaila
Augustė Meškytė

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Viešasis administravimas*
Valstybinis kodas	612N70006
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Viešasis administravimas
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4); ištęstinė (5,5)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Viešojo administravimo bakalauras
Studijų programos įregistravimo data	2009-08-31

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Public Administration*
State code	612N70006
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 (5,5)
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	2009-08-31

CONTENTS

I.   INTRODUCTION

The University represents a major regional seat of learning and comprises eight faculties and numerous other institutes, centres and organisations. The programme being evaluated is located in the Department of Public Administration which is one of three departments in the Faculty of Social Sciences.

The programme was given full accreditation by an external evaluation panel in 2005. In 2009, in keeping with changes to Lithuanian regulations, the programme was re-accredited until the end of 2013. The current evaluation was conducted in May 2013 by a panel of experts from the United Kingdom, Austria, Estonia, Latvia and Lithuania, including a representative of employers and a student representative. In conducting the evaluation the expert panel met senior administrative staff, teaching staff, current students, alumni and social partners, all of whom engaged with the evaluation process constructively and were most helpful in facilitating the work of the panel. The panel also reviewed teaching accommodation and learning resources, and scrutinised student work.

II.   PROGRAMME ANALYSIS

1. *Programme aims and intended learning outcomes*

The aims and the intended learning outcomes are well defined and clear and understood by the students. There are promotional leaflets, student information folders on Moodle and detailed information about the intended learning outcomes of the programme and individual courses available on the University and Faculty websites. The students consider that they are very well informed. The aim of the programme is to prepare public administration specialists with a wide range of competences to a high level.

The programme aims and intended learning outcomes are well-designed to reflect appropriate academic standards and meet the needs of the labour market, professional bodies and the public in general. The intended learning outcomes provide students with the knowledge and abilities necessary for understanding, analysing and assessing the functioning of public administration. Social partners who employ graduates of this programme appreciate the scientific and personal skills and the interdisciplinary approach of the graduates. The wide-ranging intended learning outcomes are also relevant to the private sector and this extends students' employment prospects. Employers' views are canvassed directly and indirectly, including their involvement in activities such as the students' defence of their theses and the Faculty Quality Day.

The programme provides students with the basic concepts, theories, methods and history of public administration at an appropriate level. It contains the basics of all disciplines which are necessary for the understanding of modern public administration. This ensures that graduates are well prepared to apply their knowledge and skills at a level associated with a bachelor's programme.

The intended learning outcomes and content reflect well the name of the programme and the level of the qualification awarded. The programme provides students with a sound grounding in the basic concepts, theories, methods and history of public administration at an appropriate level.

Students study all disciplines which are necessary for the understanding of modern, functional public administration.

2. *Curriculum design*

The programme meets Lithuanian legal requirements. The curriculum comprises 240 ECTS. In the full-time mode this is achieved in eight semesters and in the part-time mode in 11 semesters. The number of subjects or modules does not exceed seven per semester. For full-time studies there are 30 ECTS per semester and for part- time 20-25 ECTS. This is in accordance with the General Requirements for First Cycle Study Programmes.

The structure of the curriculum is clear and the sequence of the subjects is logical and not repetitive. The curriculum comprises three major parts: general university subjects, study field subjects and elective subjects. A practical work-placement is obligatory. The elective courses keep students´ options open and afford them some scope to devise individual learning plans.

Teachers liaise with each other, in formal staff meetings and through informal means, to ensure that their courses are sufficiently integrated to reflect the programme's aims and intended learning outcomes while avoiding unnecessary overlap and repetition.

The curriculum incorporates relevant disciplines and the content and the themes of the courses reflect the type and level of the programme. Students receive a blend of academic and practical elements which reflects the nature of the programme. Opportunities for specialisation could be extended to provide a greater focus on subjects in the public governance field, although this may not be viable in the face of declining student numbers. The content of the constituent courses demonstrates progression through the years of study.

