



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Europos humanitarinio universiteto
STUDIJŲ PROGRAMOS VIEŠOJI POLITIKA
(valstybinis kodas - 621L22007)
VERTINIMO IŠVADOS

EVALUATION REPORT
OF PUBLIC POLICY
(state code - 621L22007) STUDY PROGRAMME
at European Humanities University

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Viešoji politika</i>
Valstybinis kodas	621L22007
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Politikos mokslai
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinės - 1.5 m.
Studijų programos apimtis kreditais	90 ECTS
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Politikos mokslų magistro laipsnis
Studijų programos įregistravimo data	2008-12-05, Nr. ISAK-3268

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Public policy</i>
State code	621L22007
Study area	Social sciences
Study field	Political Science
Type of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full time - 1.5 years
Volume of the study programme in credits	90 ECTS
Degree and (or) professional qualifications awarded	Master of political science
Date of registration of the study programme	2008-12-05 ISAK-3268

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 The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

The evaluation of on-going study programmes is based on the **Methodology for evaluation of Higher Education study programmes**, approved by Order No 1-01-162 of 20 December 2010 of the Director of the Centre for Quality Assessment in Higher Education (hereafter – SKVC).

The evaluation is intended to help higher education institutions to constantly improve their study programmes and to inform the public about the quality of studies.

The evaluation process consists of the main following stages: 1) *self-evaluation and self-evaluation report prepared by Higher Education Institution (hereafter – HEI)*; 2) *visit of the review team at the higher education institution*; 3) *production of the evaluation report by the review team and its publication*; 4) *follow-up activities*.

On the basis of external evaluation report of the study programme SKVC takes a decision to accredit study programme either for 6 years or for 3 years. If the programme evaluation is negative such a programme is not accredited.

The programme is **accredited for 6 years** if all evaluation areas are evaluated as “very good” (4 points) or “good” (3 points).

The programme is **accredited for 3 years** if none of the areas was evaluated as “unsatisfactory” (1 point) and at least one evaluation area was evaluated as “satisfactory” (2 points).

The programme is **not accredited** if at least one of evaluation areas was evaluated as “unsatisfactory” (1 point).

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, no additional documents have been provided by the HEI before, during and/or after the site-visit.

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

The European Humanities University (hereafter - EHU) was established in Minsk in 1992. In 2004 it was closed and was forced into exile. It was re-established in Lithuania in 2005. The University has the rights of a legal entity and acts in the manner prescribed by the laws and regulations of the Republic of Lithuania, the University Statutes and other legislation, incorporating the standards and guidelines of the European Higher Education Area. The University is a member of the Lithuanian National Higher Education System.

The programme on Public Policy is situated in the Department of Social and Political Sciences and has already been transformed twice (in 2010 and in 2012). The current programme is a result of a cooperation between EHU and Leiden University.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 13/10/2016.

1. **Prof. Dr. Turo Virtanen (team leader)** *University of Helsinki, Professor, Finland.*
2. **Prof. Dr. Mikael Svensson,** *University of Gothenburg, Professor, Sweden.*
3. **Prof. Dr. Benedikt Speer,** *Carinthia University of Applied Sciences, Professor, Austria.*
4. **Ms. Marta Čubajevaitė,** *National Non-Governmental Development Cooperation Organisations' Platform, Lithuania.*
5. **Mr. Lukas Kisielius,** *student of Vilnius University, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The aim of the programme is, according to SER (p. 7) to educate and train qualified specialists in the field of public policy and administration with competences in development strategies, management, implementation and evaluation of public policy. The aim is well defined, clear and informative. Learning outcomes are many and defined in informative way (SER, p. 7-8). They are linked to the topics of specific courses and the overall aim of the programme in a consistent way, reflecting the type and level of studies in MA programmes. The aim and learning outcomes are publicly available on the website of the University.

