



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universiteto  
**STUDIJŲ PROGRAMOS *EUROPOS STUDIJOS* (valstybinis kodas -  
612L23001)  
VERTINIMO IŠVADOS**

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**EVALUATION REPORT  
OF *EUROPEAN STUDIES* (state code - 612L23001)  
STUDY PROGRAMME  
at Kaunas University of Technology**

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Išvados parengtos anglų kalba  
Report language – English

## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Europos studijos</i>
Valstybinis kodas	612L23001
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Politikos mokslai
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4), iššęstinė (6)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Europos studijų bakalauras
Studijų programos įregistravimo data	2011

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## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>European Studies</i>
State code	612L23001
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), part-time (6)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of European Studies
Date of registration of the study programme	2011

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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.	Improvement of KTU Study Programme (SP) Management Model (Requested Document)
2.	Changes to the First-Cycle Study Programme European Studies, approved by the Field Study Programme Committee, September-October 2016 (document provided during sit visit)

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

The first-cycle study programme *European Studies* had initially been administered and coordinated by the Institute of Europe. Stemming from internal reorganisation, since February 2016, the coordination of the study programme has been transferred to what is termed, the newly established Field’s Study Programme Committee – FSPC. The programme has links and cooperates with the Institute of Europe as well as other units of the fairly new (2014) Faculty of Social Sciences, Arts and Humanities. [SER, Introduction, para. 16] The self-assessment of the Programme has been prepared for the first time. The programme was established and approved by the Centre for Study Quality Assessment in Higher Education. The programme was established by the decision No 80 of the KTU Senate (21-11-2011) and registered by the order No SR-1137 of the Minister of Education (02-03-2012). The accreditation was extended until 31-08-2016 by the order SV6-22 of the Director of the Centre for Quality Assessment in Higher

Education (20-05-2015). [SER, Introduction, para. 19] The programme meets the standards as set out in Order No V-828.

#### ***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 *19<sup>th</sup> October, 2016*.

- 1. Dr. Terence Clifford-Amos (team leader)**, *International Higher Education Consultant, lecturer, researcher and senior administrator, visiting scholar at l' Université Catholique de Lille, France, United Kingdom;*
- 2. Prof. Guido Schwellnus**, *Assistant Professor, Institute of Public Law and Political Science, Karl-Franzens-Universität Graz, Austria;*
- 3. Prof. Zaneta Ozolina**, *Professor at the Department of Political Science, University of Latvia, Latvia;*
- 4. Mr. David Klemmensen**, *Head of training in Guardian Security Risk Management Instructor in charge of the Maritime Security Officer Train The Trainer course, Denmark;*
- 5. Ms. Indrė Jurgelevičiūtė**, *student of Mykolas Romeris University study programme International Law, Lithuania.*

## **II. PROGRAMME ANALYSIS**

### ***2.1. Programme aims and learning outcomes***

The aim of the programme is distilled from the University's mission: 'to train motivated specialists who are able to critically analyse political, legal, economic dimensions of European integration processes as well as to assess their content, who are qualified to use opportunities provided by the European Union by making knowledge based, reasonable and creative decisions in a multicultural and multilingual society'. [SER, 1, Table 3] The aim, therefore, is well defined and clear in relation to the learning outcomes and the content of the programme.

The forty seven sets of subject module aims and learning outcomes are distilled from the programme aims and have been carefully composed at first cycle and are appropriately situated for a range of abilities at this level. [Annex 5] All have been diligently grouped and mapped in relation to: knowledge and its application, research skills, subject specific skills, social skills and personal skills. [Annex 7 Matrix] Information on aims and learning outcomes is publically accessible on the University website: [ktu.edu/studijos](http://ktu.edu/studijos). [SER, 1, para.23] The learning outcomes are well defined, clear and suited to the subject modules. Definition is based on the information gained in the annexes, the mapping of learning outcomes in particular, information from senior staff in interview, the standards set out in the Bologna process at first cycle and the European experience of the Review Team.

The programme aims and learning outcomes are based on the academic and professional requirements, public needs and the needs of the labour market, notably the duties of civil servants of the European Union for which are required: formulation of policies in the fields of EU action, policy implementation, drafting policy analysis notes and briefings and delivery and also the work of national civil servants. Competences and skills in multicultural and multilingual environments are developed in this study-skill programme along with knowledge concerning the nature and profiles of organizations and the ability to take creative decisions, essential for

working in international companies established in Lithuania. Learning outcomes are therefore labour-market related and updated and corrected when reviewing study programmes usually annually. These are coordinated with the opinions of programme teachers, social partners and students. [SER, 1, paras: 25-6]

The aims and learning outcomes of the study programme *European Studies* are in accordance with the competences of first-cycle of University studies, the Law of Education of the Republic of Lithuania; the Law of Science and Studies of the Republic of Lithuania; Lithuania's Qualifications Framework; Level, the Descriptor of Study Cycles; the General Requirements of the First Degree and Integrated Study Programmes; and the Descriptor of Study Programmes in the area of Political Sciences. [SER, 1, para. 21] The Review Team found them to be appropriately situated at level 6 of the above frameworks, which is the level for first-cycle University studies and the qualification offered, by KTU. The annexes describing and mapping learning outcomes, module content, the SER and Bachelor theses readings confirmed to the Review Team that the programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered at first cycle.