The relationship between intended learning outcomes, study subjects, study methods, assessment methods and student achievement is appropriate and clearly communicated to students. A variety of appropriate teaching methods is used, including problem-based learning. Practical training is linked to theoretical studies and the experience and data from these are often used in the final thesis. Social partners who met the panel were very supportive of the components and structure of the curriculum.

Greater emphasis could be placed on the expectation the students will draw upon sources in foreign languages, especially in their final theses. Students would also benefit from the delivery of mainstream courses in English, over and above English language support courses.

The intended learning outcomes cover knowledge and its application, research skills, subject-specific skills, social skills and personal skills. The combined content of the constituent subjects is well-designed to facilitate students' achievement of the intended learning outcomes. However, opportunities for students to develop more practical skills could usefully be extended. More widely available generic transferable skills courses are needed to maximise student opportunities to participate and develop these important skills.

Programme content draws upon the latest achievements in science. This is aided by significant inward and outward staff mobility. The University is aware of the need to support teachers' research activities to ensure that the programme continues to reflect current norms. Currency would be enhanced by wider use of literature in English and greater staff engagement in international conferences and research. The final theses show that students are aware of the latest achievements in science although their use of non-Lithuanian references could usefully be extended.

Studijų kokybės vertinimo centras

3. Staff

Programme staff meets legal requirements. An overwhelming majority of staff have extensive teaching and practical experience. Some 60% of staff have more than 10 years' teaching experience and 37% between five and 10 years. Similarly, 37% have practical experience spanning more than 10 years and 33% between five and 10 years. Of the 30 teachers teaching study field subjects 21 hold doctorates.

All teachers teach subjects relevant to their academic degree and research profile. Twenty-eight teachers have teaching experience of more than 10 years and staff research qualifications have improved significantly in recent years. The 2005 evaluation report recommended an increase in the number of staff with doctorates in fields relevant to public administration. This has been accomplished, with seven more teachers pursuing doctorates in management and administration. The quality of teaching will be further enhanced by the plans to invite lecturers from other universities and public administration practitioners to deliver lectures or lead seminars.

A sharp decrease in the number of entrants has improved the average teacher-student ratio, which currently stands at 1:12. Typically there are 25-100 students in lectures and 15-35 students in practical work and seminars. On average, one teacher has six final theses to supervise and two or three lecture courses to deliver per year. A very comprehensive system of calculating teachers' workloads ensures that adequate time is allocated to all major activities. Students reported that all staff are readily accessible.

Junior staff members are highly motivated to continue their academic careers in the Department. Over the last five years staff numbers have remained stable and there has been significant internal promotion. Academic positions are fulfilled through open competition. Although staff are currently well qualified and experienced, low salaries and geographical and demographic factors mean that the University may in future struggle to compete with Vilnius and Kaunas to recruit staff of a sufficient calibre.

The University requires staff to engage in continuous improvement of professional competences. This is assessed every five years. The University provides support for professional development by re-scheduling classes and providing financial support and, as a result, the participation of staff in in-service training has increased steadily. Activities supported include the development of e-learning materials, participation in conferences and international mobility. Between 2009 and 2011 staff participated in 50 in-service training courses, 32 internship programmes and 69 conferences. In course of an internship in Aalborg University staff members learned how to apply innovative study methods such as blended learning and problem-based learning. The numbers of incoming and outgoing teachers are impressive and often reflect strategic partnership agreements. In last three years 14 teachers went abroad to deliver lectures, 31 guest lecturers under various exchange programmes came to Siauliai to teach on this programme. The latter were predominantly from Latvia, the Czech Republic, Estonia, Turkey, the United Kingdom and Germany. Visiting professors from the University of Wyoming and from the University of Nebraska at Omaha stay for longer periods.

