KLAIPĖDOS UNIVERSITETO

INFORMOLOGIJOS PROGRAMOS (61209S107/612P10003)

VERTINIMO IŠVADOS

EVALUATION REPORT

OF INFORMOLOGY (61209S107/612P10003)

STUDY PROGRAMME

AT KLAIPEDA UNIVERSITY

Grupės vadovas:
Team Leader: Prof. Richard John Hartley

Grupės nariai:
Team members: Andrew David Dawson

Assoc. Prof. Dorte Madsen

Prof. Gerrit Johannes van der Pijl

Emilija Banionytė

Išvados parengtos anglų kalba
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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Informologija*
Valstybinis kodas	61209S107 (naujas kodas - 612P10003)
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Informacijos paslaugos
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	pirmoji
Studijų forma (trukmė metais)	nuolatinė (4)
Studijų programos apimtis kreditais[1]	160
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Informacijos paslaugų bakalauras
Studijų programos įregistravimo data	

[1] – vienas kreditas laikomas lygiu 40 studento darbo valandų

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INFORMATION ON ASSESSED STUDY PROGRAMME

Name of the study programme	*Informology*
State code	61209S107 (new code - 612P10003)
Study area	Social sciences
Study field	Information Services
Kind of the study programme	University studies
Level of studies	Bachelor
Study mode (length in years)	Full-time (4 years)
Scope of the study programme in national credits	160
Degree and (or) professional qualifications awarded	Bachelor of Information Services
Date of registration of the study programme	

CONTENTS

I. INTRODUCTION

The Experts Team (referred to from now on as the ET) visited Klaipėda University and in particular its Social Science Faculty on the 16th November 2010. The ET has assessed the study programme of Informology at Klaipėda University. The programme is at Bachelor's level.

Klaipėda University (KU) consists of 7 faculties: Social Sciences, Science and Mathematics, the Humanities, Teacher Training, Marine Technologies, Arts, and Health, 2 institutes of studies, and 20 faculty research centers; the faculties have 56 departments and 3 study centers. Research activities are conducted in 5 inter-faculty research institutes (the Baltic Coast Environment and Research Institute, the History and Archaeology of the Baltic Region, Maritime Landscape, Mechatronics, and Musicology). In cooperation with the Lithuanian Ministry of Economy, Klaipėda University established Klaipėda Science and Technologies Park. Given its location, KU has particular strengths in marine sciences and business and in 2008 KU was invited to draft the programme of the Valley of Science, Studies, and Technologies Business. The aim of the Valley is to create a centre appropriate for the marine knowledge economy.

The study programme of Informology is a part of the Department of Communications, Faculty of Social Sciences. The Faculty of Social Sciences (SSF) was established in 1994; at that time, it had 239 students, by 2009, it had over 2,000 students. Presently, SSF has 7 Departments: those of Economics, Communications, Political Sciences, Social Geography, Sociology, Management, and Public Administration and Law. The Faculty implements 7 undergraduate and 4 graduate study programmes. SSF has Erasmus exchange arrangements with a number of overseas universities and seeks every year to exchange staff and students in both directions. The number of Faculty staff who lectures outside Lithuania has been increasing. Students of the Faculty are able to undertake placement practice in public and private sector organizations overseas as well as in Lithuania. Researchers within the Faculty have been conducting research under the common subject *Interdisciplinary Research in Lithuania's Economic, Social, and Political Potential in the Baltic Region in the Interaction of Global and National Trends* (2004–2009). Each year, the SSF holds international scientific conferences.

Studies within SSF are organized by the Faculty Council, Dean, and the Dean's administration. The Faculty Council is the supreme body of academic governance in the Faculty. The SSF has a Study Programme Committee, whose head is the Dean of the Faculty, Doc. Dr. A. Bučinskas and the Module Attesting Committee, chaired by the Development Coordinator of the SSF Doc. Dr. A. Gedutis. The Module Attesting Committee approves new and renewed study modules, and the Study Programme Committee is in charge of the monitoring of the newly drafted programmes and the administration of the renewal process of the implemented programmes.

Undergraduate studies of Informology (Library Science) at KU started in 1997, when the study programme of *Lithuanian Philology and Library Science* (code 1204H24) was registered in the Humanities. In 2001, the Department of Library Science was established in the Faculty of Humanities. In 2002, an undergraduate study programme of Library Science (full and part time, code 61209S107) was registered, and full time studies started. In 2003, the study programme was transferred to the SSF, and a part-time study programme started. In 2005, the last cohort of *Lithuanian Philology and Library Science* study programme graduated. Since 2006, each year, about 20 full-time and 15 part time students graduate and are awarded an academic degree of Bachelor of Information and Communication. In March 2009 as a part of a restructuring at KU, the Departments of Library Science and Communication were merged, and the Department of Communications in charge of the study programmes of Journalism and Library Science was established. In 2009, the national Ministry of Education and Science approved the change of the study programme, substituting *Informology* for *Library Science.*

