



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universiteto
VIEŠOJO ADMINISTRAVIMO PROGRAMOS
(621N70001)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF PUBLIC ADMINISTRATION (621N70001)
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	621N70001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Viešasis administravimas
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (2); iššęstinė (2.5)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Viešojo administravimo magistras
Studijų programos įregistravimo data	2009-08-17

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Public Administration</i>
State code	621N70001
Study area	Social Sciences
Study field	Public Administration
Kind of the study programme	University Studies
Study cycle	Second
Study mode (length in years)	Full-time (2); Part-time (2.5)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Public Administration
Date of registration of the study programme	2009-08-17

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I. INTRODUCTION

Kaunas University of Technology (KTU) is a state University and consists of 13 faculties, International Studies Centre, 12 institutes, 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, teaching staff, current students, graduates and social partners.

II. PROGRAMME ANALYSIS

1. Programme aims and intended learning outcomes

The aims and the intended learning outcomes are well defined and clear. They are publicly accessible on the University website home page. The programme follows the national regulations of Lithuania for Higher Education. The aim of the programme is to prepare highly qualified public administration professionals with a wide range of competences.

Social partners who met the panel were very supportive of the structure of the curriculum and its practical orientation. 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 their scientific and personal skills. Graduates of the programme should be able to apply concepts and models of public administration, manage and provide leadership in public governance, participate in, and contribute to, policy development, analyse and think critically. The programme is aimed at mid-career, and above, professionals.

The experiences of the alumni and social partners are important for the developing process of this programme. 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 wide ranging intended learning outcomes give students a wide range of job opportunities, including in the private sector. Although a work-placement is not compulsory, students may avail themselves of such an opportunity to obtain practical experience in public sector institutions.

The programme includes advanced concepts, theories, and methods of public administration at master's level. The intended learning outcomes are appropriate to the level. The programme combines academic, theoretical, understanding with practical skills.

The programme presents a cross-disciplinary approach to public administration. The main subjects covered, law, philosophy, economy and public management, are clearly related. Thus, although the programme provides a cross-disciplinary survey of the different aspects of

public management, the individual modules are well-defined and compatible with each other and reflect the title of the programme.

2. Curriculum design

The scope of the curriculum is 120 ECTS and is delivered over four semesters in the full-time mode and five semesters in the part-time mode. The duration of a semester is 16 weeks and an examination takes place in the 17th – 20th week. The load of one semester is 30 ECTS. The fourth semester (full time) or the fifth semester (part time) is scheduled for the final degree project.

The sequence of the subjects is logical and not repetitive, the structure of the curriculum is clear.

Teachers collaborate in order that the contents of their courses complement rather than replicate those of others, avoiding unnecessary overlap.

The content and the themes of the courses provide students with a broad understanding of the subject. Students study the design and the layout of governmental organisations, the functioning of government and public administration generally within the socio-economic environment.

The relationship between intended learning outcomes, study subjects, study methods, assessment methods and student achievement is appropriate and communicated 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.

The intended learning outcomes are in the fields of knowledge and its application, research skills, subject-specific skill, social skills and personal skills. All in all the content of the subjects are well balanced in order to provide all these intended outcomes for the students. The scope of the programme, in depth and breadth, is appropriately designed to allow students to achieve the intended learning outcomes.

The content of the subjects reflects the latest achievements in science. However, the University is aware of the need to support teachers' research activities to ensure currency so that the programme continues to reflect current norms. Research could be enhanced by wider access to, and use of, literature in English, and staff exchanges with foreign institutions.

3. Staff

Programme teaching staff are enthusiastic and committed. Many have strong academic records including international and research experience. The programme is delivered by 16 teachers, comprising four professors, 10 associated professors and two lecturers. All teaching staff hold a PhD degree.

All staff teach subjects related to their academic qualifications and research profile. The majority have more than 10 years teaching and research experience. The majority of staff teaching on the programme are from the Department of Public Administration; they are supplemented by staff from other departments to teach subjects such as law, regional studies

and education. Students have benefited from lectures from visiting academics from other countries. However, these are not part of a concerted strategy.

Around 370 students are currently studying on the programme giving a high student-teacher ratio. The ratio was 38:1 in 2009-2010 and 27:1 in 2011-12. Although the ratio has fallen, it remains high for a master's programme where considerable time for supervision and individual consultations is needed. Such time can be further limited by a heavy lecturing load: four out of nine compulsory subjects are delivered by one person. More generally, 75% of academic staff time is devoted to teaching, irrespective of academic position.