The study programme *European Studies* guided by the Faculty of Social Sciences, arts and Humanities, is well conceived, inclusively structured and well-placed in Lithuanian and European Higher Education. This orientation therefore offers high compatibility between learning outcomes, of the first-cycle *European Studies* programme, its content, the name of the programme and the first-cycle qualification offered. The conception and organisation of the programme and modules are very good, and the Review Team were able to verify in the theses they read that the aims and learning outcomes were at level 6 on the European and Lithuanian Qualification Frameworks. There is evidence of strong work here, although it should be said that students during interview were not generally attuned to the fuller relevance and purpose of learning outcomes. In all other respects, the Review Team considered the aims and learning outcomes as good.

## **2.2. Curriculum design**

The first-cycle programme *European Studies* meets the legal requirements in fully compliance with the Law on Higher Education and Research of the Republic of Lithuania No XI-242, 30 April 2009 (consolidated version), the Law of Science and Studies of the Republic of Lithuania, XI-242, Žin., 2009, No. 54-2140, consolidated version; the Confirmation of the Description of Lithuania's Qualifications Framework, Resolution of the Government of the Republic of Lithuania, No. 535, 4 May, 2010' (Žin., 2010, No. 56-2761, consolidated version); the Descriptor of Study Cycles, approved by the order of the Minister of Education and Science of the Republic of Lithuania No. V-2212, 21 November 2011 (Žin., 2011, No. 143-6721); General requirements of the first-degree and integrated study Programmes, approved by the order of the Minister of Education and Science of the Republic of Lithuania No. V-501 on 9 April, 2010 (Žin., 2010, 44-2139, consolidated version); Descriptor of Study Programmes in the area of Political Sciences, approved by the order of the Minister of Education and Science of the Republic of Lithuania No. V-828, 23 July, 2015 (TAR, 2015-07-23, Nr. 11596)

The SER (1, para.21) confirms the above compliances. With regard to the Descriptor of Study Programmes in the area of Political Science, the Review Team examined document (Order No V-828), last item listed above in relation to the relevant areas of the programme and found there was full compliance with the requirements of the General Provisions (Chapter 1).

The Bachelor programme lists 47 subject modules to be taught across its four year structure, of which 23 are core study field subjects. [Annex 5] The total volume of the programme is 240 credits of which core and compulsory subjects make up 162 credits. There is a major/minor

arrangement in the curriculum offered. Supporting the *core European Studies* areas are course modules in: Innovative Information Technologies, Languages, Economics, Sociology, Psychology, Quantitative and Qualitative Research Methodology, Art of Diplomacy, Public Programmes and Projects, Health Education, Philosophy, Media Philosophy, Enterprise Management, Entrepreneurship, Career Creation, Academic Writing, Basics of Communication and the Art of Diplomacy. The broad and developmental programme modules are evenly spread across the programme's duration and their themes are not repetitive. [Annex 3] However, some students in interview reported a somewhat repetitive structure of the different courses on EU policy areas, but this was very limited critical evidence.

The subject content is appropriately set at level 6 of the European and Lithuanian Qualifications Frameworks and is therefore firmly grounded at Bachelor level.

The intended learning outcomes are carefully crafted and integrated into the categories of knowledge and its application, personal skills, subject specific skills and social skills and are mapped and grouped with the modules themselves in terms of learner expectation and anticipated achievement. [Annex 7]

Students gradually and cumulatively gain knowledge and competence in various dimensions of the European Union: politics, law, economics, history and culture. The first year is given to basic knowledge in: Basics of European Integration, Introduction to Economics, Political Theory, EU Legal System as well as in general subjects Philosophy, Information Technologies.

A deeper knowledge is gained in the various dimensions of the European Union (Institutional Structure of the EU, EU Internal Market Functioning, Cultural Policy and Cultural Integration in the EU, EU Internal Policies). During their third and final years, specific knowledge is gained in EU related subjects (Policy of EU International Economic Relations and Regional Policy). Students may wish to deepen their EU related and language competences should they wish to pursue European studies as a main study field. During the 2-4 year of studies, additional competences are also built through wider educational modules, including sociology, qualitative and quantitative research methods, international relations, EU sustainable development policy and more. Through the elective courses, students also develop their personal potential and language skills and may develop in entrepreneurship, should this module be chosen. The breadth of the programme is matched by enveloping and progressive learning outcomes. Regarding the specialized courses, the scope of the programme is quite focused on the EU and its policies. This is in line with the aims of the programme.

The curriculum is generally well structured, moving from more fundamental and introductory to more specialized and advanced courses over the duration of the programme, and offering a good scope of courses at an appropriate level.

Still, some areas appear to be slightly underrepresented at least when looking at the topics of the separate courses. Although the self-evaluation report states that '[t]he curriculum of the study programme allows students to gradually gain knowledge and competence in various dimensions of the European Union: politics, law, economics, history and culture' [SER, 13 para. 41], the programme includes few classes on European history (with the exception of the general introduction to European integration) and culture (with the exception of EU cultural policies). Also, courses on the comparative politics of EU Member States, which are a major strand of research in EU studies, are not represented independently in the curriculum. However, the teaching staff indicated that these areas are in fact integrated into the courses offered within the programme. The content of the subject modules is, therefore, consistent with the type and level

of the studies and the content and methods of the subject modules are appropriate for the achievement of the intended learning outcomes

The study programme has a clear focus on European studies. The composition of the curricula comprises together the most relevant domains of the discipline, such as regional policy, institutional framework, decision making procedure in the EU, economic and fiscal policy among others. The scope of the programme is sufficient to ensure learning outcomes. In the course descriptions teachers have integrated sources of literature from classical text books, articles from internationally relevant and recognized journals reflecting the latest achievements in the field, as well as internet sources. The presence of the accredited EU documentation centre in the KTU offers the possibility to use advanced legal and document data sets. There is a balanced approach to the selection of literature in English and Lithuanian languages. This is a well-structured curriculum with good scope and focus to achieve programme aims. The Semester Project, strong animated stakeholders in the curriculum and openness to student requests and suggestions are notable facets of the curriculum. The Review Team believes the curricular aspect of the evaluation is good.