Graduates of the programme are expected to be able to identify and formulate social problems, to develop and implement social development programmes based on public policy standards, to manage methods of making and assessing political decisions, to be prepared to organize effective communication between state and non-state structures, and to formulate and implement an expert evaluation of public policy alternatives, and to independently act in a dynamic professional environment (SER, p. 7). The definition of the expected competencies is broad, but it does not include competencies of scientific research, important for second cycle programmes. However, ability to carry out research is specified in a more detailed description of the learning outcomes (SER, Table 1, p. 7). The area of professional activity and types of suitable jobs of the graduates

have been clarified (SER, p. 11). The focus is on Belarussian labour market and the programme has analysed other provision of relevant education and the needs of Belarussian market (SER, p. 12). The programme has analysed its public needs and the need of the labour market.

Social partners provide opportunities for conducting research. Academic partners are used as members of commissions for defence and review of final theses. Needs of labour market are approached with surveys (SER, p. 10). The University monitors the success of the graduates in terms of their employment and career via Alumni networking. In this way, the programme interacts with many academic and social partners, which provides also information for reconsideration of learning outcomes of the programme. The programme has taken care of analysing the compliance of the learning outcomes with international academic and professional requirements. Collaboration with Leiden University has contributed to the learning outcomes of the programme (SER, p. 10-11), also confirmed by the interviews. It is obvious that the programme aims and learning outcomes reflect academic and professional requirements.

Aims and learning outcomes reflect sufficiently the ministerial order of the study descriptor of the field of political science as of 2015, which is also referred to in SER (p. 10). The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other. The topics of Master's theses indicate that the programme is training specialists in public policy, but the methodology applied could be more sophisticated (for example, in quantitative methods) and the use of international literature could be wider. On the whole, the qualifications reflect the type of qualifications of MA programmes in the field of public policies.

The programme has identified adequately its strengths and weaknesses and actions for improvement relevant for aims and learning outcomes (SER, p. 12), but especially weaknesses would need more specifications to be sufficiently transparent, especially the lack of visibility of the linkage between scientific research skills and postgraduate studies in the field of political studies, also addressed in the interviews during the site visit.

2.2. Curriculum design

The curriculum of the Master's Programme "Public Policy" meets the legal requirements. The study plan contains 3 semesters with 90 credits with all in all 11 courses - 5 in the 1st semester, 5 in the 2nd semester and 1 in the 3rd semester - which is well under the legal limit of 7 courses per semester. The subjects are thus evenly spread and seem not to be repetitive.

The prerequisite for entering the study programme is a first cycle study programme in political science, otherwise an additional course “Politics Theory” has to be absolved during the 1st semester. An alternative is the attendance of a distance-learning course in political science, which is also offered by EHU. However, some of the students and of the alumni complained about the factual knowledge of their colleagues, especially in economics. Therefore, they strongly emphasized their wish for economic courses.

The programme has been developed in cooperation with Leiden University, is comparable to similar Master programmes in other international institutions and reflects the latest achievements in science, although it is – given the duration and the number of courses – rather minimalistic. The subjects are, nevertheless, consistent with the type and level of the studies and the scope of the programme is sufficient to ensure learning outcomes. Courses are concentrated in 1st and 2nd semester, the 3rd semester is occupied only by the Master thesis (30 credits). The way to the Master thesis is clearly outlined by a seminar on “Methods of Social Research” (1st semester) and a “Research Seminar – Term Paper” (2nd semester). Students did criticise that the seminar on methods was too short and superficial so that they were obliged to organise themselves to get knowledge about advanced research methods.

There is only a very restricted number of optional courses (2) and both seem equally relevant for the study programme (“Self-governance” and “Civil Servants Systems and Reforms”). Given the very small choice, it could be considered to integrate both courses in the obligatory part of the curriculum.

The general learning outcomes of the programme are broadly defined, but largely consistent with the curriculum. However, they are in general not sufficiently reflected by the respective learning outcomes of the single course descriptions (e.g. “International Relations and Governance”, “Introduction to Political Philosophy”, “Microeconomics” – not exhaustive). These discrepancies make it difficult to assess if the content and methods of the subjects are appropriate for the achievement of the intended learning outcomes as general and course related learning outcomes often are not aligned. Therefore, it is strongly recommended that a systematic process to adequately revise and adapt course descriptions to general learning outcomes is established.

