



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos universiteto
STUDIJŲ PROGRAMOS POLITIKOS MOKSLAI
(valstybinis kodas - 612L20003)
VERTINIMO IŠVADOS

**EVALUATION REPORT
OF POLITICAL SCIENCES**
(state code - 612L20003) STUDY PROGRAMME
at Klaipėda University

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Politikos mokslai</i>
Valstybinis kodas	612L20003
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Politikos mokslai
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinės studijos – 4 m. (nuo 2014 m. – 3,5), iššestinės – 5 m.
Studijų programos apimtis kreditais	240 ECTS (nuo 2014 m. – 2010 ECTS)
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Politikos mokslų bakalauras
Studijų programos įregistravimo data	1997-05-19 Nr. ĮSAK-565

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Political Sciences</i>
State code	612L20003
Study area	Social sciences
Study field	Political Science
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4 years) (since 2014-3,5 years) Part-time (5 years)
Volume of the study programme in credits	240 ECTS (since 2014 – 210 ECTS)
Degree and (or) professional qualifications awarded	Bachelor in Political Sciences
Date of registration of the study programme	Order No. ĮSAK-565, 19 05 1997

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I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

The Application documentation submitted by the HEI follows the outline recommended by the SKVC. Along with the self-evaluation report and annexes, the following additional documents have been provided by the HEI before, during and/or after the site-visit:

No.	Name of the document
1	Internship report and summaries
2	Assessment questionnaires
3	Information about international partners for the Erasmus exchange programmes
4	Information about alumni employment

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

Klaipėda University (hereafter – KU) was established in 1991. The University implements 99 degree-awarding study programmes in humanities, arts, and social, physical, bio-medical, and technological sciences. In March 2016, the University had 4,126 students, of whom 1,476 studied in

state-funded places, and in October 2015, staff of 1,149, including 60% of the academic staff and research fellows (Self-Evaluation Report, p. 4 – hereafter SER).

The Bachelor programme „Political Sciences“ programme is hosted by the Department of Political Sciences in the Faculty of Social Sciences, but also other departments of the Faculty contribute to the programme. A previous external evaluation in 2013 led to a three years accreditation by SKVC.

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 11/10/2016.

- 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 Kisieličius,** *student of Vilnius University, Lithuania.*

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The purpose of the programme is, according to SER (p. 6) to prepare specialists of political sciences who are able to analyse political processes in the country and in international politics and to competently compare and assess political phenomena in different fields of social life and who possess well-formed skills of acting in political organisations and institutions. This is further specified as six aims (p. 6). The given purpose is informative. The scope of aims is relatively broad, but on the other hand the curriculum pays attention also to very broad themes of political theory, which indicates consistency. The six broad aims could be more focused in their wording, but they reflect sufficiently the Dublin descriptors of first cycle degrees, except for application of knowledge for professional practice that seems to have a smaller role than expected. Intended learning outcomes (SER, Table 2, pp. 8-11) are linked to programme aims and also to courses offered by the Department. There is consistency, but many courses seem to be linked to so many learning outcomes that the exposition appears to be relatively fragmented. However, the aims and learning outcomes have been reformulated after 2013 on the basis of the previous evaluation and the

programme has plans to specify the aims and the intended learning outcomes on individual course level (considered as a weakness at present in SER, p. 12). Comparison of earlier and present learning outcomes indicates that the new formulations are partly the same as the old ones: the first sentence is more or less maintained and the rest has been deleted, but as such, the new ones are more focused. In conclusion, however, there is sufficient consistency between the type and level of studies and the level of qualifications offered. The aims and intended learning outcomes are available on the university website (https://web.liemsis.lt/kuis/stp_report_ects.card_ml?p_stp_id=820&p_year=2016&p_lang=LT&p_tinkl_kodas=B16NUS0820).

The programme consults social partners such as Klaipeda city (different officials of municipality) and stakeholders of Western Lithuania (e.g., journalists and business employers) in improving the study programme (SER, pp. 6-7). Partners have approved of the initiative of the Department to shorten the duration of the programme from 4 to 3,5 years. Discussions have covered also employers' expectations of the graduates. No examples of possible jobs are given in SER, but the alumni we interviewed indicated that employment includes organisations like Parliament, private bank, municipality, and armed forces. The relevance of the intended learning outcomes is justified with reference to general literature of political science and international relations (partly from the 1990s). The logical path from this literature to learning outcomes could be more transparent. In this sense, the academic requirements could be spelled out more clearly. When SER (p. 11) concludes that "the relevance of political sciences in Western Lithuania is based on the regional-political mission focused on the democratisation, political modernisation, and the integration of the historical neighbours in the East into the collective security system in Europe", the expectations of the content of the curriculum are not sufficiently met, as international politics and issues of security in Eastern Europe do not seem to dominate teaching accordingly. However, the aim and learning outcomes reflect sufficiently the expectations of local stakeholders as for qualifications of the graduates, also evidenced by interviews of alumni and social partners. Especially the interviews of social partners evidenced that the public need and the needs of the labour market have been addressed properly.

SER compares the programme to three other study programmes of political science in Lithuania. The conclusion presented is that the KU programme of political sciences is "the only university level programme of that kind which covered 2/3 of Lithuania's region" (p. 12). The conclusion is not clear, meaning that the identity of the programme could be more transparent.

Aims and learning outcomes reflect sufficiently the ministerial order of the study descriptor of the field of political science as of 2015, and the document is mentioned in the relevant context in SER

(p. 7). The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other.

There is a wide diversity in the topics of Bachelor theses, which is consistent with the broad scope of the learning outcomes. The research methods used could be more sophisticated. The literature is mostly Lithuanian, but often also translated international classics of political research. More emphasis should be given to English literature to meet the broad intended learning outcomes better.

