



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Klaipėdos universiteto
**STUDIJŲ PROGRAMOS PROFESINĖ ETIKA IR ETIKOS
AUDITAS** (*valstybinis kodas - 6211NX056, 621V50005*)
VERTINIMO IŠVADOS

**EVALUATION REPORT
OF PROFESSIONAL ETHICS AND THE AUDIT OF ETHICS** (*state
code - 6211NX056, 621V50005*)
STUDY PROGRAMME
at Klaipėda University

Experts' team:

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Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Profesinė etika ir etikos auditas</i>
Valstybinis kodas	6211NX056, 621V50005
Studijų sritis	Humanitariniai mokslai
Studijų kryptis	Filosofija
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Antroji
Studijų forma (trukmė metais)	Nuolatinė (1,5)
Studijų programos apimtis kreditais	90
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Humanitarinių mokslų magistras
Studijų programos įregistravimo data	28-05-2015 order No. SV6-24

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Professional Ethics and the Audit of Ethics</i>
State code	6211NX056, 621V50005
Study area	Humanities
Study field	Philosophy
Type of the study programme	University Studies
Study cycle	Second
Study mode (length in years)	Full-time (1,5)
Volume of the study programme in credits	90
Degree and (or) professional qualifications awarded	Master in Humanities
Date of registration of the study programme	28-05-2015 order No. SV6-24

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

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

No.	Name of the document
1.	Updated CVs of two staff members
2.	Formal Explanation of two staff member qualifications

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

The Master degree programme *Professional Ethics and the Audit of Ethics* was developed and accredited at Klaipėda University (hereinafter: KU) in the Faculty of Humanities and

Education Sciences by the Department of Philosophy and Culture Studies in 2012. The Faculty has 5 Departments (Baltic Philology, European Languages, Philosophy and Culture Studies, Pedagogy, Psychology) and 2 Research Centers (of Languages and Social Education, John Paul II for Christian Studies). This is the first international evaluation of this programme.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. V-41 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on *17 October, 2017*.

- 1. Prof. Michael Brady**, *Professor of School of Humanities, University of Glasgow, United Kingdom;*
 - 2. Prof. Jesús Pedro Zamora-Bonilla**, *Dean of the Faculty of Philosophy, National University of Distance Education, Spain;*
 - 3. Doc. Olli Loukola**, *Docent of Practical Philosophy, University of Helsinki, Finland;*
 - 4. Prof. Dalius Jonkus**, *Professor of Department of Philosophy and social critique, Vytautas Magnus University, Lithuania;*
 - 5. Ms. Daina Habdankaitė**, *Ph.D. student in Philosophy, Vilnius University, Lithuania.*
- Evaluation coordinator – Mr. Pranas Stankus..**

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The programme objectives and learning outcomes are admirably clear and well-defined. although as far as we can tell there is little information here about the public accessibility of the objectives and learning outcomes. (It is probably here somewhere in the document, but not obvious on pages 7-13, where the information should perhaps be.) The basic opening statement of aims in §20 is very clear and precise. (Note: Section B seems to be missing, at the top of p. 8, when the document talks about knowledge, application of knowledge.)

The objectives and learning outcomes are linked well and coherent with the needs of state, society, and labour market. The information about social partners, the periodic review, and other information about programme development from are excellent. The panel was given, for example, detailed information about the rigorous approval process for study programmes by the Faculty Programme Committee, and about assessment of the programme each 1.5 years by social partners, teachers, and students. Responsiveness to difficulties identified by MOSTA were also very good. The responsiveness to the need for strategic training, and the Ethics Commission ruling about the need for specialists in professional ethics, shows that the programme is very well targeted, and aims to address a clear need. Feedback from the Municipality Culture department also supports the value of the programme. In meetings with social partners and employers, the need for this kind of programme and its graduates was also stressed.

The objectives and learning outcomes correspond very well with KU mission and strategy of being an academic institution that is integrated with social partners and employers, and a leader in the Baltic region.

There is consistency between academic and professional requirements in the SER. There were some worries about the depth of the philosophical content of the MA, and partly this stems from the fact that there is no philosophy prerequisite for entry into the programme. As a result, we wonder about the level of development skills of philosophical analysis and argumentation that are possible in this kind of programme. As a result of our meetings, it struck us that students do not really want a philosophical Master's degree that is oriented towards research, but want instead practical skills that they can apply. Staff agreed with this as well, on the whole. But we acknowledge the difficulty in having a MA programme that is open to all, with the aim of providing practical skills and a professional expertise, and also one that reflects the depth of philosophical content that one would find in a research philosophy Master's degree. It would be good if staff continued to focus on the need for a good balance here.