Although the single course descriptions are also rather short and do therefore not allow for an extensive insight, the mentioned methods (written work, final essay, memorandums, online sessions, creative projects, Wiki project etc.) seem to be adequate and to reflect the state of the art. Unfortunately, no literature lists are attached, so it is not possible to evaluate if the literature is up to

date and if a sufficient number of foreign/English literature is used. This is a major shortcoming, which was also criticised by the students who wish for more international/Lithuanian teachers.

Since the programme emphasizes distance-learning, the lecturers are accessible via online forums and electronic mail as well as through the Moodle platform, which is at EHU a rather sophisticated instrument and a good practice example.

In the SER is expressly highlighted, that the programme is intended to prepare Belarusian specialists and “is oriented towards the Belarusian labour market” (SER, p. 11). But this orientation is surprisingly neither reflected in the course titles nor in the single course descriptions. During the site visit, however, the staff and the lecturers very strongly emphasized that Belarus is always the focus of comparison for their teaching. This claim has been credible, but nevertheless the Belarusian focus should additionally be mentioned in the course descriptors.

2.3. Teaching staff

The study Programme is provided by staff meeting the legal requirements. In total, the program contains up to 12 courses, of which 3 (25%) are run by full professors (minimum requirement 20%) and 10 (~83%) run by teachers with a PhD (minimum requirement 80%) (SER, p. 15-16).

The qualifications of the teaching staff are adequate to ensure learning outcomes. Teaching staff have a training (PhDs) in the relevant subjects and experience in the taught subjects (SER, p.16). The teachers of the program are advanced in the use and application of web-based course solutions. The program co-ordinator may want to consider inviting visiting professors/teachers to cover more issues on e.g. policy evaluation, public economics/finance and issues on public policy outside of the strict political science domain.

The number of teachers is adequate to ensure learning outcomes (SER, p. 17). Considering the on-line learning environment and that teachers are working from different geographical locations it is important to ensure that the independent courses link to each other and that the content of each course is sufficiently adjusted to the prerequisite knowledge of the students. The program co-ordinator should consider introducing a formal program committee (also including students' representative and social partners) with that regularly discusses and ensures the progression of courses.

Teaching staff turnover is able to ensure an adequate provision of the programme and there has been a very minor staff turnover during the evaluation period according to the CVs. Many of the teachers have been part of the program for several years securing long-term quality improvements.

The higher education institution creates conditions for the professional development of the teaching staff. There are some, although limited due to scarce funding, opportunities to conduct research and to pursue international co-operations. Still, international mobility is modest and incentives and strategies to increase international mobility should be pursued. Some exceptions regard teachers that have acquired scholarships in the Erasmus+ program and post-doc grants for outgoing international mobility (SER, p. 17).

The teaching staff is to some degree involved in research related to the study programme. However, with few exceptions, the research output among the staff in international peer-reviewed journals is low or non-existent based on the CVs provided. In order to increase the international research output and the visibility in the international academic community the university/faculty administration should consider implementing stronger incentives to motivate publications in indexed and ranked international journals. This is especially important for the younger faculty where a norm needs to be established to regularly contribute to the international research community via publishing in international indexed journals.

2.4. Facilities and learning resources

The facilities located at Valakupiu str. 5, Vilnius, contain a sufficient number of adequately equipped auditoriums for lectures and seminars. However, as specified in SER (p.21), there is a lack of individual working spaces for lecturers. Access to premises is restrained for students with disabilities. During the meeting EHU administrative staff informed that in the future (though specific date is unknown), the University should move to the other campus at Boksto street in Vilnius. The new campus is not evaluated here. Therefore to summarize, study programme premises are considered adequate with the recommended improvements as expressed above.

The basic literature for the study programme is located at the EHU library and/or uploaded on a respective course's Moodle e-learning platform by the teaching staff. Due to limited funding library resources were not properly updated for the last two years (SER, p.21). Evaluation team visit to the library also allowed concluding that relevant study programme literature there is limited. At the level of the University there is a subscription service to several relevant full-text international databases, such as Academic Search Complete, JSTOR collections, Taylor and Francis online, all accessible in campus and most also off-campus (SER, p.20). Moreover, EHU students can supplement their learning materials by accessing literature and e-sources at the Centre for Business Education, located at EHU administrative building (Tauro str.12) (SER, p.20). Nevertheless, though University seems to have managed to ensure student access to study materials despite its limited

library resources (e.g. via uploads on Moodle) and only few students consulted during the study visit expressed their discontent, the evaluation team recommends the University to improve its library resources, both the books and access to full-text international databases.