### **2.3. Teaching staff**

The laws of the Ministry of Education and Science of the Republic of Lithuania are respected in regard to teaching staff, qualifications and employment rules. The qualifications of teaching staff meet the legal requirements and their qualifications are adequate to ensure learning outcomes. More than 50% of teachers are holders of a PhD and the rest have Master degrees in disciplines related to the profile of the study programme. [SER, 3, para 52]

The core subjects are taught by 16 teachers. [SER, 3, para 56] They are all qualified, have corresponding education and they are engaged in research projects closely related to the study programme. The number of staff is adequate to ensure the learning outcomes.

Some of the teachers have extensive practical experience. The majority of teachers are graduates of the KTU which demonstrates the ability of the institution to train highly-qualified specialists and their willingness to contribute in return to their Alma Mater. The average age of teaching staff is 45, the majority being between 30 and 45 years old. [SER, 3, para 58]. At the same time it should be mentioned that majority of teachers are also engaged in *Public Policy* programme and have more experience in that field, while the EU component is not equally strong. In terms of teaching experience, research and number of staff the programme is well supported by very suitable staff, the majority being at beginning or middle phase their careers.

Students were critical about a poor level of Europeanisation among some teaching staff and knew which of them were not developing as they might. They recommended engaging more visiting lecturers from abroad and teachers with practical experience in EU affairs.

The total number of teaching staff is 40, which is impressive, but this is the result of the module system when one study course is taught by several lecturers. The teacher-student ratio is 1:2 which allows more personal relationship and work in small groups. [SER, 3, para 55] The study programme is designed on the basis of modules delivered by different teachers. During the discussion with students they were critical about different level of competences of teachers. The system of assignments and requirements was not always clear; because of the flow of different teachers the focus of the module can sometimes be lost.

Teaching staff turnover is minimal. Only two have been replaced during 2014-15 and a further one in 2016-17 is foreseen. This ensures optimal continuity in ensuring adequate staff provision

for the programme. Therefore teaching staff turnover is able to ensure an adequate provision of the programme.

Kaunas University of Technology gives considerable attention to improvement of skills and competences of teaching staff. The creation of the Faculty Development Centre EDU-Lab which aims at launching training programmes contributes to such competences of teaching staff. The EDU-Lab assists in acquiring new teaching methods, application of modern technologies and improvement of language skills. The teaching staff on this programme were able to explain how they obtained knowledge and how skills are applied in classes. Over the past five years, KTU has signed number of ERASMUS+ agreements. Teachers have taken part in in 6 Erasmus+ teaching visits abroad (in Universities in Finland, Poland, Germany, Turkey, Romania) and there have been 7 visiting lecturers from the Universities in Poland, France and Oman. [SER, III, para.62.] The Review Team wishes to encourage as much ERASMUS mobility as possible.

Concerning professional development and engagement in art and research, all teachers of the study programme are actively engaged in improving their competences and skills. These are achieved through training in didactics, which includes virtual learning, new methods of teaching and teaching in foreign languages, as well as activities related to their field of professional expertise. During last 5 years, all teachers of the study programme have at least once engaged in competence and skills' improvement. [SER, III, para.59] Some staff have editorial responsibilities. [SER, III, para. 61]

There is an extensive account of research projects in teachers are involved. The CVs of teachers contain evidence of publications of articles and presentations in domestic and international conferences. The topics are across a range of academic areas rather than always being EU studies-related, as illustrated in the biographies of core teaching staff [Annex 6] They are also engaged in international networks and professional associations, such as European Sociological Association, Research Network (RN22) ('Sociology of Risk and Uncertainty') and the European Research Network on Philanthropy (ERNOP), plus many others as illustrated in the biographies of core teaching staff. [Annex 6]

The production of the journal 'European Integration Studies' serves as a platform for exchange of research outcomes. However, the majority of papers presented in the conferences and published articles are of local and regional relevance while the Europeanization of research is still a full goal to be achieved. In their work, teachers have expressed criticism regarding work overload which has made an impact on their personal professional development, including research. However, much evidence above shows the field of teachers as strong for the programme. The Review Team assesses this aspect of the evaluation as good.

#### ***2.4. Facilities and learning resources***

The European Study programme, in the recent renovated faculty, appears overall to be a professional study environment. [SER, 4 para. 67]

The classrooms are equipped with audio and video equipment, which correspond with the Lithuanian requirements for hygiene and work safety. [SER, 4 para. 67] The classrooms are located in the basement and 1st and 2nd floor. The rooms are equipped with computers, TV, Internet, whiteboard and projectors and overall The Review Team assess the 1st and 2nd floor to be a very good teaching environment due to the quality of teaching inventory in the classrooms, study areas and auditoria. [SER, 4 para. 68] The premises for studies are adequate both in their size and quality.

More or less all students raised a problem with The Review Team about teaching in the basement, which are assessed to be cold, damp, with noise from the street and of impaired light. The Review Team recommends that the faculty hires a professional building constructor to prepare a work-health assessment of the basement.