The majority of staff are engaged in research work. They undertake applied research, produce conference papers and publish in various edited volumes and journals. Research topics are related to the study programme and subjects taught. Students are well informed about teachers' publications and often engage into field work with them. Teachers' research productivity has improved significantly and they are involved in various national and regional applied research

projects, although largely based in Šiauliai. Strong links to the community are a clear strength. However, the majority of research does not extend beyond the regional or national level; articles co-authored with academics from Western Europe or the USA are very rare. Similarly, conference participation does not extend much beyond Central and Eastern Europe and conference papers are seldom developed further in to internationally-recognised research articles. While the Department is to be commended on the progress made, there is now a need for the focus of staff research and conference activities to become more international.

4. Facilities and learning resources

Staff accommodation is of high quality and students enjoy an attractive learning environment. All facilities have been renovated and are in very good condition. There are lecture rooms capable of accommodating between 160 and 400 students and 34 smaller seminar rooms. Together these ensure that suitable accommodation is available for groups of various sizes. The floor area per student has increased from 2.4 sq. m. in 2007 to 4.2 sq. m, reflecting a substantial accommodation improvement programme. The faculty library was recently refurbished and provides a light and airy learning environment suitable for individual and group work.

The University has invested significantly in computer hardware and software. There are 114 computerised workplaces in classrooms at the disposal of students on the programme and a further 106 (more than double that in 2007) in the Faculty library which is sufficient to meet the needs of students. The technical state of the present computer provision is very good. There is an excellent variety of special software including Pragma 3.2, English Plus, SPSS, ECOSYS, Hard Nut and Industry. Wi-Fi internet access is available everywhere on campus. Information communications technology (ICT) equipment for teaching is available in the Faculty: there are 24 digital projectors (two portable and 22 installed in lecture theatres), six televisions, one DVD player, two video cameras and two cameras. The University's Interactive Study Centre provides IT support and organises computer-based business simulations.

The practical placement is extensive and well organised. Students can choose a professional practice or research practice. The latter takes place in universities, including the home Department of Public Administration and Erasmus partner universities. The professional placement can be undertaken in various municipal and regional public institutions. The University's Centre for Social Partnerships was established to manage practice placement, collect and disseminate good practice. Presently, some 800 tripartite placement agreements with public sector organisations and enterprises are available. Moodle software is used to access the database of practice placements, for student-tutor-mentor interactions, to provide feedback and to evaluate practice quality.

Students have the benefit of access to two libraries – the University library and the Faculty library. The combined facilities and stock are extensive and there is ample space for both students and teachers. The University library contains 423,000 items and the Faculty library around 25,000. The Faculty library provides access to all major online search engines and academic databases. Book stock includes adequate numbers of books and journals. About one-third of books are in English and English language newspapers such as The Financial Times and New York Times can be found in the reading room. Library stock is renewed on a continuous basis, in part reflecting requests from teachers. However, the declining number of students, tight

funding and rising book prices present a challenge to the future maintenance of the quality and quantity of library stock.

5. *Study process and student assessment*

The admission requirements are fair and appropriate for the programme. Admissions are in accord with General Regulations for General Admission to the First-Level and Continuous Studies at Lithuanian Higher Education Institutions. Students may be accepted, by competition, to state-funded places or take up self-paid places. Clear, detailed information about the programme and admissions regulations is available on the University website.

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 used to promote the University and the programme. However, the total number of entrants (part-time and full-time) continues to decrease: from 190 students in 2008-09 to 69 students in 2012-13. Particularly critical is recruitment to the part-time programme: in 2012-13 only 15 students were admitted.

The organisation of the study process is efficient. The intended learning outcomes are very well defined and communicated to staff and students. There is a clear understanding among staff, and students, of the role played by individual courses in meeting the overall programme aims. Students have an intensive timetable, averaging eight hours a day, which leaves little time for reflection and wider reading.

There has been an increased focus on the practical work-placement although some employers would welcome even greater emphasis on the practical components of the programme. The link between theory and practice is consolidated systematically over the years of the programme. In the first year students visit public administration and municipality institutions, observe processes, gather information. This provides a sound basis for their work placements later in the programme.