As informed during the study visit, an introductory training how to use library resources is provided to all students enrolled at EHU, recently, the library also started offering more specialized courses on the usage of e-databases, etc., however, it still needs to attract a wider interest of students. During the lectures a number of relevant computer software programmes, such as SPSS, are used; for individual self-study students can use 3 computer classes with relevant software installed (SER, p.19). Wireless Internet at EHU premises allows students to use their own computer equipment; the students can also use 7 computerised workspaces at the library or 55 computers at 3 computerized auditoriums (SER, p.19).

Moodle distance learning platform has a well-developed support system (SER, p.19) and seems well incorporated in the teaching and learning processes within this Master Programme exemplifying the advanced solutions in digitalization of teaching. To conclude, teaching and learning equipment available is adequate in terms of their size and quality.

Within this Master Programme, students' practice as a compulsory study element is not organised.

2.5. Study process and students' performance assessment

In order to start studying Public Policy in EHU a person needs to have higher education, be fluent in English and to prepare a research project. Graduates from EHU Bachelor's programmes are encouraged to continue learning. The students who had evaluation of their Bachelor thesis 8.0 or more, are not required to submit a research project. Additional points to the score of admission tests are added to the ones who were winners in a competition on research projects carried out by EHU (SER, p.21-22). The admission requirements are adequate, clear and easily reachable on the website of the University. However, Public policy programme isn't very popular - the number of accepted students per year balance on the average of 10 people. In addition, the competition to become a student of this programme isn't very big - the biggest evaluation of students who are trying to enroll is 9.62 on average, while lowest grade is 6.87 on average (SER, p.23).

Study process is organized in a number of ways including contact hours and independent work. Students have to submit their results not only in person or physically, but in e-system as well. Significant amount of information is submitted through Moodle system which makes the information more accessible to students (SER, p.21). During the interview students stated that they

are satisfied with the usage of electronic materials. The number of credits per course is proportional to the input from student`s side. A course of 3-4 credits includes 1 method of evaluation, automatically 5-6 credits is evaluated in 2 methods and an exam. Traditionally, 30% of hours are dedicated for contact hours (with 1:2 ratio of lectures to seminars) and the other 70% for individual work. Extraordinary attention is paid to the means of Academic Honesty (SER, p.28).

Students have a number of possibilities to participate in research activities. Constant consultations take place in order to determine their research field. There are some instruments by which students may actively participate in research conduction and present the outcomes in student conferences and seminars. EHU organizes international student conferences annually. In addition, students are also encouraged to take part in various projects to get financial support for their research. Twice a year a contest for students` research projects is organized by the University, three times a year the competition of cultural projects take place. Accordingly, sums of 600 euro and 300 euro are granted for the winners of projects (SER, p.24).

However, the existence of means to encourage participation of students in research projects doesn`t mean their activity. It appears that students of Public Policy are not eager to take part in cultural and research works and projects. The students are underrepresented in the University. One reason of this phenomenon may be because of the high levels of participation among Bachelor students. On the other hand, it might be due to the fact that relatively small number of people is studying in the sphere of Public Policy. Nevertheless, students participate in other research workshops, organized by Department of Social and Political Sciences, also they have prepared the application for the call of the Human Rights House about the sociological research on social activism. Even though, the activity seems quite vague, the number of these projects isn`t very big (SER, p.24).

The university itself participates in LLP Erasmus and Campus Europae programmes. It is clear that activity of students, taking part in these programmes is quite low- during 2014/2015 Academic year, there were 27 people out of the whole EHU who attended these programmes. In addition, it`s unclear what number of people were from the Public policy programme. One of the positive aspects of student mobility programmes would be possible consultations and support, concerning students, who want to enrol in exchange (SER, p.29).