Objectives and learning outcomes seem consistent with type and cycle of studies and the level of qualifications, although – as the previous comments indicated – discussions in the meetings focused on whether the philosophical content of the programme was sufficient for a research MA in Philosophy. The title of Professional Ethics might go some way to alleviate this worry, since the title is clearly focused on practical skills development.

To some degree the title of the programme reflects the content of the programme, but there was very little on Auditing in the course content – the word doesn't, for instance, feature in any of the study modules for the course – and so perhaps staff might think about including the explicit term in future course design.

Overall we thought that the programme was impressive. A lot of thought has gone into this, there has been a lot of contact with social partners, civil service, and government departments. There is a clear need for the programme, given feedback from these institutions, and so it is serving a valuable function. That said, there are some concerns about the philosophical content of the MA, and we acknowledge the difficult balancing act between having a course with no philosophical prerequisites, and one that is nevertheless meant to be a Master's degree in Philosophy. The programme doesn't, in our view, contain enough philosophy for it to be a natural course to take for those who have done a BA and who want to pursue more philosophical research; such students might very well go elsewhere. But the programme is nonetheless very attractive for the provision of professional skills in ethics, and is in many other ways very well-designed.

2.2. Curriculum design

The programme structure is in line with The Legal Requirements for Higher Education Study Programmes in The Republic of Lithuania¹ 2017; Legal Requirements for Second Level Study Programmes. The full length of the programme is 90 ECTS, thus satisfying the General Requirements for Master's Degree Programmes (from 90 to 120 ECTS), with courses in the field of study comprising of 60 ECTS (the requirement being 'at least 60 ECTS').

The programme is described to have been built to improve and develop the professional skills of 'ethics and ethical auditor's expert', which are 'adequate to ever changing labour market requirements'. The upside of this is that there clearly is a demand for these kinds of experts, as is shown by the materials provided and discussions conducted, and as such the programme has a clear service function. The students and social partners also expressed their satisfaction of the practical skills aimed at, and the staff seem to agree with this as well.

¹ Prepared according to Order of the Minister for Education and Science of Republic of Lithuania Approving the General Requirements for the First Degree and Integrated Study Programmes, 9 April 2010 No V-501, Order of the Minister for Education and Science of Republic of Lithuania Approving the General Requirements for the Master Degree Study Programmes, 3 June 2010 No V-826.

The link to the BA programme, should be made clearer. The MA programme does not at least yet seem to be a development of the BA programme, since the MA students don't come from the BA programme.

The programme as such is impressive, as it purports to cover the philosophical reflection and analysis of professions, and training in the skills of auditing. This broadness and universality is commendable, that is, that students get wide coverage of the various existing professions and future ones evolving, and are simultaneously trained in the different and broad ways of reflecting, studying and analysing them. However, title 'Professional Ethics and the Audit of Ethics' is somehow misleading in the sense that 'audit' or 'auditing' is not established as a separate course (though during the visit it was explained that the topics of audit are included in several subjects), nor is there a person responsible for it. Auditing is a rule-guided, analytical and critical practice of evaluating existing ethical practices of an individual institution or company, while formulating ethical codes (which is one of the goals of the programme) requires, similarly, critical analyses in developing and outlining of normative guidelines to a profession or a vocation. Thus, one of the crucial differences here is the level of generality of these two types of studies, which should be taken into account in the curriculum design.

Concerning the philosophical substance of the curriculum, some fields of classical philosophy and ethics are covered extensively (for instance, Aristotelian ethics, Christian ethics, Utilitarian ethics), while other thinkers relevant to the topic of ethics and morals, such as Kant, Hume, or Nietzsche, seem to be integrated in other subjects. Moreover, there is a lack of contemporary ethics in the curriculum which may constitute an obstacle for achieving the skills of applying philosophical knowledge to contemporary world situations and its problems. Lastly, there is a rather strong emphasis on religious ethics ('Contemporary Christian Ethics'; 'Philosophy of Culture'), the relevance of which to the areas of professional ethics is unclear. The philosophical background seems to provide more of an expectation to apply, yet contemporary value theory, skills of analysis and argumentation, or certain normative ethical theories are lacking from the curriculum.