2.2. Curriculum design

The study programme “Political sciences” meets the legal requirements for first level study programmes (SER page 16, table 4). The volume of the first cycle study programme is 210 ECTS spread over 7 semesters of full-time study, so that the scope of the programme is sufficient to ensure learning outcomes. The general university education courses cover 18 ECTS (no less than 15 ECTS required) and the study field courses cover 165 ECTS (no less than 165 ECTS required). An internship in the 6th semester is 15 ECTS as well as the Bachelor’s thesis in the 7th semester (also 15 ECTS). The courses do not exceed the number of 7 per semester and are evenly spread. The current form of the programme reflects the changes of 2013, when the old programme of 2011-2013 was revised and shortened and courses were abolished as well as re-structured (SER, pp. 12-13).

The subjects of the new curriculum are in general consistent with the contents of comparable first cycle programmes of political science abroad, this applies also to the general learning outcomes. Therefore, it largely reflects the state of the art. At the level of the course descriptors the described learning outcomes are mostly understandable and consistent, but not always in total accordance with the overall intended learning outcomes of the programmes. This critique was even shared by the SER-team during the site visit, when accordingly addressed. Taking the tabular mapping between general learning outcomes and the respective courses in Table 2 of the SER (pp. 8-10) it would, however, be relatively easy to systematically revise and adapt the specific learning outcomes of the course descriptors and to ensure that general as well as specific course-related learning outcomes are achieved.

Special importance seems to be given to the historic-theoretical background of the discipline where some thematic overlaps are unavoidable. Why in this context “Philosophy” as a compulsory special education course is taught in the 1st semester but “Political Philosophy” only in the 7th semester seems open to discussion. Also the course title “Third World Problems” should be adapted, as the terms of “least developed countries” or “developing countries” seem more appropriate. It was also criticised by the academic staff themselves that SPSS – vital to quantitative political research – is

not taught and that quantitative methods in general are neglected. Another point is the absence or at best the very limited number of literature in English, also the rest of the literature could be updated (very few recent titles). This certainly doesn't reflect the state of the art and might have repercussions on the quality of the taught subjects.

The SER also explicitly highlights that “[t]he programme is structurally homogenous, and the courses are linked with inter-disciplinary integrative relations” (SER, p. 12). But these relations are not reflected in the course descriptors. Furthermore, the interdisciplinary nature of the programme cannot be based alone on the assumption of the “complexity and interdisciplinarity of political sciences” (SER, p. 18) per se, but has to be reflected concretely in courses containing historical, philosophical, economic and managerial subjects. In this regard it is also rather surprising that - given the great importance of legal frameworks for political actions - “Law” is only a 3 ECTS compulsory special education course, which stands alone in the curriculum. Students, alumni and stakeholders criticised that the internship was too short (3 instead of 2 months) and also the missing of interdisciplinary elements and not adequate computer skills were mentioned. Regarding interdisciplinarity, a systematic concept and a steady exchange between the teachers from different departments, including law, is strongly advised.

Apart from this critique, a good example for the designing of the curriculum is the way how students are introduced to the working techniques of their discipline. A course on “Research Methodology in Social Sciences” in the 3rd semester is followed by the courses “Social Research Methods” (compulsory special education course) and “Course Paper 1” in the 4th semester as well as “Course Paper 2” in the 6th semester before the “Bachelor’s Final Thesis” follows in the 7th semester. However, the focus on quantitative methods should be enhanced.

Teaching methods range from interactive lectures, analysis and discussion of texts to individual projects and practical exercises. Assessment methods include traditional exams, peer assessments, controlled evaluative talk, essays etc. In the context of the single courses the combination of teaching and assessment methods are possibly assuring the achievement of the intended learning outcomes. But unfortunately, there is no real proof for that, as students strongly criticised the non-systematic and late realisation of course evaluations. The establishment of a functioning evaluation system is essential to supervise the factual development of single courses and of the programme as a whole and should be an integral part of the curriculum design and its further development.

2.3. Teaching staff

The study programme is provided by staff meeting the legal requirements. The listed faculty size is 21. Professors teaching in the programme accounted for 14%, associate professors for 38%, lecturers for 29%, and assistants for 19% of the total number of the teachers; 67% of them held a research degree (SER, p.20).

The qualifications of the teaching staff are adequate to ensure learning outcomes and teaching staff have experience in the taught subjects. The faculty have a PhD in Political Science or in related and relevant social science fields and the faculty include teachers with a long history of teaching (>30 years) as well as more junior teachers (SER, p. 21), which implies that there is a more balanced age-profile of the teaching staff compared to the last evaluation. But, there are areas of teaching and research where the faculty seems to have some weaknesses. For example, political science programmes typically have an increasing focus on quantitative methods (evaluation) and it is unclear if these competencies are adequately met among the faculty. Based on the CVs one of the assistants have taught courses on applied mathematics and basic statistics.

The number of teachers is adequate to ensure learning outcomes. Considering the large number of teachers involved in the programme it is very important for teacher co-ordination in order 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. At the site visit it was not made clear if this procedure works in practice.

Teaching staff turnover is able to ensure an adequate provision of the programme. Many of the teachers have been part of the programme for several years. In the SER (p. 23) it is described that some new teachers have been recruited during the last years and some have left for retirement or maternity leave. But a small and steady in and outflow of new faculty should not be seen as a negative, rather the opposite. In the SER it is stated regarding new recruits that: “In accordance with the routine practice of the SSF (social science faculty), the new staff is mainly prepared in the graduate and post-graduate studies. Promising graduates of the Faculty are encouraged to get involved in the academic and research activities. Due to that, the staff is regularly joined by new members.” (SER, p. 22). Although this procedure may to some degree be necessary to recruit new staff, the department should attempt to increase the share of external hires in order to achieve mobility and an inflow of new ideas and perspectives.