Speaking about academic and social support, it is notable that overwhelming majority of people are studying in non-funded places. Only 1 person is currently studying in funded place, while the number of partly funded places was 3 in 2014 and 2 in 2015. Full numbers of admitted people were 10 and 17 accordingly. According to the Self Evaluation Report, the grants are awarded to the ones who have high academic score and show successful results in research and creative work as well as

their social activity throughout the academic year. Decision to continue giving a grant to the student is made on a competitive basis (SER, p.25-26).

However, students are encouraged to participate in various contests, which can provide a compensation of the annual tuition fee or a considerable scholarship. Interesting thing is that EHU provides Emergency Fund Scholarship, which is granted for people who were deprived of studies in Belarus because of political reasons. EHU has a couple of institutions providing academic support, namely the EHU Student Service and EHU Student Union. They specialize in a number of activities starting from endorsing inter-organizational cooperation, ending with organization of various discussions and seminars. In addition, private clinic Fama Bona provides free healthcare services for the students due to a contract with EHU (SER, p.26).

The assessment of students` performance has different formats, depending on different curriculum. Even though Self-Evaluation Report includes one of the requirements to know terminology in foreign languages, it also states that only 20% of courses are taught in foreign languages. In addition there is lack of clear definitions of courses which would be accessible publicly. Positive aspect is that exam evaluation and results are carried out anonymously. Another positive side of evaluation is that there are instruments allowing students to submit applications in case there are some disagreements, concerning the evaluation (SER, p.26-27).

Speaking about the graduates` positions in the labour market, it is stated that more than half of graduates of EHU reside in Belarus and the biggest majority of them have jobs. It is said that about half of graduates work in private sector including means of media or NGOs. However, it appears that only 11% of them work at Belarussian state institutions. There is a number of graduates of this programme who are quite well-known in Belarus for their contribution in Belarus in spheres of social, political, academic or cultural life (SER, p.29).

2.6. Programme management

The head of the department and the Programme Curator are directly responsible for the implementation of the programme. There is a clear line organisation in charge of the study programmes from Chief of Academic Affairs to operational level of department meetings where the study programme is discussed on regular basis (SER, p. 30). However, SER (p. 30) states that some new regulations regarding Faculty management are under development. At present, the responsibilities for deciding and monitoring the implementation of the programme are clearly allocated, also confirmed by the interviews during the site visit, although the new regulations are expected to improve the situation. Based on internal survey (SER, p. 32), the staff does not have

substantial comments on the needs to reconsider the responsibilities in the programme management. However, the department has a plan to organise an annual “educational and methodical seminar” for lecturers on the organisation and improvement of the quality of learning process. This indicates willingness to continuous improvement.

Since the SKVC’s institutional review in 2009, EHU has developed new tools for quality management (SER, p. 31). The new tools, such as student surveys, student appeals, statistical information about retention, annual progress and achievement rates, etc., are used also for the quality management of the MA programme of Public policy. This indicates that the programme is willing to follow recommendations of external assessments. There is some evidence about the use of student survey, lecturer survey and stakeholder survey in the form of positive and critical results (SER, pp- 32-33), also confirmed by the interviews of students, staff and social partners. It is obvious that the programme management collects information about the implementation of the programme and that it is also regular (SER, p. 31), but as the frequency of face-to-face interaction with students is insufficient (also recognized by SER, p. 34), the richness of feedback information is limited. For distance learning, there are some additional arrangements for quality management (SER, p. 31). SER does not specify in informative way what have been the development measures of the MA programme of public policy taken on the basis of feedback information. The student interviews indicated some examples of student initiatives the effects of which they were not able to recognize. In this sense, there is space for improvement in internal quality assurance of the programme. The review team recommends the programme to ensure sufficient documentation of suggestions given in the feedback and subsequent measures – this would support the transparency of the analysis and more effective use of information. On the whole the external and internal quality assurance measures are efficient and effective, although there is space for improvement.

According to interviews, stakeholders take part in programme evaluation and improvement, for example the Konrad Adenauer Foundation and School of Young Managers, but their role could be more specific in developing the profile of expected competences of the graduates of the programme. In this sense, stakeholders could be more involved in the evaluation processes. SER identifies weaknesses of quality management: lack of participation of students in the discussion of programme improvement, insufficient frequency of face-to-face meetings with students, and insufficient communication with social partners in Belarus. Interviews gave more information about these shortcoming and plans to solve the problems of quality assurance. The actions of improvement (SER, p. 34) are presented. The review team agrees on them and encourages the programme management to diversify the instruments for feedback from stakeholders and arrange face-to-face meeting with students in Belarus.