As mentioned earlier, the learning outcomes are very well-defined and clear, and thus the scope of the programme would do well to reflect those. This is, however, a hugely wide area and sets demands for the programme, and especially on the competence, knowledge and skills of the teachers. As a small university the resources are naturally limited, and the turnout of specialists and experts with the needed skills is not that good, and these things seem to be reflected in the curriculum and the program in a number of ways: firstly, in the selection of study subjects in the curriculum; secondly, in the possibility introducing and integrating the new and emerging fields of professional ethics to the program; and thirdly, in the ability to meet the needs of the wider community (for instance, corruption, i.e., the need for ethics of the civil service and/or social ethics were expressed in a number of discussions).

Furthermore, not all the teachers of the special courses seem to have philosophical studies and/or experience, which is needed for analytic and critical exposition of the topics. Therefore, all the above should be the target of special attention and support: the possibilities of recruiting new teachers, updating the knowledge of the existing teachers of the new areas, and developing their pedagogical and didactic skills in international environments. However, no serious doubts in general arose concerning the knowledge, capabilities, or motivation of the teachers of the programme of being up-to-date with their respective fields.

2.3. Teaching staff

The study programme is provided by the staff meeting in general the legal requirements as reflected in the General Requirements of Master Degree Study Programmes (no less than 80% of all study subjects teachers must have a scientific degree (or to be recognized artists); out of them, no less than 60% of major study field teachers' exercised research activity has to comply

with their taught study subjects, and no less than 20% of major study field subjects' volume has to be taught by teachers holding a Professors academic degree).

There are 7 professors, 2 associate professors and 2 lecturers in the programme. This makes a total of 11 members of the teaching staff, which might be regarded as on the low side for the maintaining of the study programme, mainly taking into account that 4 of the members are over 61 years old, and there is no prevision of replacement in the short term, so the teaching staff turnover is not clearly ensuring the continuity of the programme in the medium term. On the other hand, the qualifications of the teaching staff are adequate to ensure learning outcomes, with the provision referred to in section 2.4 about the lack of philosophical background in some cases. Besides that, the university provides sufficient, though certainly limited, opportunities and resources for the professional upgrading of the staff. The SER states that two of the teaching staff members have only BA degree. During the visit review panel was supported with updated CVs and formal explanation of staff members meeting the requirement (both staff members have a postgraduate degree after finishing integrated studies in Lithuanian art academies).

In the interviews, some members of the teaching staff expressed their view that their workload is rather high, and there is not enough time or resources for research activities. Having said this, there is a relatively small number of students on the programme, and so the panel thought that teaching staff is adequate for giving sufficient attention to them.

On the positive side, it should also be stressed that the students were very satisfied with the quality and compromise of the teaching staff, and that these are very active in the academic and intellectual life of the study programme's social environment, which helps finding learning and practice opportunities to the students.

Besides that, the university provides sufficient, though certainly limited, opportunities and resources for the professional upgrading of the staff. Funds for participating in international conferences is more limited, as members of the teaching staff indicated during the interviews. There is also no participation of the teaching staff in international research projects which should be of a concern for university and should be addressed at the management level.

2.4. Facilities and learning resources

According to our reading of the SER, and after our visit in Klaipėda, we judge that all the material facilities required for the implementation of the study programme in question have been provided. The students can use the well equipped lecture-rooms and computer classes. Even though there are a lot of workplaces good for autonomous student work in KU Library - reading rooms and computerized classrooms – regrettably, the Faculty does not have a specialized reading room. The main faculty building would benefit from renovation, as at present there are not enough venues for the teachers to work in between the classes, and where they can meet and discuss work with students.

KU faculty and students use all nine of Klaipėda University Library (CFC) units and services. All library areas have wireless Internet access. The study programme provides access to the database of licensed scientific journals: *ScienceDirect*; *SpringerLink*; *Taylor & Francis*; *Wiley Online Library*; *Sage Journals Online*; *Academic Search Complete*; *SocIndex with Full-text*; *Emerald Management eJournals Collection*; *PsycARTICLES*; *Humanities International Complete*; *Source Education*.

Basic materials for the programme are collected in the libraries and reading rooms of Health and Human Sciences, Educational Sciences, the Academy of Arts, the Central Library of Mažvydas, Rare Issues Department, and the Periodicals Reading Room. Because books and other study support materials are not found in one place, this may create additional difficulties for students who need to consult the mentioned written sources. The library needs to update the book collection. There is a lack of new specialized literature. A virtual learning environment has not yet been created.