The age structure of the academic staff is well balanced; there are several young teachers, some of them are graduates from the University's PhD programme. Three new lecturers were employed in the autumn of 2012. All new staff members receive an induction which introduces them to the regulations and corporate culture of the Department and University. Typically there are two to three applicants per vacant position.

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 at conferences and international long-term mobility. However, the current situation with professional development shows an unbalanced picture. In three last years, half of the core staff of the programme did not participate in any kind of professional development activities. The duration of activities is generally very short, reflecting the emphasis on conference participation rather than international academic exchange. E-teaching competences of academic staff are modest and many do not demonstrate enthusiasm for this medium. A more systematic approach to staff professional development and closer monitoring of its take-up is advised.

Teaching staff are members of relevant research networks in the field of public administration. Several members of staff have an impressive number of publications, including several textbooks, edited volumes and peer-reviewed articles. For 10 years the Department has run a peer-reviewed journal *Public Policy and Administration* which is included in EBSCO. However, much of the research is published in Lithuania; articles co-authored with researchers from western Europe or the USA are very rare. Conference participation typically does not extend beyond central and eastern Europe. More high-quality international publications and greater participation in international conferences are needed to provide a strong research underpinning for the programme.

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.

The number of computerised workplaces is sufficient to meet the needs of students; computers with internet access are available in the University's Central Library and in some other rooms. 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.

Although the programme does not include a compulsory work placement, students are advised and encouraged to obtain some practical experience.

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*. Not only will this ensure that students are abreast of current developments but it will also improve their English language skills.

5. Study process and student assessment

Admission to the programme is according to the General Regulations for General Admission to the Second-Level. Entrants are admitted, by competition, to state funded places or to self-paid places. Detailed information about the programme and admission regulations is clearly stated on the University website. A number of activities, including open days, are held in order to promote the University and the programme. Prospective entrants with a bachelor degree obtained in another study field or with a professional bachelor degree are required to take a bridging course.

The admission requirements are fair and appropriate for the programme. The high overall admission marks of entrants (averaging 6.85 in 2010-11 and 7.15 in 2011-12) suggests that the selection criteria are sufficient for attainment of the intended learning outcomes within the planned study time. In 2010-11 141 students were admitted and in 2011-12 123 students were admitted, reflecting a generally continuing fall in recruitment over the last five years, although it is higher than the lowest recruitment, of 103 students, recorded in 2009-10.

To assist those in employment, the programme is also run on a part-time basis although part-time studies are not funded by the state. There is a clear understanding among staff, and students, of the role played by the component courses in meeting the overall programme aims and intended learning outcomes. However, students feel that there is some unintended overlap between materials covered in different courses. Staff office hours are clearly publicised. Students value the accessibility of staff during, and outside, these times.

Students participate in the annual student scientific conferences '*Social sciences: challenges in the process of globalisation*', organised since 2002 by the Faculty of Social Sciences. They

also participate in scientific conferences, organised by other institutions, such as Siauliai University and the College of Social Sciences.

Students have not participated in any exchange programme although 12 foreign exchange students joined the programme. Although the relatively short duration of the programme and students' family and work commitments militate against involvement in international exchange programmes, the University is encouraged to seek means of raising the participation of students, and staff, in these activities.

New students receive an induction to the University, Department and programme. At the beginning of a semester each lecturer introduces students to the aims, study methods and assessment methods and evaluation criteria and recommends literature for self-study. Some e-courses are offered.

Students are granted scholarships for good study results or exceptional achievements.

The structure of student assessment is well explained and means of assessing students' performance are clear and transparent. The link between module intended learning outcomes and the assessment method used is appropriate and well explained to the students.

Students are often already employed and so obtaining employment is not a problem for most students.

The Career Centre provides information on employment opportunities and arranges visits to local enterprises. This is highly valued by students. The University close cooperation with several regional businesses gives students the opportunity to work and get hand-on experience.

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, 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, the need to encourage more outward student mobility 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. 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 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. The University is advised to review the effect of the high student-staff ratio, and high share of teaching in the staff workload, on staff research and student supervision activities.
2. There is a need for closer, continuous, monitoring of staff development activities.
3. There is a need for greater internationalisation of the programme through increased use of foreign language materials, including databases, particularly those in English, to ensure that the programme reflects current norms. This would also serve to enhance research activity and, combined with the delivery of more lectures in English, would facilitate staff and student exchanges with foreign institutions.
4. The virtual learning environment should be developed further to embrace more interactive and innovative learning and teaching methods. This would be particularly helpful to students studying part-time and those living in a distance from the University.
5. There is a need for better collation, analysis, presentation and communication of student.
6. Progression statistics at departmental, faculty and university level to provide accurate and detailed performance indicators.
7. An increased focus on quality assurance at programme level, for example, through the establishment of a programme committee, would provide more specific input to the enhancement process at this level.