2.7. Examples of excellence *

The Moodle platform, which is at EHU a rather sophisticated instrument and a good practice example.

III. RECOMMENDATIONS

1. There should be more teaching about advanced research methods to improve the methodology used in Master theses.
2. The programme should ensure sufficient documentation of suggestions given in the student feedback and subsequent measures, as this would support the transparency of the analysis and more effective use of information in the quality assurance of the programme.
3. The review team encourages the programme management to continue their efforts to diversify the instruments for feedback from stakeholders and arrange face-to-face meetings with students in Belarus.
4. Given the small number of optional courses (2) and their importance for the programme, it could be considered either to integrate them in the obligatory part of the curriculum or to enlarge the number of optional courses.
5. General learning outcomes and course descriptions should be better adapted to each other.
6. The Belarusian focus of the programme should be better highlighted in the course descriptions.
7. The role of the stakeholders should be more specific in developing the profile of expected competences of the graduates of the programme.
8. Invite visiting professor to teach on-line on public policy issues outside of the political science domain.
9. Increase incentives and introduce strategy to promote international research publications. This may be achieved by directly linking career opportunities to international publication in indexed journals.
10. Student group work or individual consultation facilities could be improved.
11. Library resources (available books, access to full-text international databases) could be better.

IV. SUMMARY

The *programme aims and learning outcomes* are well defined, clear and informative. The programme has taken care of analysing the compliance of the learning outcomes with international academic and professional requirements. The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other. The topics of Master's theses indicate that the programme is training specialists in public policy, but the methodology applied could be more sophisticated (for example, in quantitative methods) and the use of international literature could be wider. The programme has identified adequately its strengths and weaknesses, but especially weaknesses would need more specifications to be sufficiently transparent, especially the lack of visibility of the linkage between scientific research skills and postgraduate studies in the field of political sciences, also addressed in the interviews during the site visit.

As for *curriculum design* subjects are evenly spread and not repetitive and the programme – developed in cooperation with Leiden University – is comparable to similar Master programmes in other international institutions and reflects the state of the art. The general learning outcomes of the programme are broadly defined, but largely consistent with the curriculum. However, they are in general not sufficiently reflected by the respective learning outcomes of the single course descriptions, so that a systematic process to adequately revise and adapt course descriptions to general learning outcomes has to be established. Students criticised that some of their colleagues lack knowledge especially in economics and asked for more courses in this area. A lack of internationality was also criticised.

Concerning the *teaching staff* the number and the qualifications of the teachers are adequate to ensure learning outcomes. It may be considered to invite visiting professors to cover more thematic issues. The programme coordinator should also consider introducing a formal programme committee for regular discussions and the ensuring the linkage and progression of the courses. The university creates conditions for the professional development of the teaching staff, but especially the international research output and the visibility in the international academic community should be increased.

The *facilities and learning resources* are adequate, but there is a lack of individual working spaces for lecturers and the premises are not barrier-free. Due to limited funding, library resources were not properly updated for the last two years, so that both the books as well as the access to full-text international databases should be improved. Moodle distance learning platform has a well-

developed support system and the teaching and learning equipment available is adequate in terms of size and quality.

Regarding the *study process and students' performance assessment* the admission requirements are adequate and clear but only few students are attracted by this programme. Students are satisfied with the usage of electronic materials and have a number of possibilities to participate in research activities. However, they don't seem to be eager to take part in such activities. Exam evaluations and results are carried out anonymously and students can submit applications in case of disagreements.

Programme management allocates clear responsibilities for deciding and monitoring the implementation of the programme, although new regulations are expected to improve this situation further. Since the SKVC's institutional review in 2009, new tools for quality management have been developed. Information about the implementation of the programme is collected, but as the frequency of face-to-face interaction with students is insufficient, the richness of feedback information is limited. Furthermore, it is unclear what have been the development measures of the programme taken on the basis of the feedback information or students' initiatives. External and internal quality assurance measures are effective and efficient, but could be improved. Also the role of the stakeholders should be more specific in developing the profile of expected competences of the graduates of the programme. The programme management is encouraged to diversify the instruments of feedback from students and stakeholders and to arrange face-to-face meetings with students in Belarus.