2.5. Study process and students' performance assessment

The programme appears to be popular with students: 10 students were accepted in 2017 which makes 15 MA students in total. The vision of the programme of faculty administration seems to coincide with student and employers' expectations since it is aimed at training specialists capable of solving ethical problems in such fields as biomedicine, business and others. Moreover, the MA programme would also provide a qualification in ethics for the educators. This leads to concluding that there is a versatile application of the programme envisaged by the study program management.

The entering requirements are minimal and remain rather general regarding the philosophical background envisaged. Bridging courses of philosophy can be provided for the students with no philosophical background and they can take up to a year. Yet given the condensed study period of 1.5 years as well as program management's orientation to applicatory aspect of the study subject, bridging courses remain more of a theoretical possibility than a common practice. In addition to that, the MA programme is not thematically linked to any study programmes in the faculty which might also contribute to the weak background in the philosophy of the students who enter it. Although the fact that most of the students come from different, usually non-philosophical, backgrounds could be viewed as a condition for an enriching and inclusive learning environment, it seems that the students are not provided the possibility of getting the fundamentals of philosophy in the MA degree since the programme is supposed to lead the students deeper into the field instead of providing the introductory course. Therefore, it is advisable to consider having a prerequisite of philosophy for the entering students in order to enable them "to develop highly skilled professionals able of applying philosophical background in analytical and creative activity within social and political sphere", as stated in one of the programme aims.

The practical assignment of making a business ethics code in the last study semester has a positive effect on strengthening the application skills of the theoretical knowledge since the students, accompanied by a lawyer, learn how to apply the methods and the laws they have been studying to the real life scenarios. Yet the teaching on methodology in research and analysis remains very much focussed on preparing a codex and not on writing a scientific paper. This raises doubts about the sufficiency of program's scope and depth to prepare students for the third level studies.

The same doubt is strengthened by reviewing the quality of the final papers of the MA programme the evaluation team was able to familiarize with. It seems that the study process fails in providing the students skills and knowledge required for narrowing down their research subject and leading a research based on analysis and critical inquiring. The final works the evaluation team had a chance to go through demonstrated a scope of research that was too broad as well as lack of criteria for choosing some ethical systems over the others in order to analyse the everyday ethical problem. The final papers also showed that students lack the skill of formulating non-trivial conclusions which suggests that the programme's scientific aspect needs to be reviewed by the programme management.

The higher education institution provides students the conditions to take part in mobility programmes: they can choose from universities in Sweden, Bulgaria, Italy, Germany, Spain, and other countries. Even though the student mobility remains rather low, students confirm that they are well-informed about the mobility programmes and get sufficient guidance on the issue.

The faculty management ensures that the working MA students have all the conditions needed to pursue their studies: most of the lectures are held in the evening and MA thesis supervisors keep a close contact with their students by meeting and consulting them regularly. It should be stressed that the students are eagerly applying the knowledge they achieved in their workplaces which means that they get sufficient guidance and support from the teaching staff to apply the skills developed within the programme.

There is a well-developed system of funding in the higher education institution which ensures that students of the MA programme have a possibility to get financial support (KLASCO scholarship, KU Senate scholarship, Faculty of Humanities Council scholarship, etc). In addition to this, there is a wide range of social support services provided to the students, including psychological support and sports facilities. All the information about social and financial support is available online and is transmitted to students in orientation meetings which leads to concluding that the students of the MA programme are well-informed about the forms of non-academic support available in the higher education institution.

Both students and teachers confirmed that there is a strong communication between the teaching staff and the students. The two-way feedback is ensured by non-formal communication, discussions within the scope of lectures, eye-to-eye consultations and the system of formalized surveys of students about the study process and content conducted every semester. The evaluation criteria of every subject are disclosed in the beginning of every semester and are available online for the students to consult. All this leads to concluding that the feedback from the students is collected regularly and effectively whereas the assessment criteria are clear and public.