Around three-quarters of subjects use Moodle (the remaining subjects are in the preparing to do so) to provide access to study materials, foster interactive learning and facilitate communications with students generally. Information about subjects/modules, assessment criteria, lecture materials, assignments for self-study, links to sources, student-student and student-teacher interactions, submission of works, grading, commenting, consulting are available online. Students value the support this provides for their learning. In addition, students receive well-written and informative study guides, some of which are in English.

The declining student intake, particularly to part-time studies, limits the number of electives it is viable for the Department to provide. If this continues it may lead to a very constrained programme offering and seriously limit student choice.

Students participate with teachers in research projects. Over the period of review students participated in eight contracted projects conducted by the Social Scientific Research Centre and in three conducted by the Centre for Rural Development. Students participate in the annual Current Issues in Economics and Management conference and present reports on research projects. Teachers motivate students to participate in research activities.

However, many final theses contain relatively few references in English. Students do not draw upon sufficient international articles, books and journals in English or other relevant languages. Although many topics are of a local, regional or national nature, the underlying theoretical basis requires wider reading which should be clearly evidenced.

The Self-Evaluation Report states that during 2008 12 33 students participated in student mobility programmes. In 2010 the Department joined the ERASMUS Internship Programme and four students undertook placements in public administration institutions and non-governmental organisations in the European Union countries. Students were satisfied with the quality of lectures and very positive about their experience abroad. During 2007-12 the Department had 17 incoming ERASMUS students from universities abroad, including Poland, Slovakia and Turkey. This reflects the programme's very active engagement with the ERASMUS student mobility scheme.

Although English language support courses are provided, to improve students' English language skills it would be helpful to deliver some mainstream courses in English. This would have the added benefit of offering an opportunity to integrate incoming ERASMUS students with Lithuanian students. Lithuanian students could be offered the opportunity, if they wished, to complete their assessments in Lithuanian so that they did not feel disadvantaged.

Students receive a high level of academic support. Consultations operate at different interfaces: student-student, teacher-student and administration specialists-student. For example, students inform fellow students about their ERASMUS experiences, teachers provide consultations for students and specialist administrative staff provides guidance and advice on practice placements and career planning. The aim of the academic support system is to guide the student purposefully towards self-study, provide assistance in study management, career planning, and stimulate motivation to study. Consultation hours are available on the Department website but teachers are accessible to students outside these hours, either face-to-face or through email. Students are highly appreciative of the support they receive from their teachers.

Social support includes financial assistance and the provision of subsidised dormitory accommodation.

The student assessment structure is well explained and means of assessing students' performance are clear and transparent. Information is available on Moodle and in course descriptions. The cumulative assessment scheme measures students' knowledge and skills. The assessment regime for a module/subject is determined by the coordinator of the module/subject; where more than one teacher delivers a module it is agreed collectively. The assessment regime is approved in the module accreditation procedure at departmental meetings and by the Study Programme Committee. The programme team may wish to consider employing more open-book examinations in order to test all aspects of students' learning.

The balance of examination and coursework in student assessment is highly variable across courses. The assessment regime would benefit from the establishment of maximum and minimum boundaries for these, within which a clear rationale would be required for variation between individual courses.

The quality and quantity of written feedback on students' work is variable. Some teachers provide timely, detailed, helpful comments but others do not. There is a need to require all teachers to provide prompt and supportive written feedback to support student learning.

Between 2008 and 2012 612 students graduated from the programme. The majority of graduates who met the experts considered that the programme prepared them well for the labour market and they acquired the necessary competencies. The Career Centre provides information on employment opportunities and arranges visits to local enterprises. Alumni Days are organised

regularly and this is highly valued by the students. The University's close cooperation with several regional businesses enhances students' employment opportunities.

The Self-Evaluation Report states that in the period 2010-12 71% of graduates obtained employment within one year of graduation (although only 39% in their field of study) and 27% continued their studies. Students report satisfaction with their preparedness for employment as they feel that the programme equipped them with the necessary knowledge and skills. Employers also believe that the programme prepares students well for careers in the public sector.