The higher education institution creates conditions for the professional development of the teaching staff. There are opportunities to conduct research and to pursue international co-operations,

although limited due to scarce funding. To provide incentives for international mobility KU links salaries to international activities (SER, p. 22). Examples of mobility includes that the faculty is participating in a joint doctoral programme in Lithuania (SER, p. 22). And, a number of the teachers have been delivering lectures at international universities and students at KU have had the opportunity to attend general lectures by international visiting researchers (SER, p. 21), which is assessed as a marginal improvement compared to the previous evaluation

The research interests are reasonably aligned with the taught courses and covers a broad range of research themes. However, the research conducted by the faculty is (almost) entirely in non-English outlets and output listed e.g. on Scopus author search reveals a very low output in indexed and ranked international journals, which was also a criticism during the last evaluation. 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.

2.4. Facilities and learning resources

The facilities for the undergraduate studies of Political Sciences at the Faculty of Social Sciences (Minijos Street, 153) include 14 classrooms, of which 10 classrooms have stationary multimedia equipment; students can use 2 computer labs with 24 computerized workplaces (SER p. 24). Wireless Internet in most public areas of the university allows students to use their own computer equipment.

As it was mentioned during the meeting with the KU administrative staff, in the near future (though specific date is unknown), the faculty should be moved to the other campus, therefore no further investments into the current premises at Minijos street 153 are planned. The new premises are not part of this evaluation. Nonetheless, SKVC evaluation team concluded that student group work or individual consultation facilities at current premises could be improved as currently available classrooms or rooms of the department are used for those purposes, access to current premises is restrained for students with disabilities. In general, facilities viewed during the evaluation visit are considered adequate both in their size and quality with the recommended improvements expressed above.

The basic literature for Political Sciences programme is located in the library of the Faculty of Social Sciences. Students and teachers can also order books from other libraries in Lithuania and abroad (SER p. no 25). The library provides training to students on independent study material search, however, as expressed by the students and librarians consulted during the visit, Google is a

preferred study material search engine. At the level of the University there is a subscription service to several relevant full-text international and Lithuanian databases, e.g. Academic Search Complete, Springer Link; KTU eBooks, eBooks on Science Direct and EBSCO, accessible both in campus and outside. However, as KU library website indicates databases such as Sage journals, Wiley online library, relevant for the study programme are no longer subscribed. Moreover, despite the satisfaction with the access to literature expressed by the administration, the teaching staff and the students consulted during the study visit, this external evaluation team concluded that the programme should continue increasing the volume of its relevant study literature, also ensure that plummeting financial allocations for the study resources (SER p. no 26) do not affect the quality of the programme.

Following the recommendation of previous external evaluation, courses were supplemented with literature in English. Nevertheless, literature in the Lithuanian language still dominates almost all of the courses and is mostly used for the BA final theses. During the lectures a number of relevant computer software programmes are used; for individual self-study students can use computer classes with relevant software installed (e.g. SPSS 11.5, Statistica 3.0, Arch-view, GIS- SER p. no 25). Moreover, according to SER p. 25, Moodle virtual learning environment is used during the study process for provision of teaching materials, individual or group consultations, however, based on additional information provided only 6 Programme courses actually utilize Moodle. To conclude, currently accessible teaching materials are considered good yet they could be more voluminous, literature in English better integrated into the courses, virtual learning environment could be better exploited, more systemized data search among the students encouraged.

In general, the University has adequate arrangements for students practice based learning during their internships in the national or local government institutions, local headquarters of political parties, etc (SER, p.17). For completion of this course, students are required to submit practice assignments and a final report, which provide the basis for assessment. Nevertheless, internship placements offered by the University could be within a wider range of local, national and international stakeholder organisations, including NGOs and the private sector as students met during the visit could not identify anyone who have conducted internships in such places. Moreover, opportunities about international (e.g. Erasmus+) internships, e.g. through Partners4value consortia of which Klaipėda University is a member, should be better disseminated among the students. International internships would require longer internship periods (now a standard period is 2 months) and more flexible timetable- the suggestion that have been already expressed at the previous external evaluation yet not sufficiently addressed.

2.5. Study process and students' performance assessment

The admission to KU Political Science program is carried out accordingly to the procedure of admission to the first cycle study programs. Applications for candidacy to this study program are accepted online at the site of Lithuanian Association of High-Education Institutions (LAMA BPO). The results of admission are provided at the same address. School graduates may apply for a state funded place in University only if they have successfully passed 3 or more exams, which include compulsory Lithuanian exam. A candidate to KU Political Science needs 4 grades- history exam (which makes up 40% of the grade), Lithuanian language and literature (20%), one of the following- geography, biology or a foreign language exam (20%) and the grade from IT or Mathematics discipline in school (20%)(SER, p.28). Level of admitted students is very low. In year 2014 the method of grade counting was reformed- the highest grade became 10+1. Students' grades were from 6.38 in a state funded place to 1.94 in a non-funded place, in 2015 the numbers were 6.57 and 2.92. During the period 2013-2015 over 90% of students have successfully graduated (SER, p.29).

During the previous evaluation it was stated that relatively small number of people chooses to study Political Science at KU. Back then the average number of students per year was 35. However, nowadays situation is even worse- in 2015 the number of admitted students was 8, while total number of applicants decreased from 461 in 2011 to 124 in 2015 (SER, p.32). During the visit the academic staff stated that this is due to major social trends in Lithuania. Majority of students who were interviewed stated that they have chosen studies in KU because of the proximity of the university. Some of them also explained that studies in other cities are too expensive and they couldn't afford it.

Procedure of student evaluations is established by the KU Study Regulations. Students' knowledge is assessed by a means of differentiated credit test or exam, which can be oral or written. Feedback about the evaluation to students is given by the electronic University system. Academic honesty is considered to be important- students who violate it are removed from the exam and get graded by zero points. There is an option for students to appeal decision of their grade to have their exams re-evaluated. Head of the Department analyses the exam organization. There hasn't been a single appeal or student complaint, considering assessment system or students' grades (SER, p.30-31). During the visit students stated that they didn't submit a single appeal because they feel that evaluation system is fair and transparent, also they felt that they were evaluated accordingly to their results.