Although the programme management positions it as corresponding to the needs in job market, it seems that there is a lack of shared vision between the programme management, the students and the employers about the employability of the graduates-to-come. The social partners that the evaluation team had a chance to meet were positive about the employability perspectives of the future graduates of the MA programme, yet none of the partners could confirm their involvement in the management of the programme's content and strategy. The MA students confirmed the evaluation team's doubt about how well the programme goals and aims are communicated to the students: it was clear that most of the students feel the need of the professional ethics skills in their current jobs, yet none of them had a distinct vision on the career perspectives outside their current domain. Moreover, the underrepresentation of audit of ethics in the programme curriculum was mirrored by the weak involvement of governmental and non-governmental ethical audit institutions in programme management and revising of its contents. It is advisable for the programme management to create a stronger communication with the social partners of the programme as well as the possible employers in order to have a clearer picture of the needs in job market.

2.6. Programme management

According to the self evaluation report and the information provided in the interviews, most of the relevant criteria in this area are sufficiently covered (responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated; data and other information regarding programme implementation are collected and analysed periodically; the outcomes of internal and external evaluations of the programme are used for the improvement of the programme; and the information about the study programme is public, relevant and easily accessible).

In order to fulfil these criteria, the University of Klaipeda carries out monitoring and periodic review of: 1. study programs, degrees awarded, and / or qualifications approvals; 2. students assessment procedures; 3. quality assurance of the teaching staff; 4. the development of training (learning) resources and the support for students; 5. the accumulation and dissemination of study information. The university also has an internal system of study quality assurance, based on the provisions of the study quality assurance in the European Higher Education Area and the KU-approved strategy of its activity quality improvement. These procedures are complemented by more informal and permanent meetings at the department level.

However, there was no information about the specific data that have been analysed in the monitoring process (e.g., number of graduates, ratio graduates/enrolment, average number of

years to complete degree, change of labour situation thanks to completing the degree, etc.), nor about how the institution has responded to these data when necessary.

The participation of stakeholders and students in the management of the programme is high, but it seems to occur mainly at an informal level and they are not really engaged in the processes of evaluation and improvement of the programme. Nevertheless, it must be remarked that the high number of local companies and institutions engaged in the activities of the programme and in the practices of the students is a very strong aspect of the study programme.

III. RECOMMENDATIONS*

1. Include module on auditing, so that programme title matches content. This would seem to be important, given the aims of the programme, and its emphasis on the development of auditing skills.
2. Improve range of teaching in ethics, and focus on development of philosophical skills. As noted in 2.5, there were worries – evidenced by the final papers – about the extent to which the course has a wide enough ethical content, and whether it is teaching the right kind of critical skills that are needed for ethical assessment.
3. Improve provision of texts in centralised location for students, as noted above in 2.4, so that students have easier access to important materials.
4. Set up formal processes for input from social partners into curriculum design and development. Given the impressive communication with social partners in setting up the programme, it would be good if they could have formal input into programme development so that it continues to line up with their needs.
5. Think about how the BA and MA programmes can be more closely aligned or linked. At present there is little indication of a link, or that the MA is a progression from BA work in philosophy.

IV. SUMMARY

There were a number of positives in this programme: programme objectives and learning outcomes are admirably clear and well-defined, and link very well with the needs of employers and the state. The programme is designed to answer a clear demand for experts in professional ethics, and social partners, civil service, and government departments have had lots of input into the programme. The provision of practical skills by teaching staff is good, and there is a wide range of expertise in the staff, with input from lots of disciplines that have important links with professional ethics. The programme is also popular with students, and there is good support for students and informal communication between students and staff. Management of the programme seems to run smoothly, and there are well-equipped lecture rooms and computer facilities, with good access to online resources and databases in the library.

There were, however, some negative aspects to the programme. The panel thought that the title of the programme is misleading, given the lack of a module on auditing. There are worries about the depth of the philosophical content of the programme, with no philosophy prerequisite for entry and no coverage of contemporary ethical theories, which together cause some concerns about the level of development of philosophical skills. This lack was evidenced by the final papers. The panel were had worries about whether the MA went much beyond an introduction to the subject, and that this might not be an ideal preparation for auditing. There were, in addition, worries about staff numbers, and about the narrowness of the teaching expertise in ethics. Finally, there was a lack of data about the monitoring of the programme, and a lack of formal input mechanisms for social partners in continuing programme development.