All classrooms are installed with PCs, projectors, speakers and wi-fi. The computers are all connected to the Faculty's Intranet and Internet. The computers are installed with Microsoft Office 2010. The Faculty provides the right for the students to use Office 365 package. The Review Team assessed that students' requirements for computers, Office 365 package and wi-fi are sufficient. [SER, 4 para. 67] The teaching and learning equipment are adequate both in size and quality.

Skype is installed for distance-learning and communication with Students. According to the students, the Skype connection is not suitable to conduct teaching lessons. The students gave an example about a lesson conducted by an Italian Teacher via Skype, but the quality of the connection was so poor that the learning outcomes of the lesson were affected. The Review Team recommends that the Faculty examines all the classrooms used for distance learning by an IT expert. [SER, 4 para. 68]

Students are performing practice in different Lithuanian Embassies, Municipality of Kaunas, and Departments of KTU. According to the students and Social Partners, this practice gives the students real-life opportunities to improve their own skills continually. The Review Team assessed that there was a very high benefit of learning outcomes when connected with practice [SER, 4 para. 79, 80, 81] It can be concluded that KTU has adequate arrangements for students' practice.

Within the given learning facilities such as classrooms, library and group study spaces, the students can either pursue their private studies and read or write in one of the quiet rooms, or students can book or arrange group study spaces and have conversations and discussions about their ongoing university seminars or home assignments.

All material required is available either in the library or via the online library. If the Students do not find the needed material, the library staff are present from Monday to Saturday to help them find their ways and assist them with online access, reserving books and printing. The Librarian informed the Review Team how the 46 online databases are working via library PCs. The libraries, on a regular basis, are provided with new books and scientific journals. The students also have a wide variety of e-books, which can be accessed from any computer, also from outside the Faculty. The Libraries have 14 KTU research journals and over 1 million items which seems adequate for the studies. The Review Team assessed that the number of PCs and access to the online databases are sufficient for the Students' study. European Studies also have their own small library. The Review Team assessed that the library was sufficient for the purpose of the use, but according to some students they found no reason to use the small library as they could find all the information needed in the main library [SER, 4 para. 73, 74, 75] Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible via the library.

Despite the accommodating library facilities, according to the SER group, there is a concern about financial resources as the Faculty still needs new books and access to all on-line data bases. The Review Team recommends that the Faculty assembles a group of teachers and Social Partners to prepare a strategy on how to raise funding resources in the coming years [SER, 4 para. 78]

The Review Team found the overall facilities and learning resources to be good and of benefit to the students.

### ***2.5. Study process and students' performance assessment***

The rules regarding the admission to the programme are set by Association of Lithuanian Higher Education Institutions LAMA BPO and KTU Senate. Students have to fulfil appropriate requirements such as passing certain number of examinations, depending whether they go for state funded or self-funded places. All the admission requirements can be readily found on the KTU website, as well as learnt through informal activities such as study fairs where the study programme is represented by Faculty representatives, or, as it was indicated during the visit, through European studies-related lectures in high schools. [SER, 5 para. 85-87] The admission requirements are well-founded.

The study fee is fixed and determined by the University Senate. It is impossible to compare the average competition scores of the entrants due to the changed calculation of competition score. Although taking into account 2012 and 2013 year separately, as well as 2014 and 2015 year, numbers do not differ much. The fact that people mostly from Kaunas region are choosing this programme was noted. In the meeting with study programme representatives they told the Review Team that this promising situation reflects their aims – the ambition to be a regional programme and attract students particularly from the regions situated nearby. However, beyond this very loyal regional ambition, running the programme fully in English from next academic year may also attract a fair number of international students. [SER, 5 para. 89-92]

Currently, part of the programme courses is being taught in Lithuanian, part in English language. Students have a possibility to combine major studies with minor studies. During the meeting with students, one problem was encountered in the schedules of major and minor studies that they are sometimes overlapping, necessitating students having to skip particular classes. From the second semester of academic year 2016/2017 students will be introduced to a new obligatory module (Semester Project) in which they are required to work in small teams for the analysis of European integration related issues proposed by academics and study programme partners. As it was indicated during the meeting, this project aims to promote students' research skills and interdisciplinarity. [SER, 5 para. 113-116] The development and presentation of Bachelor's thesis is the final project. Topics are provided by teachers and selected freely by students via the Moodle system. [SER, 5 para. 117-118] Although student withdrawal from studies is determined by different reasons, as a general rule, most of the students who discontinued studies were the ones who possessed lower admission grades. [SER, 5, para. 97, 98] In general, after interviews with students of later years and alumni, it became clear that the organization of the study process and other programme-related elements were being improved as a result of suggestions given. The organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes.

It might be an option to assign the students to designated study groups in order to strengthen their team working abilities, practice them in conflict resolution and enable an open dialogue about ongoing classes. This may enhance their social interaction and prepare them better for the seminar sessions.

Students are encouraged to participate in research, artistic and applied research activities. After choosing a particular form of participation, students can attend the scientific student conference on "Social Sciences and Humanities –Challenges in the Context of Globalization" which is based on European issues. After analyzing the data presented by University, the Review Team noted that students' interest to participate in this conference actively (to make presentations, present

scientific papers) was growing. [SER, 5, para. 100-102] During interviews it was indicated that students are also invited to attend conferences, organized by Social Partners.