In 2009, Professor Elena Macevičiūtė from Borås University, Sweden visited the Department though the Erasmus exchange programme and undertook discussions about the future direction of the programme based upon her knowledge of the international scene and expertise of the present study programme. Following her visit, a Self Assessment Group (SAG) was convened and began meetings in January 2010 to prepare the Self Assessment Report (SAR). The self-assessment was conducted following the Law on Science and Studies of the Republic of Lithuania and the Order of the Director of the Centre for Quality Assessment in Higher Education. Following the recommendation of the Dean of SSF the SAG had the composition noted here. The SAG was led by Associate Professor Daiva Janavičienė and included Dr. Janina Pupelienė, Dr. Ineta Sibrian, Nijolė Raudytė, Audronė Balsė, Milda Skutulaitė, Eglė Stankevičiūtė (former President of the KU Student Union) and Laima Pačebutienė, Deputy Director of Klaipėda County Public Library. The ET was particularly interested to note the involvement of student and employers representation in the writing of the SAR.

Having considered the SAR and met some academic staff, administrative staff, current and former students and employers from the region, the ET presents its findings below together with the grades for the various criteria that we were required to review together with some recommendations for improvement.

The ET felt that the SAR was too descriptive and believes that the Faculty would do well to develop a more critical approach to the writing of such documents. As experienced professionals from four different countries, we are well aware that perfection is something to be striven for in the knowledge that it will not be achieved. We are of the view that a more self-critical SAR would be of greater value to both the Faculty and any Visiting Expert Team; the latter are more likely to give credence to a document that is truly self-critical than to a bland descriptive document.

Finally the ET would like to note that it was very impressed by what it perceived as the "togetherness" of everyone they met in Klaipėda; staff, students, employers and alumni. They all spoke with one voice and demonstrated considerable commitment to the programme which was apparent to the Team throughout the whole visit. Whilst this regional identity and commitment is an obvious strength of the Informology programme, it could also be perceived as a weakness. We understand that the university has an important regional role in Western Lithuania but suggest that it needs to pay attention to the areas beyond the region both within Lithuania and beyond.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

1.1. Programme demand, purpose and aims

1.1.1. Uniqueness and rationale of the need for the programme

The programme is clearly not unique within Lithuania, as the SAR notes there are similar programmes at undergraduate level within the University of Vilnius. Nevertheless there appears to be a strong regional demand for the programme and this was demonstrated to us with determination by both employers and alumni. This support for the programme together with the renewal of its content, in our minds offsets the recent decline in numbers which may to some extent be a reflection of the current academic climate.

1.1.2. Conformity of the programme purpose with institutional, state and international directives

The study programme reported in the documentation appears to fit within the strategic plans of both SSF and KU. As far as a group of experts largely external to Lithuania can ascertain the programme also conforms to the legal requirements of the State of Lithuania. We saw evidence both within the SAR and within the discussions of an awareness of developments within the European Union; doubtless these were aided by the discussions prior to the writing of the SAR of a visiting expert from Sweden. The SAR reports that the following documents were taken into account in the development of the programme: *Law on Higher Education of the Republic of Lithuania* (2005), *Law on the Science and Studies of the Republic of Lithuania* (13-05-2009, *Statute of Klaipėda University* (18-09-2001), *KU Study Regulations* (23-03-2007, įsak. No.11-46), KU strategic activity plan for 2008-2010 (04-03-2008, įsak. No.1-027), EU recommendations *On Development of Higher Education* (Bologna Declaration, 19-06-1999), Communiqué of the EU Council *The Role of Universities in the Europe of Knowledge* (Brussels, 17-02-2003, -02-17, Order of Minister of Education and Science of the Republic of Lithuania *On General Requirements for Study Programmes*, Shared Dublin descriptors for Short Cycle, First Cycle, Second Cycle, and Third Cycle Awards, 2004, the EC *Memorandum on Lifelong Learning* (30-10- 2000), the Lisbon strategy on educational development *Detailed Programme of Further Work to Implement the Education and Training Systems* (14-02-2002), EC document *Towards a European Qualifications Framework for Lifelong Learning* (Brussels, 09-08-2005), and the Lithuanian Librarians' Code of Conduct (1999).

1.1.3. Relevance of the programme aims

The SAR notes that the aim of the programme is "to train competent specialists of information services, able to work in libraries of all types, as well as in the departments of information processing in museums and archives or in information services of different institutions, able to professionally use all the sources of information by managing the information in a purposeful way and organizing and providing information services needed by customers". The ET believes that this overall aim is appropriate for the education and training of information professionals at the start of the 21st century and was pleased top learn in discussions with staff that there is a process of continuous development of the curriculum to enable them, as far as is possible within resource and staff constraints to meet the demands of the broad information industry.