V. GENERAL ASSESSMENT

The study programme *Public policy* (state code – 621L22007) at European Humanities University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	18

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

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

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

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

Grupės vadovas: Team leader:	Turo Virtanen
Grupės nariai: Team members:	Mikael Svensson
	Benedikt Speer
	Marta Čubajevaitė
	Lukas Kisielius

**EUROPOS HUMANITARINIO UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ
PROGRAMOS *VIEŠOJI POLITIKA* (VALSTYBINIS KODAS – 621L22007)
2016-12-28 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-255 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Europos humanitarinio universiteto studijų programa *Viešoji politika* (valstybinis kodas – 621L22007) vertinama teigiamai.

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

* 1 - Nepatenkinamai (yra esminių trūkumų, kuriuos būtina pašalinti)

2 - Patenkinamai (tenkina minimalius reikalavimus, reikia tobulinti)

3 - Gerai (sistemiškai plėtojama sritis, turi savitų bruožų)

4 - Labai gerai (sritis yra išskirtinė)

<...>

IV. SANTRAUKA

Programos tikslai ir numatomi studijų rezultatai yra gerai apibrėžti, aiškūs ir informatyvūs. Studijų programos vykdytojai išanalizavo numatomų studijų rezultatų atitiktį tarptautiniams akademiniais ir profesiniams reikalavimams. Programos pavadinimas, numatomi studijų rezultatai, turinys ir suteikiama kvalifikacija dera tarpusavyje. Magistro darbų temos rodo, kad programa rengia viešosios politikos specialistus, tačiau taikomi metodai galėtų būti sudėtingesni (pavyzdžiui, kiekybiniai), o tarptautinė literatūra galėtų būti naudojama plačiau. Programoje tinkamai nustatytos stiprybės ir silpnybės, tačiau pastarąsias reikėtų labiau konkretizuoti, kad jos būtų pakankamai aiškios, ypač kalbant apie sąsajos tarp mokslinių tyrimų įgūdžių ir podiplominių politikos mokslų krypties studijų trūkumą, apie kurią taip pat užsiminta per pokalbius ekspertų grupei lankantis universitete.

Kalbant apie *programos sandarą*, dalykai tolygiai išdėstyti ir nesikartoja, o programa, rengiama bendradarbiaujant su Leideno universitetu, neatsilieka nuo panašių magistrantūros studijų

programų, vykdomų kitose tarptautinėse aukštojo mokslo institucijose, ir yra aktuali. Bendrieji programos studijų rezultatai plačiai apibrėžti, bet iš esmės atitinka programos turinį. Vis dėlto jie nepakankamai atspindėti atitinkamuose konkrečių dalykų aprašų studijų rezultatuose, todėl reikėtų nustatyti sistemingą procesą, leidžiantį tinkamai peržiūrėti ir pritaikyti dalykų aprašus pagal bendruosius studijų rezultatus. Studentai pastebėjo, kad kai kuriems jų kolegoms trūksta žinių, ypač ekonomikos srityje, ir pageidavo daugiau šios srities dalykų. Taip pat pastebėtas tarptautiškumo trūkumas.

Kalbant apie *personalą*, dėstytojų skaičius ir turima kvalifikacija tinkami, kad užtikrintų studijų rezultatus. Galima apsvarstyti galimybę kviešti dėstytojus dėstyti daugiau teminių dalykų. Programos koordinatorius taip pat turėtų apsvarstyti, ar įsteigti oficialų studijų programos komitetą, kuris organizuotų reguliarius pasitarimus ir užtikrintų dalykų sąsajas bei pažangą. Universitetas sudaro sąlygas personalo profesiniam tobulėjimui, tačiau ypač reikėtų stiprinti tarptautinius mokslinius tyrimus ir matomumą tarptautinėje akademinėje bendruomenėje.