Students have opportunities to participate in student mobility programmes. The University has numerous bilateral agreements with foreign higher-education institutions. Students can choose to spend a semester abroad in on those partner universities, as well as a traineeship abroad within Erasmus+ programme. Other than Erasmus + programme, there are several bilateral agreements with a few Asian universities. Students have the possibility to learn more about exchange opportunities through various sources, such as information announced on Faculty and University websites and consultations with the Faculty Coordinator for International Relations. Until now, 22 students of *European studies* have undertaken the opportunity to go abroad within the framework of Erasmus + programme, which is considered to be the best result across the whole Faculty. Unfortunately, students of *European Studies* cannot undertake funded traineeships in the EU institutions due to the regulations of Erasmus+ programme. Nevertheless, it should be highlighted, that in 2015 year 30 students and staff members of the study programme had a chance to visit European Parliament in Strasbourg which is considered an invaluable experience.

During interviews, students assured the Review Team that they felt very encouraged and motivated by University staff to pursue the benefits of mobility. They are satisfied with the wide choice of institutions from which they can select. For example, In 2014-15 academic year, 10 students from the study programme *European Studies* spent at least one semester in foreign University in Belgium, Cyprus, Czechia (2 students), Hungary (2 students), Malta (2 students). In 2015-16 academic year, 15 students participated in Erasmus+ exchange programme, and travelled to Turkey (3 students), Germany, Czechia (2 students), Malta (2 students), Belgium (4 students). Belgium (4 students). [SER, 5 para. 104-108, 111-112]

The first study week is dedicated for students to become acquainted with University essentials – infrastructure, mentors, leisure activities, as well as meetings with administrative and teaching staff. In addition to that, students also can benefit from a mentor (upper-class student or academic mentor) to assist them with different matters. During interview, students said that they took advantage of such possibilities. Teachers consult students during their office hours, according to the published schedule of consultation times. Both students and teachers in the meeting claimed that the communication happens not only in the consultation hours, but also via emails and cell phones. Students were particularly satisfied about the University system which obliges teachers to reply within one day, so they always receive responses immediately. Students can also attend round-table meetings. During interviews it was indicated that even though there are no limitations towards participation there, students would like to receive more encouragement to attend. The round tables should be as inclusive as possible.

The faculty is using MOODLE. According to the students most teachers are using MOODLE satisfying the use of information given by the teachers. The teachers post all their educational materials, schedule, changes in the study programme and other relevant information. The Review Team assessed that MOODLE is sufficient in its use for the information provided to students [SER, 4 para. 76]

KTU ensures an adequate level of academic and social support. The Student Representation Body of the Faculty of Social Sciences also represents the interest of the students and participates in decision-making process and organizes various types of events for students. [SER, 5, para. 126-128] Notwithstanding the support mentioned above, students may also be provided with financial support and be in receipt of several types of scholarship. Scholarships are awarded according to the provisions stated in the KTU document: On the Order of Scholarship Award.

Relatively high numbers of students have received incentive and one-off scholarships for purposeful activities. [SER, 5, para. 129, 130]

The assessment system of students' performance is clear, adequate and publicly available on the KTU website: ktu.edu/studijos. A ten-point cumulative grading system is used at the University. As teaching staff confirmed, students are familiarized with the criteria of assessment, topics, aims, syllabuses and other general issues of each subject usually during in the first lecture. Feedback for students is provided periodically during lectures, seminars and individual consultations. [SER, 5, para. 136, 138] The KTU Code of Academic Ethics sets the methods of honest studying and defines all the procedures related to the anti – plagiarism policy. [SER, 5, para. 99] In addition to this, teaching staff declared that they provide such tasks which would make it impossible for students to cheat manually. At the beginning of the course, all the teachers provide a syllabus to students with the detailed explanation of all the assessments. The Academic Information System is being used for all the student grades and evaluations and for the announcement of assessment dates. While several contributors can be good practice in the teaching of a module, the Review team recommends strong coordination between them in all planning and delivery.

There is no data about the employability of graduates, since the first generation has graduated only in 2016, although it was indicated that several students already found jobs before graduation in their field of study after the professional practice which is compulsory for all students. [SER, 5, para. 139] Social partners were extremely positive about the graduates of this programme. They claimed that gained analytical, linguistic and transdisciplinary skills, as well as understanding the EU processes gives a great advantage to graduates and renders them needed in labour market. The professional activities of the majority of graduates meets the programme providers expectations. Therefore, this means that study process students' performance in *European Studies* should be considered as good.

## **2.6. Programme management**

The Vice-Rector expressed a strong vision for the University.

Management of the Programme is undertaken according to the Statute of KTU and the Temporal Academic Regulations of KTU. The study programme administration and quality assurance are managed by the Vice-Rector for studies assisted by the Studies Office including Departments of Study Management, Study Quality Assurance and Development, Students' Affairs. [SER, 143] Responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated.

In 2016, the new Managers of the FSPC (Field's Study Programme Committee) were changed and have been newly assigned by the Vice-Rector for Studies and University's Study Programme Committee. FSPC consists of researchers and/or teachers from relevant study programmes, students from relevant study programmes and social partners. [SER, VI, 146]

Evaluation is also in the hands of students who comment of study subjects and programmes through electronic questionnaires accessible on the University website. Each study subject is evaluated by the students who state their personal input towards the improvement of the subjects. Long-term results of the questionnaires are used by FSPC for the study subject's certification by an attestation commission. [SER, VI, 160]

Information and data on the implementation of the programme are regularly collected and analysed. Teacher performance assessment and general results of the questionnaires are

discussed at the meetings of the Dean's office and the Departments. There are round-table meetings of students, the Faculty administration and managers of study programmes which happen periodically and issues related to studies quality are analysed. The results of these meetings are used to improve the content of the study programme as it is reviewed and renewed. Employees of departments are presented with the results of evaluations in Departments meetings. [SER, VI, 159, 160 -161] During interviews it was mentioned that the programme should be more inclusive in student round-table participation.