However, it appears that KU's system of students' feedback is in operation but has some flaws. During the visit the university administration provided evaluation team with some filled in as well as empty feedback forms. During the site visit, some professors were not aware whether the university provides a centralized system of student feedback, but many of them used feedback forms. In addition, they mentioned that it is mostly up to the lecturer to make changes based on student feedback. Students stated that they had replied to many feedback surveys, but they weren't informed about the exact actions which were made towards it.

Students are evaluated through a different means: by written assessments, individual and group home assignments, semester works and essays, exams which take no less than 50% of the course grade. Different types of evaluation gives possibility to consider wider spectrum of student skills and grants adequate provision of the learning outcomes (SER, p.31).

Students are encouraged to participate in research activities. Their research skills are trained in a number of written materials as well as Bachelor theses. Students have an opportunity to present their work in scientific conferences. The best presentations are awarded Dean-established prizes, findings presented in the conferences are published in a special volume (SER, p.29). During the visit students admitted that lecturers encourage them to take part in various research activities or conferences, a couple of students even stated that their articles and findings were published in a special journal. On the other hand, lecturers together with students are encouraged to take part in various social activities such as events held by KU, Klaipėda Municipality and the Student Union. There also is a number of discussions and meetings with influential players of political system. In addition, there are several groups, which provide artistic and sports activities (SER, p.29). On the other hand, students spoke out their concerns during the visit. They weren't satisfied with the curriculum- there isn't a single course which would teach them basics of statistics, in their opinion there is too many historical and philosophical courses and too little concentration to modern events. In addition, they weren't satisfied with the quality of English lecturers. It was clear as far as quite a big number of them weren't able to speak proper English or didn't understand the questions until translated in Lithuanian. In addition, students demanded for more courses taught in English, they also were unsatisfied with the electives possibilities- there weren't much courses which would be useful for their professional training and thus they were forced to choose such curriculum as folklore or dances. The review team understands that part of the criticism may reflect the earlier curriculum. In post-visit communication, the programme informed about teaching statistics as part of the course of Applied Mathematics and the Basics of Statistics, but the course description confirms that the share of social statistics could be clearly stronger.

Students have an opportunity to take part in Erasmus student exchange program. However, there clearly is a decline in their activity- in the period of 2008-2012 there were 20 people who joined this Programme, while 2013-2015 there were only 8 of these students (SER, p.33). University states that appropriate opportunities are granted, but the students themselves are not willing to use these options. Nevertheless, in the interview students didn't seem to know all the details concerning exchange programs. One of the most popular reasons of unwillingness to enrol was due to financial problems, and to add, they didn't know about the grants and scholarships for exchange students. Students also had mixed opinions about foreign internships. Speaking about internships in Lithuania, they had quite a wide range of choice including municipality, state institutions and political parties.

There are various forms of student support. Lecturers themselves present all the course-related material and information in the beginning of each semester. This information is accessible for the students via academic information system on the Internet. There also is a possibility to have consultations with the staff of the Department. They can be private face-to-face, or carried out with the help of phone call, e-mail or virtual learning Moodle system. Students can have free psychological counselling, University offer 3 dormitories. Speaking about social support, the best students are granted KU Senate grant (152 euros), SSF Council grant (133 euros), incentive grants for excellent results of the exam sessions (38 to 113 euros) and one-time Rector's incentive grants (105 to 145 euros). Numbers of the people who were awarded during the period of self-evaluation respectively are 1, 2, 8 and 3. There also are social grants from the state and one-time Dean's grants. The grants are awarded for a semester depending on academic results as well as social and research activities of the previous semester. List of potential students are made public before the results. In addition, students who choose to study abroad in higher-ranking universities, are granted a payment for the study outcomes (SER, p.30).

Extraordinary attention is paid to academic honesty. There are different forms of assessment through group work and individual presentations. Lecturers formulate quite strict requirements and frequently renew the topics of assignments so that students' researches wouldn't be repetitive and for the students to get in touch with as various information as possible. In the assessment of academic papers and essays interactive technologies such as Google services or Moodle virtual learning platform are used. A variety of optional courses is presented- students may choose 2 general education courses, 2 free-choice curricula and 2 study field programs. Bachelor theses are adequate and comply with the requirements. Theses specialize in Lithuanian domestic and foreign policies, political processes in Lithuania, European integration, history and political processes as well as various issues concerning political theories and international relations. All the needed

documents together with previous Bachelor Theses can be found in the library or on the Internet. Overall, the average grades are adequate and show the abilities of students together with quite strict requirements of the University. The exact numbers were 7.26 in 2011, 7.52 in 2012, 8.04 in 2013, 7.6 in 2014 and 7.16 in 2015 (SER, p.31).

Speaking about professional activities, KU has a Career Centre starting from 2003. Its aim is to assist students in finding a successful job, which would be compatible with their diplomas, as well as to provide employers with young and perspective specialists. To add, there is a Youth Job Centre, which organises seminars in which the situation about working places is explained to students. The University also offers an opportunity to take an individual study plan for the ones who wish to graduate more rapidly. Unfortunately, not every graduate is successful in finding a job. On the other hand, the employment rate of this program's alumni is quite high- approximately 80% of graduates get employed within a year after graduation while the rest 20% go abroad. A high percentage of them continue studies in KU or other Lithuanian higher education schools. About 50% of graduates find working places, which are related to their academic professions. 2011-2015 there were 4 graduates who started working in the academic sphere, 10 were working in municipalities and 10 in ministries of the Republic of Lithuania (SER, p. 33-34). It is notable that majority of graduates fulfil the aims of study providers. On the other hand, students weren't fully satisfied with the implementation of the study program. They stated that there is too much free time and they could possibly finish the studies in 2 years instead of 3,5. Social partners were content with the students who come to their institutions for the internship, however students themselves wanted longer terms of it- at least 3 months instead of 2.