6. *Programme management*

There is a well-established structure setting out responsibilities at department, faculty and university level. The role of the individual teacher is recognised and feeds in to the structure at appropriate points. A key element is the Group for Monitoring the Quality of the Public Administration Programme. Members are assigned specific responsibilities which reflect their qualifications and experience. It meets frequently and collects survey data and reviews the content and delivery of the programme. Apart from this body, and monthly departmental meetings, much of the responsibility resides at faculty and university level. The former includes the Committee for Economics, Management and Administration Sciences Programmes, the Studies Quality Management Centre and Faculty Council. The latter includes the University Studies Quality Management Group which reviews programmes every two years.

The process is thorough and inclusive, but rather cumbersome. There is considerable quoting of Rector's orders, statutes and regulations, which is not particularly informative or helpful to someone seeking to understand how the system works. Although the programme management process, and quality assurance systems work well, they would benefit from streamlining, consistency in the use of committee names and a clearer articulation of the contributions of, and linkages between, the various committees and meetings. The proposal to produce a Quality Manual is a welcome development although it should be designed to be a user-friendly working document and not be merely a collection of statutes and regulations.

Data to inform programme management are collected extensively at all levels and used to inform the maintenance and enhancement of academic standards and the quality of learning opportunities provided. Data are collected through the activities of a number of groups such as the Studies Department, the Career Centre, Social Research Centre and student representatives. There is a clear schedule for data collection and subsequent analysis. There is continuing evaluation of the effectiveness of the wide range of survey instruments employed reflecting the institutional commitment to enhancement.

Previous evaluations have been used effectively to inform programme improvements. For example, evaluations of teachers have raised teaching standards, changes have been made to the practice component and the preparation process for final theses, and new subjects introduced into the curriculum as a result of feedback. There has also been improved interaction with social partners and alumni to enhance their input to programme improvement. The outcomes of Faculty Quality Days and other activities are also used to inform programme improvement. However, the declining student intake numbers, especially in the part-time mode, needs to be addressed if the student learning experience is not to be jeopardised.

The process of evaluation and enhancement is highly inclusive and all stakeholders are involved. There are student members of the Group for Monitoring the Quality of the Public Administration

Programme, Dean's Office meetings, Faculty Council and University Senate. Student input to programme evaluation through informal as well as formal channels has been enhanced and students believe that their voice is encouraged, listened to and acted upon. Although this has not been a problem, the student representative for the Group for Monitoring the Quality of the Public Administration Programme is chosen by the Department. The University may wish to consider introducing a more democratic process for student representation. More generally, although it works well, the student representative system would benefit from greater clarity to ensure greater transparency for external scrutiny.

Links with alumni have been enhanced through programme staff involvement in Alumni Days. This, together with questionnaires and less formal means, ensures that the voice of graduates is heard. Social partners have become more involved in programme enhancement in response to a more proactive approach by the Department. They are consulted by questionnaire, roundtable discussion and other events. There has also been increased emphasis on transparency by making outcomes of evaluations more widely available to internal and external stakeholders.

Quality assurance measures are comprehensive and largely effective. Programme and Department staff has been proactive in supporting and developing greater ownership of the process by all stakeholders. Although the system clearly works well, there is scope for greater clarity in the articulation of its processes and a need for streamlining the somewhat cumbersome structure to improve transparency to external observers.

III. RECOMMENDATIONS

1. More widely available generic transferable skills courses are needed to maximise student opportunities to participate and develop these important skills.

2. There is a need for the focus of staff research and conference attendance to become more international.

3. The balance of examination and coursework in student assessment is highly variable. The assessment regime would benefit from the establishment of maximum and minimum boundaries for these, within which a clear rationale would be established for variation between individual courses.

4. The extent of feedback on student work is variable and would benefit from the establishment of some minimum expectation.

5. Many final theses contain relatively few references in English. Although many topics are of a local, regional or national nature, the theoretical underpinning should be informed by such external sources.