The evaluation and improvement processes involve stakeholders. Stakeholders are asked for their feedback at KTU which is based on periodical surveys. Students, graduates, teachers and employers are periodically (in the middle of semester, at the end of semester and after graduation) asked to evaluate study subjects, study programmes and other aspects of academic life concerning the programme. [SER, VI, 159] Alumni wished for further involvement in the development of the programme and there is an animated, dynamic, interested group of stakeholders with plenty of suggestions for the future development of students and the programme.

The University has good systems for testing and verifying the quality of this programme, evidencing a range of inputs from a variety of players, including stakeholders, who, are asked to make contributions on the curriculum. Although no particular quality assurance feedback from participants is provided in this section of the SER, from the systems evidently in place as outlined above and in the management section of the SER, the outcomes of internal and external evaluations of the programme are clearly used for the improvement of the programme. From student evidence in terms of the lecturer responsiveness to recommendations for change, the internal quality-assurance measures are effective and efficient. One important example of concern during interview, and one that was of its type, new to the Review Team, concerned students' observations on teaching staff. Students were aware of non-developing lecturers in terms of their internationalisation.

There is a new model for improving programme management which is structured around a University Programme Committee. The Smaller Field's Study Programme Committees (FSPCs) have been formed. There is now greater independence for the Smaller Field's Study Programme Committees and they are now much closer to the study programmes. This demonstrates the University's senior management commitment in empowering more staff in terms of middle-management responsibilities. However, some criticism is levelled at the new system from staff on the *European Studies* programme. The SER claims that a large portion of the function and responsibility related to the organization of the study process are given to the manager of FSPC who also coordinates other study programmes. Here, it is also claimed that the new system of management of study programmes was implemented without proper preparation and transition, and that responsibilities for the study-programme management should be better shared between members of the Field's Study Programme Committee. [SER, VI, 168-169] Some unhappiness is obviously evident in this programme which is not shared by the other programmes being reviewed. However, the above evidence and evidence from interviews confirms that the management of *European Studies* is good.

### III. RECOMMENDATIONS

1. Articulate the changes to the curriculum and provide a stronger rationale as to why they have been made, stating how the Semester Project might assist with the process of interdisciplinarity;
2. Ensure that academic progression happens from year to year and that the modules gradually increase in their demands in terms of learning outcomes and competences;
3. Ensure that function and purpose of learning outcomes are taught to students, so that they are aware of how they inform learning and build towards final academic achievement;
4. Develop a more inclusive policy towards Round-Table student membership, so that not only the confident and willing speakers are attending;
5. Strictly monitor student drop-out rates and do all they can to aid student retention;
6. Identify and tackle the problem of non-developing lecturers and their lack of internationalisation and respond to student concerns concerning this; ensure that all staff are developmental;
7. Ensure that students take part in research teams as well as undertaking some personal research appropriate to Bachelor level;
8. Consider drafting some comparative courses dealing with EU member states;
9. Consider offering some selection of electives in the major field of study;
10. Endeavour to retrieve at least some staff loss of momentum in research (which has been claimed to have been caused by University reorganisation and high work-loads for the academic staff) and engage as much as is possible in European research;
11. Probe and debate why there is criticism of the new management model as mentioned in Section 6 of the SER. (*European Studies*)

### IV. SUMMARY

In terms of knowledge, the programme aims and learning outcomes are sound in their cognitive, professional, technical and social domains. They have been designed and purposed by University teachers with high subject ideals and are appropriate to the European and Lithuanian Qualifications Frameworks at level 6. Students, however, were less aware of learning outcomes and not generally attuned as to how they are applied to their work. The content of the programme is again sound in its broad educational principles and is especially relevant to stakeholders and employers who work within the European dimension. However, although the self-evaluation report states that '[t]he curriculum of the study programme allows students to gradually gain knowledge and competence in various dimensions of the European Union: politics, law, economics, history and culture', the programme actually includes few classes on European history and culture.

The Teaching staff possess appropriate qualifications to teach the study programme in *European Studies*. All staff members are highly qualified, have obtained corresponding degrees and have impressive professional account of skills, competences and practical experience in the field as shown in their CVs. They are very committed members whose support of the programme and the University is palpable. At the same time it should be mentioned that majority of teachers are also engaged in *Public Policy* programme and have more experience in that field, while the EU component is not equally strong.

The creation of the Faculty Development Centre EDU-Lab which aims at launching training programmes assists in improving curricula design, teaching methods and practices, as well as teachers' language skills. All teachers have an extensive account of research projects in which they are involved. The substantial list of published articles and presentations in domestic and

international conferences related to public policy discipline justifies that research outcomes are integrated into the study programme. They are also engaged in international networks and professional associations. The production of the 'Journal European Integration Studies' serves as a platform for exchange of research outcomes. However, the majority of papers presented in the conferences and published articles are of local and regional relevance while the Europeanisation of research is still a goal to be fully achieved. Students are aware that some staff are not developing as they might or should, internationally.

Concerning resources, they are all considered by the Review Team to be good. The basement facilities provoked some criticism and are in need of attention from various points of view. The main library is well-equipped in terms of data-bases and general resources. Students appeared satisfied with these facilities.