2.6. Programme management

KU has a clear formal organisation for study programme management (SER, pp. 35-38). Study programme committee is led by a programme co-ordinator and other members represent social partners (potential employers), students, and staff. The Committee and the programme are supervised by the Faculty's study programme committee. Faculty Council approves of the changes in study programme, except for the essential changes that can be made only by the Senate. The programme co-ordinator and the staff share the aim of pursuing collegial practice in preparing decisions. Allocation of responsibilities related decisions and monitoring is clear. The Department of Political Sciences has been merged with that of Communication as of the beginning of September 2016 creating needs for integration of activities. The programme management is well aware of the changes in its operating environment (e.g., numbers of students declining) and has started to plan future activities.

The quality of the programme is evaluated internally and externally. The KU has a new quality assurance system being implemented during the interviews and offering new opportunities for assuring the quality on the level of Political Sciences programme. There is a continuous process where data on the mobility of the staff and students and students' academic record and dropping out is collected. According to SER (p. 36), the programme management has organised annually seminars or meetings with employers (Ministry of Foreign Affairs and Klaipeda Municipality) to improve the programme. Dean and Vice-Dean meet students to discuss the study process and teachers' teaching. There are also surveys to students, alumni and employers, visits to classes and meetings of Faculty and Department leadership with alumni and business and governmental organisations with the purpose to develop the programme. In this sense, the programme management involves external and internal stakeholders for evaluation. The programme organises self-evaluation and updating of the programme every three years. There are no examples in SER that student feedback would have led to changes. SER indicates that the outcomes of the programme evaluations are made public on Faculty website and that they are introduced to students during the lectures, but, according to interviews students are not aware of the results. Students we met were not able to give examples of changes implemented on the basis of student feedback. The programme management acknowledges the deficiencies of the feedback system and has a plan to improve teachers' and students' contribution to strengthen the quality of the programme (SER, p. 38; the plan to improvement of the programme delivered during interviews). Information and data on the implementation of the programme are regularly collected and analysed as part of quality assurance system, but there is clearly space for improvement. In the end, it is obvious that the programme management pursues systematic procedures and it has taken effective measures to improve the programme (e.g. reducing the number of courses from 48 to 40), but the work is still in process.

The SER has no separate section of external quality assurance, but there are descriptions of major changes carried out on the basis of the previous evaluation related accreditation. During the interviews, the head of department delivered a document about plans for improvement of the study programme for the period 2014-16. It indicates that the programme management has paid attention to the recommendations of the previous evaluation. Although the programme management has reacted to recommendations of the previous evaluation (SER, appendix 5) and also implemented some changes, the major insufficiencies related to the definition of learning outcomes, their alignment with learning outcomes on the level of individual courses, students' experiences, teachers' international research relevant for the study programme remain, and limited student and staff exchange and seem to be of permanent nature. Also the course literature is still predominantly

Lithuanian, and the proficiency of English language remains limited both for staff and students. The programme management reports to have integrated regional policy to course contents, but the change is hardly visible. However, according to the interviews, the University and the Department have increased their efforts in supporting attendance to international conferences.

The programme pursues interdisciplinary approach but the staff do not recognize a coherent approach and anyone who would be responsible for that. Teachers discuss with each other about their respective teaching, but there is not sufficiently systematic coordination of teaching, given the extra challenges when teachers are coming also from other departments. Students were very critical about the emphasis on historical, philosophical and theoretical content of the programme at the cost of focusing more contemporary and practically-oriented themes. This was linked partly to the orientations of the teachers. The feedback is similar to that presented during the previous evaluation, although the programme has made some changes in the curriculum after the previous evaluation (see section 2.2). It seems that this information about the implementation of the programme has not been taken into consideration either in the form of better explanation of the intended learning outcomes to students (even though they are publicly available) or in the form of sufficient reformulation of the curriculum.

Social partners offer internships for the students and the programme has close relationship especially to Klaipeda Municipality. However, it is not clear whether the programme has pursued widening the options of internship places. Social partners emphasized, in the interviews, the role of the programme and its teachers in supporting the development of city administration. At the same time, the programme management has recognized the need to develop the programme towards offering stronger qualifications of graduates as for working in municipal organisations. The recommendation of the previous evaluation has been recognized but it has not lead to sufficient measures to improve the situation. The review team recommends that the programme management will explore the possibilities of reorienting the programme and its aims more clearly to local governance and politics, perhaps aiming at innovations significant also on national level.

For some reason, the strengths and weaknesses of the programme management of BA in Political Sciences presented in SER are the same as for MA in European Studies. On the whole, the sections of programme management are practically the same text in both SERs, apart from the name of the programme. It is obvious that the programme management does not specify their management approach by the programmes. However, the challenges of running a BA programme are not the same as those of a MA programme, given their differing aims and learning outcomes.