V. GENERAL ASSESSMENT

The study programme *Professional Ethics and the Audit of Ethics* (state code – 6211NX056, 621V50005) 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	2
6.	Programme management	2
	Total:	14

*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:	Prof. Michael Brady
Grupės nariai: Team members:	Prof. Jesús Pedro Zamora-Bonilla
	Doc. Olli Loukola
	Prof. Dalius Jonkus
	Ms. Daina Habdankaitė

**KLAIPĖDOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ PROGRAMOS
PROFESINĖ ETIKA IR ETIKOS AUDITAS (VALSTYBINIS KODAS - 6211NX056,
621V50005) 2017-12-05 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-225 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Klaipėdos universiteto studijų programa *Profesinė etika ir etikos auditas* (valstybinis kodas - 6211NX056, 621V50005) 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	2
6.	Programos vadyba	2
	Iš viso:	14

* 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

Studijų programa turi nemažai teigiamų aspektų: studijų programos tikslai ir studijų rezultatai labai aiškiai apibrėžti ir gerai suformuluoti. Jie visiškai atitinka darbdavių ir valstybės poreikius. Studijų programa parengta taip, kad patenkintų profesinės etikos specialistų poreikį. Socialiniai partneriai, valstybės tarnybos ir vyriausybės departamentai daug prisidėjo prie studijų programos vystymo. Dėstytojai tinkamai ugdo studentų praktinius gebėjimus, dėstytojai yra sukaukę daug profesinių žinių, dėstoma daug dalykų, kurie yra susiję su profesine etika. Studijų programa populiarė tarp studentų. Studentams teikiama reikiama pagalba, studentai ir dėstytojai palaiko neformalius tarpusavio ryšius. Studijų programa tinkamai vykdoma. Auditorijos gerai įrengtos ir aprūpintos kompiuterine įranga. Biblioteka turi prieigą prie internetinių išteklių ir duomenų bazių.

Tačiau yra keletas aspektų, kurie kelia nuogąstavimų. Ekspertų grupės nuomone, studijų programos pavadinimas yra klaidinantis, nes joje trūksta auditui skirtų dalykų. Ekspertų grupė nuogąstauja, kad filosofijos dalykų turinys nėra pakankamai išsamus, priimant studentus nėra reikalavimo, kad jie būtų įgiję filosofijos žinių, nėra dėstomos šiuolaikinės etikos teorijos. Todėl kyla abejonių, ar pakankamai ugdomi filosofiniai gebėjimai. Tai, kad šių gebėjimų trūksta, akivaizdu, skaitant baigiamuosius darbus. Ekspertų grupė yra susirūpinusi, kad magistrantūros studijų programa apsiriboja tik dalyko įvadinais kursais ir dėl to studentai negauna reikiamų žinių apie auditą. Taip pat kilo nuogąstavimų dėl dėstytojų skaičiaus ir nepakankamų etikos mokymo žinių. Galiausiai ekspertų grupė pabrėžia, kad trūko duomenų dėl studijų programos

stebėsenos, formalaus bendradarbiavimo su socialiniais partneriais tobulinant studijų programą sistemos.

<...>

III. REKOMENDACIJOS

1. Įtraukti į programą audito dalyką, kad studijų programos pavadinimas atitiktų turinį. Tai yra svarbu, atsižvelgiant į studijų programos tikslus ir jos paskirtį – ugdyti audito gebėjimus.
2. Dėstyti daugiau etikos dalykų, daugiau dėmesio skirti filosofinių gebėjimų ugdymui. Kaip pažymima 2.5 skyriuje, sprendžiant iš baigiamųjų darbų, ekspertų grupei pasirodė, kad etikos dalykų turinys nėra pakankamai platus. Ekspertams tai pat kilo abejonių dėl to, ar ugdomi tinkami kritiniai gebėjimai, kad studentai gebėtų atlikti kritinį vertinimą.
3. Užtikrinti, kad studijoms skirti vadovėliai ir kita literatūra būtų vienoje centralizuotoje vietoje, kaip nurodyta 2.4 skyriuje. Tuomet studentams reikalinga medžiaga bus lengviau prieinama.
4. Sukurti formalią socialinių partnerių dalyvavimo tobulinant studijų programą ir rengiant mokymo programą sistemą. Atsižvelgiant į tai, kad socialiniai partneriai aktyviai dalyvavo kuriant studijų programą, būtų gerai, jog jie formaliai prisidėtų prie studijų programos tobulinimo. Taip būtų užtikrinta, kad studijų programa atitiktų jų poreikius.
5. Apsvarstyti, kaip būtų galima labiau tarpusavyje suderinti ir susieti filosofijos bakalauro ir magistro studijų programas. Šiuo metu nėra nuoseklaus perėjimo nuo bakalauro prie magistro studijų.

<...>

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)