Student academic support in many ways is very good, both academically and socially. After choosing a particular form of participation, students can attend the scientific student conference on "Social Sciences and Humanities –Challenges in the Context of Globalization" which is based on European issues. After analyzing the data presented by University, the Review Team noted that students' interest to participate in this conference actively (to make presentations, present scientific papers) was growing. [SER, 5, para. 100-102] During interviews it was indicated that students are also invited to attend conferences, organized by Social Partners.

The availability of scholarships, general academic and social support and student representation in the faculty receive good levels of appreciation by the student body.

The Vice-Rector expressed a strong vision for the University. Programme management has been revitalised and changed according to a new model, the establishment of FSPC. It is claimed for this programme that the new system of management of study programmes was implemented without proper preparation and transition, and that responsibilities for the study programme management should be better shared between members of the Field's Study Programme Committee. Some unhappiness is obviously evident in this programme which is not shared by the other programmes currently being reviewed. The evaluation procedures include all participants, also stakeholders, and are working to the satisfaction of participants and audiences. Staff mentioned that some research momentum has been lost due to reorganization and work overload.

Stakeholders and employers were animated and keenly interested in promoting the programme from several angles and points of view. There was also supportive feedback from alumni who would greatly value more future involvement.

In so many ways, generally, this first-cycle programme is developing well to the satisfaction of its participants and consumers. The enthusiasm of employers and stakeholders was noted as a particular facet of external consumer satisfaction.

## V. GENERAL ASSESSMENT

The study programme *European Studies* (state code – 612L23001) at Kaunas University of Technology 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
	<b>Total:</b>	<b>18</b>

\*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:	Dr. Terence Clifford-Amos
Grupės nariai: Team members:	Prof. Guido Schwellnus
	Prof. Zaneta Ozolina
	Mr. David Klemmensen
	Ms. Indrė Jurgelevičiūtė

**KAUNO TECHNOLOGIJOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ  
PROGRAMOS *EUROPOS STUDIJOS* (VALSTYBINIS KODAS – 612L23001) 2016-12-05  
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-228 IŠRAŠAS**

&lt;...&gt;

**V. APIBENDRINAMASIS ĮVERTINIMAS**

Kauno technologijos universiteto studijų programa *Europos studijos* (valstybinis kodas – 612L23001) vertinama **teigiamai**.

<b>Eil. Nr.</b>	<b>Vertinimo sritis</b>	<b>Srities įvertinimas, balais*</b>
1.	Programos tikslai ir numatomi studijų rezultatai	3
2.	Programos sandara	3
3.	Personalas	3
4.	Materialieji ištekliai	3
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	<b>Iš viso:</b>	<b>18</b>

\* 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)

&lt;...&gt;

**IV. SANTRAUKA**

Kalbant apie žinias, studijų programos tikslai ir studijų rezultatai yra puikūs pažintine, profesine, technine ir socialine prasmėmis. Juos parengė ir jiems pritarė Universiteto dėstytojai, turintys aukštus dalyko idealus, jie atitinka Europos ir Lietuvos kvalifikacijų sandaros šeštąjį lygį. Tačiau studentai nėra pakankamai susipažinę su studijų rezultatais ir iš esmės nesuvokia, kaip juos pritaikyti savo darbe. Studijų programos turinys yra tinkamas, jam taikomi platūs edukaciniai principai, jis ypač aktualus dalininkams ir darbdaviams, dirbantiems Europos mastu. Nors savianalizės suvestinėje teigiama, kad „[t] studijų programos turinys leidžia studentams laipsniškai įgyti žinių ir kompetencijų įvairiose Europos Sąjungos srityse: politikos, teisės, ekonomikos, istorijos ir kultūros“, tačiau iš esmės į programą įtraukta nedaug užsiėmimų Europos istorijos ir kultūros tema.

Dėstytojų kvalifikacija yra tinkama vykdyti studijų programą *Europos studijos*. Visi personalo nariai yra aukštos kvalifikacijos, įgiję atitinkamus mokslo laipsnius ir pasižymi išpūdingais profesiniais įgūdžiais, kompetencijomis, turi praktinės patirties šioje srityje, kaip nurodyta jų gyvenimo aprašymuose. Jie yra labai pasišventę savo darbui, jų pagalba studijų programai ir Universitetui yra akivaizdi. Tuo pačiu reiktų paminėti, kad dauguma dėstytojų taip pat dalyvauja studijų programoje *Viešojo politika* ir turi daugiau patirties šioje srityje, o ES dalis nėra tokia stipri.

Dėstytojų edukacijos centro „EDU-Lab“, kurio tikslas – vykdyti mokymo programas, įsteigimas padeda gerinti studijų programos sandarą, dėstyimo metodus ir praktiką, taip pat dėstytojų užsienio kalbų įgūdžius. Visi dėstytojai dalyvauja daugelyje mokslinių tyrimų projektų. Solidus su viešosios politikos dalyku susijusių publikuotų straipsnių ir pristatymų vidaus ir tarptautinėse konferencijose sąrašas patvirtina, kad mokslinių tyrimų rezultatai yra integruoti į studijų programą. Dėstytojai taip pat dalyvauja tarptautiniuose tinkluose ir profesinėse asociacijose. Žurnalas „European Integration Studies“ tarnauja kaip platforma keistis mokslinių tyrimų rezultatais. Tačiau dauguma konferencijose pristatytų pranešimų ir publikuotų straipsnių yra vietos ir regioninės svarbos, o mokslinių tyrimų europeizacija vis dar yra tikslas, kurį reikia pasiekti. Studentai supranta, kad kai kurie dėstytojai nesitobulina tarptautiniu mastu, kaip galėtų arba turėtų būti.