III. RECOMMENDATIONS

1. The definitions of the aims of the programme could be more focused and less wordy. The programme should continue its work in specifying the aims and the intended learning outcomes better on individual course level.
2. The programme should pay attention to measures optimal for increasing the attractiveness of the programme and also consider the sustainability of the programme, because a critical mass of qualified students is necessary to sustain quality in the longer run.
3. The programme should increase its efforts to implement the recommendations given in earlier evaluation and, especially, consider whether to foster students' motivation to study historical, philosophical and theoretical content of the programme or to give stronger emphasis on more contemporary issues and also questions of local governance.
4. The feedback from students and stakeholders, its analysis, actions taken and their consequences as well as the documentation of different phases need more systematic and transparent approach as part of the implementation of the new quality assurance system.
5. Learning outcomes of the programme and the course descriptions should be better aligned. Therefore, the specific learning outcomes of the course descriptors should be systematically revised and adapted in order to ensure that general as well as specific course-related learning outcomes are achievable and achieved.
6. Some courses/course names should be adapted and the importance of law as a basis of the rule of law in the democratic state, its politics and administrative actions should be better highlighted. It could be discussed if a longer internship (3 instead of 2 months) would not meet the expectations of stakeholders and students better – also timetable and internship placement could be reviewed at the same time. Teaching social statistics and quantitative methods should be stronger. The programme should include more literature in English and also update the rest of the literature (very few recent titles) in order to ensure the actuality and quality of the taught subjects.
7. The interdisciplinary nature of the programme has to be reflected concretely in course descriptors containing historical, philosophical, economic and managerial subjects. The programme should assure that there is sufficient teacher co-ordination across courses in order to ensure a relevant progression of the programme and more systematic implementation of interdisciplinarity.
8. The programme should continue increasing the volume of its relevant study literature and especially its integration into curricula and also ensure that plummeting financial allocations for the study resources do not affect the quality of the programme. The programme should

ensure that Moodle or other electronic learning platform is used more widely, if it can improve the achievement of learning outcomes.

9. The university/faculty administration should consider implementing stronger incentives to pursue international research co-operation, ensure better proficiency of English for those who need it, take part in international staff exchange and motivate publications in indexed and ranked international journals in order to increase the international research output and the visibility in the international academic community. The programme may wish to consider increasing the share of teachers with expertise in quantitative research methods.

IV. SUMMARY

Programme aims and learning outcomes are broadly defined but linked together and also to courses offered by the Department. There is consistency, but many courses seem to be linked to so many learning outcomes that the exposition seems to be relatively fragmented. Aims and learning outcomes have been reformulated in 2013, but a comparison shows that the new formulations are partly the same as the old ones. The programme consults social partners and despite some shortcomings the aims and learning outcomes reflect sufficiently the expectations of local stakeholders as for qualifications of the graduates. The name of the programme, its learning outcomes, content and the qualifications offered are compatible with each other. The wide diversity of topics of Bachelor theses is also consistent with the broad scope of the learning outcomes. The research methods, however, could be more sophisticated and more emphasis should be given to English literature.

Concerning *curriculum design* the subjects are in general consistent with the contents of comparable first cycle programmes. At the level of the course descriptors the described learning outcomes are not always in total accordance with the overall intended learning outcomes of the programme and should therefore be systematically revised. Requests regarding the teaching of SPSS and other quantitative methods, the use of English literature, the updating of literature, a longer internship (3 months) as well as better computer skills should be addressed. Interdisciplinarity is strongly emphasised, but a systematic concept and a steady exchange between the teachers from different departments seems to be lacking. Students also criticised the non-systematic and late realisation of course evaluations. A good example for the designing of the curriculum, however, is the way how students are introduced to the working techniques of their discipline, even if quantitative methods should be enhanced.

The qualifications and the numbers of the *teaching staff* are adequate to ensure learning outcomes and teachers have experience in the taught subjects. It is unclear, however, if competences for the teaching of quantitative methods are existent. Considering the large number of teachers their coordination is crucial in order to ensure the linkage between courses. During the visit it was not clear, if such mechanisms are in place. The programme should also attempt to increase the share of external hires in order to achieve mobility and an inflow of new ideas and perspectives. It should also increase the international research output and the visibility in the international academic community by implementing stronger incentives.

Facilities and learning resources could be improved as for student group work or individual consultation only limited resources are available. Despite financial shortcomings, databases and relevant literature should be offered and more English literature should be used in the courses as well as in the BA final theses. On the other hand, important software like SPSS 11.5, Statistica 3.0 etc. is available, so that currently accessible teaching materials are considered as adequate. The university also has adequate arrangements for students practice based learning during internships, but the placements offered by the university should be enlarged to include a wider range of local, national and international stakeholders, including NGOs and the private sector. It could also be discussed to have longer internship periods.

Concerning the *study process and students' performance assessment* it is noted that the admission requirements are in accordance with the admission to first cycle study programmes. The number of students choosing the Political Sciences BA programme is, however, declining. Students' knowledge is assessed by a means of differentiated credit test or exam and feedback is given by the electronic University system. Students seemed to be content with the existing mechanisms. On the other hand it was unclear, if and how the course evaluations by students were really taken into account. While students are encouraged to take part in research activities, they criticised a number of courses (no basics of statistics, too many historical and philosophical contents, deficient quality of English courses). Extraordinary attention is paid to academic honesty and lecturers formulate quite strict requirements and frequently renew the topics of assignments. KU also has a Career Centre assisting students to find jobs and the employment rate of this program's alumni is quite high and social partners were quite content with the quality of the students.

KU has a clear formal organisation for *study programme management*. The programme management is well aware of the changes in its operating environment (e.g. numbers of students declining) and has started to plan future activities. Furthermore, the quality of the programme is evaluated internally and externally and internal and external stakeholders are involved for evaluation purposes. The results are made public, but at least the students interviewed were not aware of them. The programme management acknowledges the deficiencies of the feedback system and is planning to improve teachers' and students' contribution to strengthen the quality of the programme. Although the programme management has reacted to recommendations of the previous evaluation, the major insufficiencies related to the definition of learning outcomes, their alignment with learning outcomes on the level of individual courses, students' experiences, and teachers international research remain, and limited student and staff exchange seem to be of permanent nature. The programme pursues an interdisciplinary approach but the staff do not recognize a coherent approach and anyone who would be responsible for that. It is also unclear, whether the

programme has pursued widening the options of internship places. As in the previous evaluation, the review team recommends that the programme management will explore the possibilities of reorienting the programme and its aims more clearly to local governance and politics.