IV. SUMMARY

The programme has a clear identity, ethos and strategic direction and an excellent fit with regional needs. It is well regarded by external stakeholders. The intended learning outcomes address the required knowledge and competencies clearly and are well-communicated to staff, students and other stakeholders. The mapping of competences to the courses and the programme as a whole is coherent and there is an appropriate balance between breadth and depth in the curriculum. Staff are enthusiastic and well qualified and highly supportive of students with whom there are good communications. Learning resources are generally good with a high percentage of book stock in English. The University evaluates its courses and programmes frequently and demonstrates a clear commitment to enhancement.

The University is encouraged to monitor the impact of the high student-staff ratio and staff teaching load on research and other development activities, including the take-up of professional development opportunities. 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. An increased quality assurance focus at programme level would be helpful.

V. GENERAL ASSESSMENT

The study programme *Public Administration* (state code – 621N70001) 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 intended learning outcomes	4
2.	Curriculum design	4
3.	Staff	3
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.

Grupės vadovas:

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**KAUNO TECHNOLOGIJOS UNIVERSITETO STUDIJŲ PROGRAMOS VIEŠASIS
ADMINISTRAVIMAS (VALSTYBINIS KODAS – 621N70001) 2013-10-10
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-325 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno technologijos universiteto studijų programa *Viešasis administravimas* (valstybinis kodas – 621N70001) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	4
3.	Personalas	3
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. Ją palankiai vertina išorės partneriai. Numatomi studijų rezultatai yra aiškiai susieti su reikalingomis žiniomis ir gebėjimais ir yra gerai perteikti personalui,

studentams ir socialiniams partneriams. Gebėjimų susiejimas su studijų dalykais ir visa studijų programa apskritai yra nuoseklūs, išlaikyta tinkama pusiausvyra tarp studijų programos pločio ir gylio. Personlas kupinas entuziazmo, puikiai kvalifikuotas ir itin padeda studentams, su kuriais palaikoma gera komunikacija. Mokymosi priemonės apskritai yra geros, didelė dalis turimų knygų yra anglų kalba. Universitetas dažnai vertina savo studijų dalykus ir studijų programas ir demonstruoja akivaizdų įsipareigojimą juos gerinti.

Universitetas raginamas stebėti, kokią įtaką turi didelis studentų/personalo santykis ir personalo dėstymo krūvis mokslo tiriamajai ir kitai profesinio tobulėjimo veiklai, įtraukiant galimybes išnaudoti atsiradusias profesinio tobulėjimo progas. 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. Padėtų ir didesnis dėmesys kokybės užtikrinimui programos lygmeniu.

III. REKOMENDACIJOS

1. Universitetui rekomenduojama peržiūrėti didelio studentų/personalo santykio įtaką ir didelės dalies, kurią personalo darbo krūvyje sudaro dėstymas, įtaką personalo mokslo tiriamajai ir studentų priežiūros veiklai.
2. Reikalinga kruopštesnė ir nuolatinė personalo profesinio tobulėjimo veiklos stebėseną.
3. Reikalingas didesnis programos tarptautiškumas, kurį galima būtų pasiekti naudojant daugiau medžiagos užsienio kalbomis, įtraukiant duomenų bazes, ypač anglų kalba, kad studijų programa atspindėtų dabartinius standartus. Tai taip pat padėtų pagerinti mokslo tiriamąją veiklą ir, įtraukus daugiau paskaitų anglų kalba, palengvintų personalo ir studentų mainus su užsienio institucijomis.
4. Virtuali mokymosi aplinka turėtų būti plėtojama toliau ir apimti daugiau interaktyvių ir pažangių mokymosi ir dėstymo metodų. Tai itin padėtų iššęstinių studijų studentams ir tolokai nuo universiteto gyvenantiems studentams.
5. Reikalingas geresnis statistinių duomenų apie studentų pažangą sugretinimas, analizė, pateikimas ir komunikacija katedros, fakulteto ir universiteto lygmeniu, norint gauti tikslius ir išsamius pasiekimų rodiklius.

6. Didesnis dėmesys kokybės užtikrinimui studijų programos lygmeniu, pavyzdžiui, įsteigiant studijų programos komitetą, paskatintų konkretesnę indėlį į proceso tobulinimą programos lygmenyje.