Ekspertų grupės nuomone, visi išteklių yra geri. Patalpos rūsyje nusipelnė tam tikros kritikos ir į jas reikia atkreipti dėmesį įvairiais aspektais. Pagrindinė biblioteka yra gerai įrengta ir aprūpinta, kalbant apie duomenų bazes ir bendruosius išteklius. Studentai šiomis patalpomis yra patenkinti.

Akademinė parama studentams yra labai gera akademiniais ir socialiniais aspektais. Pasirinkę tam tikrą dalyvavimo formą studentai gali dalyvauti studentų mokslo konferencijoje „Socialinių ir humanitarinių mokslų iššūkiai globalizacijos kontekste“, kurioje diskutuojama Europos klausimais. Išanalizavusi Universiteto pateiktus duomenis, vertinimo grupė pastebėjo, kad studentų susidomėjimas dalyvauti šioje konferencijoje auga (skaityti pranešimus, pristatyti mokslinius straipsnius) [SS 5 punktą, 100-102]. Interviu nurodyta, kad studentai taip pat kviečiami dalyvauti socialinių partnerių organizuojamose konferencijose.

Studentų organizacijos pakankamai gerai vertina galimybes gauti stipendiją, bendrą akademinę ir socialinę paramą bei studentų atstovavimą fakultete.

Prorektorius išdėstė tvirtą Universiteto viziją. Studijų programos vadyba buvo atnaujinta ir pakeista pagal naują modelį, t. y. sukurtas Krypties studijų programų komitetas. Teigiama, kad studijų programų vadybos naujoji sistema šiai studijų programai buvo įgyvendinta be tinkamo pasirengimo ir perėjimo, kad atsakomybė už studijų programos vadybą turėtų būti geriau paskirstyta Krypties studijų programų komiteto nariams. Nedidelis nepasitenkinimas šioje programoje yra akivaizdus, ko negalima pasakyti apie kitas šiuo metu vertinamas studijų programas. Vertinimo procese dalyvauja visi suinteresuotieji, taip pat socialiniai dalininkai, stengiamasi dirbti taip, kad visi būtų patenkinti. Dėstytojai minėjo, kad dėl reorganizavimo ir pernelyg didelio darbo krūvio buvo prarastas mokslinių tyrimų pagreitis.

Dalininkai ir darbdaviai rodo iniciatyvą ir entuziastingai stengiasi įvairiais požiūriais reklamuoti studijų programą. Gautas palankus alumnų grįžtamasis ryšys; jie ateityje galėtų aktyviau dalyvauti vertinimo procese.

Apskritai, daugeliu atžvilgių ši pirmosios pakopos studijų programa yra tinkamai tobulinama, siekiant patenkinti programos vykdytojų bei studentų poreikius. Pastebėtas darbdavių ir dalininkų entuziazmas tam tikra prasme rodo studentų pasitenkinimą programa.

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### **III. REKOMENDACIJOS**

1. Aiškiai numatyti studijų turinio pakeitimus ir pateikti svarų pagrindimą, kodėl jų reikia, nurodant, kaip semestro projektas galėtų padėti skatinti tarpdalykiškumą.
2. Užtikrinti akademinę pažangą kiekvienais metais, siekti, kad modulių studijų rezultatų ir kompetencijų poreikis laipsniškai didėtų.
3. Užtikrinti, kad studentai būtų mokomi suvokti studijų rezultatų paskirtį ir tikslą, žinotų, kokį poveikį turi mokymasis, ir siektų galutinio akademinio rezultato.
4. Sukurti labiau integruotą studentų apskritojo stalo diskusijų narystės politiką, kad jose dalyvautų ne tik savimi pasitikintys ir norą dalyvauti rodantys pranešėjai.
5. Griežtai stebėti studentų iškritimo skaičių ir imtis visų priemonių, siekiant padėti studentams baigti studijas.
6. Nustatyti dėstytojų, kurie netobulėja, problemas ir jas spręsti, atkreipti dėmesį į tarptautiškumo trūkumą ir atsižvelgti į studentų poreikius šiuo klausimu; užtikrinti, kad visi dėstytojai profesionaliai tobulėtų.
7. Užtikrinti, kad studentai dalyvautų mokslinių tyrimų komandose, taip pat atliktų asmeninius bakalauro lygį atitinkančius mokslinius tyrimus.
8. Parengti keletą lyginamųjų kursų, kuriuose būtų lyginamos ES valstybės narės.
9. Apsvarstyti galimybę pasiūlyti keletą pagrindinės studijų krypties pasirenkamųjų dalykų.
10. Siekti bent šiek tiek gražinti darbuotojų prarastą mokslinių tyrimų pagreitį (teigiama, kad tai lėmė Universiteto reorganizavimas ir akademinio personalo didelis darbo krūvis) ir, kiek įmanoma, dalyvauti Europos moksliniuose tyrimuose.
11. Išnagrinėti ir apsvarstyti, kodėl kritikuojamas naujas vadybos modelis, kaip nurodyta Savianalizės suvestinės 6 skyriuje (Europos studijos).

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Paslaugos teikėjas patvirtina, jog yra susipažinęs su Lietuvos Respublikos baudžiamojo kodekso 235 straipsnio, numatančio atsakomybę už melagingą ar žinomai neteisingai atliktą vertimą, reikalavimais.

Vertėjos rekvizitai (vardas, pavardė, parašas)