V. GENERAL ASSESSMENT

The study programme *Political Sciences* (state code – 612L20003) at Klaipėda University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	2
3.	Teaching staff	2
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	2
	Total:	15

*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
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**KLAIPĖDOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS
POLITIKOS MOKSLAI (VALSTYBINIS KODAS – 612L20003)
2016-12-22 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-252 IŠRAŠAS**

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V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Politikos mokslai* (valstybinis kodas – 612L20003) vertinama teigiamai.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	2
3.	Personalas	2
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	2
	Iš viso:	15

* 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 plačiai apibrėžti, susieti tiek tarpusavyje, tiek su katedros siūlomais dalykais. Nuoseklumas yra, tačiau daug dalykų susieti su tiek daug studijų rezultatais, kad bendras įspūdis yra palyginti fragmentiškas. Tikslai ir studijų rezultatai buvo performuluoti 2013 m., tačiau lyginant akivaizdu, kad naujosios formulotės mažai skiriasi nuo ankstesniųjų. Programos vadovybė konsultuojasi su socialiniais partneriais ir nepaisant kelių trūkumų, tikslai ir studijų rezultatai pakankamai atspindi vietos socialinių dalininkų lūkesčius absolventų kvalifikacijai. Programos pavadinimas, numatomi studijų rezultatai, turinys ir suteikiama kvalifikacija suderinti tarpusavyje. Didžiulė bakalauro darbų temų įvairovė taip pat atitinka platų studijų rezultatų spektrą. Tačiau tyrimų metodai galėtų būti sudėtingesni, o literatūra anglų kalba labiau akcentuojama.

Kalbant apie *programos sandarą*, dalykai iš esmės atitinka panašių pirmosios pakopos programų turinį. Dalykų aprašuose aprašyti studijų rezultatai ne visada visiškai atitinka bendruosius

numatomus studijų rezultatus, todėl jie turėtų būti sistemingai peržiūrimi. Reikėtų atsižvelgti į pageidavimus dėl SPSS ir kitų kiekybinių metodų mokymo, literatūros anglų kalba naudojimo, literatūros sąrašų atnaujinimo, ilgesnės praktikos (3 mėnesių) ir darbo kompiuteriu įgūdžių tobulinimo. Tarpdalykiškumas tvirtai akcentuojamas, tačiau trūksta sistemingos koncepcijos ir pastovios skirtingų katedrų dėstytojų kaitos. Studentai taip pat neigiamai atsiliepė apie nesisteminę ir pavėluotą dalykų vertinimą. Vis dėlto minėtinas geras programos sandaros pavyzdys – tai, kaip studentams pristatomi jų studijuojamos disciplinos darbo metodai, nors reikėtų stiprinti kiekybinių metodų taikymo aspektą.

Personalo kvalifikacija ir darbuotojų skaičius tinkami, kad užtikrintų studijų rezultatus; dėstytojai turi savo dėstomų dalykų patirties. Tačiau nėra aišku, ar jiems pakanka kompetencijos mokyti kiekybinių metodų taikymo. Atsižvelgiant į didelį dėstytojų skaičių, būtina koordinuoti jų darbą, kad būtų užtikrintos sąsajos tarp dalykų. Vizito į universitetą metu nebuvo aišku, ar tokie mechanizmai egzistuoja. Programos vadovybė turėtų didinti darbuotojų iš išorės skaičių, kad pagerėtų judumo aspektas, taip pat studijų programa pasipildytų naujomis idėjomis ir požiūriais. Be to, reikėtų didinti tarptautinių tyrimų rezultatus ir matomumą tarptautinėje akademinėje bendruomenėje, teikiant didesnes paskatas.

Materialieji ištekliai galėtų būti gerinami, nes kalbant apie studentų grupinį darbą ar individualias konsultacijas, jie yra riboti. Nepaisant finansavimo stygiaus, reikėtų sudaryti sąlygas naudotis duomenų bazėmis ir atitinkama literatūra, o dėstant dalykus ir rašant bakalauro darbą daugiau naudoti literatūros anglų kalba. Kita vertus, svarbi programinė įranga, pvz., SPSS 11.5, Statistica 3.0 ir pan., yra prieinama, todėl šiuo metu naudojama mokymo medžiaga laikoma tinkama. Universitetas taip pat sudaręs atitinkamus susitarimus dėl praktinio mokymosi studentams atliekant praktiką, tačiau universiteto siūlomų praktikos vietų skaičių reikėtų didinti, apimant daugiau įvairių vietos, nacionalinių ir tarptautinių socialinių dalininkų, įskaitant NVO ir privatųjį sektorių. Taip pat galima svarstyti ilginti praktikos laikotarpį.

Kalbant apie *studijų eigą ir jos vertinimą*, minėtina, kad priėmimo reikalavimai atitinka priėmimo į pirmosios pakopos studijų programas reikalavimus. Vis dėlto studentų, kurie renkasi bakalauro studijų programą „Politikos mokslai“, skaičius mažėja. Studentų žinios vertinamos diferencijuota įskaita ar egzaminu, o grįžtamasis ryšys teikiamas per elektroninę universiteto sistemą. Studentai atrodė patenkinti taikomais mechanizmais. Kita vertus, buvo neaišku, ar ir kaip iš tiesų buvo atsižvelgta į dalykų vertinimus, kuriuos pateikė studentai. Nors studentai skatinami dalyvauti tiriamojoje veikloje, jie kritikavo keletą dalykų (nėra statistikos pagrindų, per daug istorinio ir filosofinio turinio, nepakankama dalykų anglų kalba kokybė). Išskirtinis dėmesys skiriamas akademiniam sąžiningumui, o dėstytojai nustato gana griežtus reikalavimus ir dažnai atnaujiną užduočių temas. KU taip pat turi Karjeros centrą, kurio paskirtis – padėti studentams rasti

darbą. Šios studijų programos absolventų įsidarbinimo rodiklis gana aukštas ir socialiniai partneriai yra patenkinti studentų kvalifikacijos kokybe.