Materialieji bei mokymosi ištekliai yra tinkami, tačiau trūksta individualių darbo vietų dėstytojams, o patekimas į patalpas irgi kritikuotinas. Dėl riboto finansavimo bibliotekos ištekliai nebuvo tinkamai atnaujinami pastaruosius dvejus metus, todėl reikėtų gerinti tiek knygų, tiek visateksčių tarptautinių duomenų bazių prieigos aspektą. Nuotolinio mokymosi platformos „Moodle“ sistema gerai išvystyta, o esama mokymo ir mokymosi įranga tinkama tiek dydžiu, tiek kokybe.

Kalbant apie *studijų eigą ir jos vertinimą*, priėmimo reikalavimai tinkami ir aiškūs, tačiau ši studijų programa pritraukia nedaug studentų. Studentai patenkinti naudojama elektronine medžiaga ir turi nemažai galimybių dalyvauti tiriamojoje veikloje, tačiau nėra entuziastingai nusiteikę joje dalyvauti. Egzaminų vertinimas ir rezultatai yra anonimiški, o jei studentai prieštarauja, jie gali teikti apeliacijas.

Programos vadovybė aiškiai pasiskirsčiusi atsakomybę už sprendimų priėmimą ir programos įgyvendinimo stebėseną, nors tikimasi, kad nauji nuostatai dar labiau pagerins šią situaciją. Po 2009 m. SKVC atlikto institucinio vertinimo parengtos naujos kokybės valdymo priemonės. Informacija apie programos įgyvendinimą renkama, tačiau esant retiems tiesioginiams susitikimams su studentais grįžtamasis ryšys nėra išsamus. Be to, neaišku, kokių programos tobulinimo priemonių buvo imtasi, atsižvelgiant į grįžtamąjį ryšį ar studentų iniciatyvą. Išorinio ir vidinio kokybės užtikrinimo priemonės yra veiksmingos ir efektyvios, tačiau gali būti tobulinamos. Be to, socialinių dalininkų vaidmuo turėtų būti konkretnesnis formuluojant numatomus programos absolventų gebėjimus. Programos vadovybė raginama įvairinti studentų ir socialinių dalininkų teikiamo grįžtamojo ryšio priemones bei organizuoti tiesioginius susitikimus su studentais Baltarusijoje.

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III. REKOMENDACIJOS

1. Siekiant pagerinti magistro darbų metodologinę dalį, turėtų būti daugiau dėstoma apie pažangius tyrimų metodus.
2. Programa turėtų užtikrinti, kad būtų pakankamai dokumentuoti studentų teikiami pasiūlymai ir tolesnės priemonės, nes taip analizė taptų skaidresnė, o informacija naudojama veiksmingiau, užtikrinant programos kokybę.
3. Ekspertų grupė ragina programos vadovybę toliau stengtis įvairinti socialinių dalininkų teikiamo grįžtamojo ryšio priemones ir organizuoti tiesioginius susitikimus su studentais Baltarusijoje.
4. Atsižvelgiant į mažą pasirenkamųjų dalykų skaičių (2) ir jų svarbą programai, galima juos integruoti į programos privalomųjų dalykų bloką arba padidinti jų skaičių.
5. Bendri studijų rezultatai ir dalykų aprašai turėtų būti geriau suderinti tarpusavyje.
6. Programos akcentuojamas Baltarusijos aspektas turėtų geriau atsispindėti dalykų aprašuose.
7. Socialinių dalininkų vaidmuo turėtų būti konkretesnis formuluojant numatomus programos absolventų gebėjimus.
8. Rekomenduojama kviesti dėstytojus, galinčius internetu dėstyti viešosios politikos klausimus, neapsiribojant vien tik politikos mokslų sritimi.
9. Rekomenduojama didinti paskatas ir nustatyti strategiją, siekiant skatinti tarptautinės tiriamosios veiklos publikacijas. Tai galima pasiekti tiesiogiai siejant karjeros galimybes su tarptautinėmis publikacijomis indeksuojamuose žurnaluose.
10. Galima gerinti studentų grupinio darbo ar individualių konsultacijų infrastruktūrą.
11. Bibliotekos ištekliai (knygos, prieiga prie tarptautinių pilnų tekstų duomenų bazių) galėtų būti geresni.

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