6. Delivery of mainstream courses in English, over and above English language support courses would facilitate greater integration of incoming ERASMUS students with Lithuanian students and be of mutual benefit to the two groups.

7. The quality assurance system would benefit from greater clarity and streamlining and employment of a more democratic process of student selection for membership of the programme monitoring group.

8. The declining student intake numbers (especially the part-time mode) needs to be addressed if the student learning experience is not to be jeopardised.

IV. SUMMARY

The programme and course intended learning outcomes are very well-designed to reflect the nature and level of the programme and to meet stakeholder needs. They are widely accessible and are clearly communicated to students. The content and structure of the curriculum reflects the stated aims and intended learning outcomes well and meets student and social partner expectations. The programme is delivered by enthusiastic and well-qualified staff who are highly supportive of students. The high level of inward and outward staff and student mobility is used to inform programme development and enhance the student learning experience. Teaching and staff accommodation is of high quality and the faculty library provides a light, airy learning environment, suitable for individual and group study and is well-stocked with English language texts. Student learning is supported by the use of well-written and informative study guides (including some in English), the widespread use of interactive teaching and learning methods, including use of Moodle, and student participation in research and other activities. Comprehensive, inclusive and effective quality assurance processes include imaginative activities such as 'Quality Days' and widespread canvassing of student opinion, which is listened to and acted upon. Similarly, liaison with alumni and social partners is enhanced by activities such as Alumni Days. A strong commitment to enhancement permeates all these activities.

There is a need for more widely available generic transferable skills courses to maximise opportunities for students to develop these important attributes. Similarly, students would benefit from the delivery of some mainstream courses in English which would also facilitate greater integration of incoming ERASMUS students in to the study process. There is a need for the focus of staff research and conference attendance to become more international. This may lead in turn to students' greater use of reference material in English rather than relying almost exclusively on Lithuanian sources. The balance of coursework and examinations in the assessment regime of courses needs to be reviewed to ensure a coherent assessment strategy, where variations are within agreed boundaries and a clear rationale provided for differences between courses. Similarly, the provision of feedback on student work is variable and would benefit from some minimum expectation of teachers. The quality assurance system would benefit from greater clarity and streamlining, and employment of a more democratic process of student selection for membership of the Programme Monitoring Group. The declining student intake, particularly, on the part-time programme, needs to be addressed before it impacts on the student learning experience and causes financial concern.

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V. GENERAL ASSESSMENT

The study programme *Public Administration* (state code – 612N70006) at Šiauliai University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and intended 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)	4
	Total:	**22**

*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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Studijų kokybės vertinimo centras

**ŠIAULIŲ UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
VIEŠASIS ADMINISTRAVIMAS (VALSTYBINIS KODAS – 612N70006) 2013-09-17
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-307 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Šiaulių universiteto studijų programa *Viešasis administravimas* (valstybinis kodas – 612N70006) 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	4
	Iš viso:	22

* 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

Numatomi programos ir studijų dalykų mokymosi rezultatai suformuluoti gerai – jie atspindi programos pobūdį bei lygį ir atitinka socialinių dalininkų poreikius. Jie plačiai prieinami ir aiškiai perduodami studentams. Programos turinys ir sandara gerai atspindi suformuluotus tikslus Studijų kokybės vertinimo centras

ir numatomus studijų rezultatus ir atitinka studentų bei socialinių partnerių lūkesčius. Programą dėsto entuziastingi ir kvalifikuoti darbuotojai; jie labai padeda studentams. Didelis vidaus ir išorės personalo ir studentų judumas padeda tobulinti programą ir didinti studentų mokymosi patirtį. Studijoms ir darbuotojams skirtos patalpos yra kokybiškos; fakulteto biblioteka - šviesi ir erdvi; ji užtikrina individualiam ir grupiniam mokymuisi palankią aplinką. Bibliotekoje yra nemažai skaitinių anglų kalba. Studijas palengvina gerai parašyti ir informatyvūs studijų vadovai (kai kurie iš jų anglų kalba), platus interaktyvių mokymo ir mokymosi metodų naudojimas, įskaitant Moodle, studentų dalyvavimas mokslinių tyrimų ir kitoje veikloje. Platus, visaapimantis ir veiksmingas kokybės užtikrinimo procesas apima tokią išradingą veiklą kaip „Kokybės dienos" ir plačiai paplitusią studentų nuomonės apklausą; šios nuomonės išklausoma ir į ją atsižvelgiama imantis veiksmų. Ryšius su absolventais ir socialiniais partneriais skatina Alumni dienos. Visa ši veikla iš esmės yra stiprinamoji.