KU turi aiškią formalią studijų *programos vadovybės* sistemą. Programos vadovybė puikiai žino apie veiklos aplinkos pokyčius (pvz., mažėjantį studentų skaičių) ir jau pradėjo planuoti būsimus veiksmus. Be to, atliekamas tiek vidinis, tiek išorinis programos kokybės vertinimas; šiame procese dalyvauja tiek vidaus, tiek išorės socialiniai dalininkai. Rezultatai viešinami, tačiau bent jau apklausti studentai apie tai nieko nežinojo. Programos vadovybė pripažįsta grįžtamojo ryšio sistemos trūkumus ir planuoja stiprinti dėstytojų ir studentų įnašą gerinant programos kokybę. Nors programos vadovybė atsižvelgė į ankstesnio vertinimo metu pateiktas rekomendacijas, panašu, kad pagrindiniai trūkumai, susiję su studijų rezultatų apibrėžimu, jų suderinimu su atskirų dalykų studijų rezultatais, studentų patirtimi ir tarptautine dėstytojų tiriamąja veikla, liko neišspręsti, o studentų ir personalo dalyvavimas mainų programose ir toliau lieka ribotas. Programa siekia būti tarpdalykiška, tačiau nėra nuoseklaus požiūrio ir nėra paskirtas už tai atsakingas asmuo. Taip pat neaišku, ar programa plečia praktikos vietų galimybes. Kaip ir ankstesnio vertinimo metu, ši ekspertų grupė rekomenduoja programos vadovybei paanalizuoti galimybes peržiūrėti programą ir performuluoti jos tikslus, labiau ir aiškiau susitelkiant į vietos valdymą ir politiką.

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III. REKOMENDACIJOS

1. Studijų programos tikslų formuluotė galėtų labiau akcentuoti esmę ir būti trumpesnė. Programos vadovybė toliau turėtų konkretizuoti atskirų dalykų tikslus ir numatomus studijų rezultatus.
2. Reikėtų taikyti optimalias priemones, didinančias programos patrauklumą, ir apsvarstyti programos tvarumo klausimą, nes reikalinga kritinė tinkamų studentų masė norint išlaikyti kokybę ilgalaikėje perspektyvoje.
3. Reikėtų labiau stengtis įgyvendinti ankstesnio vertinimo rekomendacijas ir ypač apsvarstyti, ar skatinti studentus studijuoti istorinį, filosofinį ir teorinį programos turinį, ar labiau akcentuoti šiuolaikiškesnius ir vietos valdymo klausimus.
4. Studentų ir socialinių dalininkų grįžtamas ryšys, jo analizė, paskesni veiksmai ir jų pasekmės, taip pat įvairių etapų dokumentavimas reikalauja sistemingesnio ir aiškesnio požiūrio, diegiant naują kokybės užtikrinimo sistemą.
5. Programos numatomi studijų rezultatai ir dalykų aprašai turėtų būti labiau suderinti tarpusavyje. Todėl reikėtų sistemingiau peržiūrėti ir pritaikyti specialiuosius dalykų aprašų studijų rezultatus, siekiant užtikrinti, kad bendruosius ir specialiuosius dalyko studijų rezultatus būtų realu pasiekti.
6. Kai kurie dalykai ar jų pavadinimai turėtų būti pritaikyti, o teisės, kaip demokratinės teisinės valstybės, jos politikos ir administracinių veiksmų pagrindo, svarbą reikėtų labiau akcentuoti.

Galima svarstyti, ar ilgesnė praktika (3 mėnesiai vietoj 2) ne geriau atitiktų socialinių dalininkų ir studentų lūkesčius; taip pat galima peržiūrėti tvarkaraščius ir praktikos vietas. Socialinės statistikos ir kiekybinių metodų mokymas turėtų būti stipresnis. Į programą reikėtų įtraukti daugiau literatūros anglų kalba bei atnaujinti esamą literatūrą (labai jaučiamas naujausių darbų stygius), kad būtų užtikrintas dėstomų dalykų aktualumas ir kokybė.

7. Tarpdalykinis programos pobūdis turi konkrečiai atsispindėti dalykų, nagrinėjančių istorines, filosofines, ekonomines ir vadybos temas, aprašuose. Programa turėtų užtikrinti pakankamą skirtingų dalykų dėstytojų darbo koordinavimą, siekiant judėti į priekį ir sistemingiau įgyvendinti tarpdalykiškumo principą.
8. Reikėtų ir toliau didinti aktualios studijų literatūros apimtį, o ypač integruoti literatūrą į programos turinį bei užtikrinti, kad staigiai sumažėjęs materialijų išteklių finansavimas neturėtų įtakos programos kokybei. Programa turėtų užtikrinti, kad „Moodle“ ar kita virtuali mokymosi platforma būtų naudojama plačiau, jei tai padės pasiekti studijų rezultatus.
9. Universiteto ar fakulteto administracija turėtų apsvarstyti, ar nustatyti didesnes paskatas siekiant tarptautinio bendradarbiavimo tiriamojoje veikloje, užtikrinti geresnį anglų kalbos mokėjimą tiems, kuriems to reikia, dalyvauti tarptautiniuose personalo mainuose ir skatinti skelbti publikacijas indeksuojamuose ir reitinguojamuose tarptautiniuose žurnaluose, siekiant didinti tarptautinės tiriamosios veiklos rezultatus ir matomumą tarptautinėje akademinėje bendruomenėje. Programos vadovybė galėtų apsvarstyti, ar didinti dėstytojų, turinčių patirties taikant kiekybinius tyrimų metodus, skaičių.

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