Reikia padidinti bendrųjų perkeliamųjų įgūdžių paskaitų skaičių, siekiant maksimaliai padidinti studentų galimybes tobulinti šias svarbias savybes. Lygiai taip pat studentams būtų naudinga kai kuriuos pagrindinius dalykus mokytis angliškai; tai taip pat padėtų pagal ERASMUS programą atvykusiems studentams lengviau įsitraukti į studijų procesą. Požiūris į mokslinius tyrimus ir dalyvavimą konferencijose turėtų būti labiau tarptautinis. Tada studentai galėtų daugiau naudotis informacine medžiaga anglų kalba, o ne tik lietuviškais šaltiniais. Reikia peržiūrėti kursinių darbų ir egzaminų pusiausvyrą vertinant studijas, siekiant užtikrinti darnią vertinimo strategiją, kai svyravimai neperžengia sutartų ribų, o skirtumai tarp dalykų yra aiškiai logiškai pagrįsti. Grįžtamojo ryšio apie studentų darbą apimtis nepastovi; būtų naudinga nustatyti tam tikrus minimalius reikalavimus. Kokybės užtikrinimo sistema būtų veiksmingesnė, jei studentų atrankos į programos priežiūros grupę procedūra būtų aiškesnė, paprastesnė ir demokratiškesnė. Reikia spręsti priimamų studentų (ypač tęstinių studijų studentų) mažėjimo problemą, kol tai neturi poveikio studentų mokymosi patirčiai ir nesukelia finansinių rūpesčių.

III. REKOMENDACIJOS

1. Turi būti dėstoma daugiau bendruosius perkeliamuosius gebėjimus lavinantys studijų dalykai, siekiant maksimaliai padidinti studentų galimybes tobulinti šiuos svarbius įgūdžius.

2. Reikia stiprinti tarptautinį darbuotojų mokslinių tyrimų ir konferencijų aspektą.

Studijų kokybės vertinimo centras

3. Egzaminų ir kursinių darbų santykis vertinant studentus yra labai nepastovus. Vertinimo tvarka būtų geresnė nustačius didžiausias ir mažiausias minėtų elementų svyravimo ribas ir aiškiai pagrindus atskirų dalykų pokyčius.

4. Grįžtamojo ryšio apie studentų darbą apimtis nepastovi; būtų naudinga nustatyti tam tikrus minimalius reikalavimus.

5. Daugelyje baigiamųjų darbų pateikta palyginti mažai nuorodų anglų kalba. Nors daugelis temų yra vietinio, regioninio ar nacionalinio pobūdžio, teorinis pamatas turėtų būti pagrįstas angliškais šaltiniais.

6. Pagrindinių dalykų dėstymas anglų kalba, neskaitant anglų kalbos pagalbinių kursų, palengvintų pagal ERASMUS programą atvykstančių studentų integraciją į Lietuvos studentų būrį ir būtų naudingas abiem šiom grupėm.

7. Kokybės užtikrinimo sistema būtų veiksmingesnė, jei studentų atrankos į programos priežiūros grupę procedūra būtų aiškesnė, paprastesnė ir demokratiškesnė.

8. Reikia spręsti priimamų studentų (ypač tęstinių studijų studentų) mažėjimo problemą, jei nenorima statyti į pavojų studentų mokymosi patirtį.