1.2. Learning outcomes of the programme aims

1.2.1. Comprehensibility and attainability of the learning outcomes

The ET observed that the overall learning outcomes of the programme as reported in the SAR in the Table "The intended learning outcomes of the studies of Informology" are appropriate for a Bachelor's programme in Information Studies in the 21st century. Whilst the exact wording is different the intent of the learning outcomes are similar to those of other programmes in other countries, covering as they do current knowledge and practical skills within the Information Studies filed together with the cognitive and transferrable skills, we would hope to see in graduates of any programme.

1.2.2. Consistency of the learning outcomes

In general it can be stated that the learning outcomes of the various modules are reasonably consistent with the learning outcomes of the whole programme. The process of ensuring that this was the case was not always straightforward because the module descriptors do not contain a box for learning outcomes. Whilst the section "Aim of the module and competences to be provided" frequently stated learning outcomes in the form "On the completion of the modules student will be able to……….." However some modules simply had a lengthy textual description at this point. Therefore the ET recommends that either the university revises the structure of its module

descriptors or it provides clear guidance to its staff that the current descriptor must include clearly stated learning outcomes.

1.2.3. Transformation of the learning outcomes

The SAR states that "Every two years, all study programmes at KU are renewed, with simultaneous reflection and revision of the learning outcomes". Discussions with a selection of staff teaching on the programme enabled the ET to confirm that this is the case. Discussions with the staff also confirmed that in renewing the programme they take into consideration the needs of the labor market. Discussions with stakeholders in the form of a selection of employers from the region confirmed their dialogue with staff of the programme and their satisfaction with the programme content and its currency.

2. Curriculum design

2.1. Programme structure

2.1.1. Sufficiency of the study volume

The SAR notes that the "programme of Informology consists of 160 credits equivalent to 6400 hours (1 credit is 40 hrs.)". This consists of a framework of credits directly within the discipline and other general educational subjects which are appropriate to providing graduates with a broad education.

The university has a clear set of guidelines about how much work consists of what might be termed supervised work and what proportion is expected to be private study.

Conversations with staff teaching on the programme, the administrative staff of the faculty and with the students on the programme enabled the ET to confirm that the volume of study confirms with Lithuanian regulations.

2.1.2. Consistency of the study subjects

The programme of study has an interesting mix of compulsory and elective subjects both within the discipline and in the areas of "related" studies which are intended to broaden the overall educational experience of the students. Discussions with students did indicate that there are occasions when student choice is limited. However we recognize that all institutions are operating under resource constraints and to an extent, students choice will always be limited.

That material which can be termed the "core" material of the degree is presented in a logical order enabling the students to develop and deepen their knowledge as the programme progresses.

2.2. Programme content

2.2.1. Compliance of the contents of the studies with legal acts

The latest Law on Science and Studies of the Republic of Lithuania was promulgated on 30-04-2009 and had less influence on the period analyzed in the self-assessment report. As we noted in section 2.1.1, the programme appears to the ET to conform to Lithuanian legal requirements.

2.2.2. Comprehensiveness and rationality of programme content

The programme covers a range of appropriate professional subjects together with a range of subjects which are destined to give the students a broadly based education. There is an interesting mix of compulsory and elective material.

Scrutiny of the module descriptors suggests that the material delivered enables the module learning outcomes to be achieved (though see the ET's comment in section 1.2.2 concerning Learning Outcomes).

Scrutiny of the module descriptors and discussions with both staff and students indicated that a good range of teaching methods are employed within the programme. However the ET notes that the SAR indicates that by „the KU Senate Decision (19-12-2009, No. 11-21), the students'

independent work share in the study modules is to be no less than 50%" and it further states that „In the full time study programme of Informology, the share amounts to 68 %, as detailed in the modules of studies". The ET observes that given that such a large proportion of time is devoted to self-study, it was surprised that it was unable to find any evidence that the students are given guidance on how to use this time effectively.

3. Staff

3.1. Staff composition and turnover

3.1.1. Rationality of the staff composition

The SAR reported that "The study programme of Informology is implemented by teachers whose qualification complies to the *Regulations of Competition (Attesting) of University Teachers, Research Fellows, Heads of Departments, Directors of Institutes, and Deans of Faculties*, approved by KU Senate on 22-12-2005, Decision No. 11-24."

Scrutiny of the CVs provided in the documentation offered convincing evidence that overall the teaching staff is well qualified and as is to be expected many of them offered evidence of being active researchers. However it might be noted that it seems that the better academic qualifications seemed to be amongst the staff teaching the elective subjects. Nonetheless the students were generally happy with the educational experience that they gaining and the employers were certainly happy with the quality of the output of the programme.

A programme leading to a professional education sensibly uses a number of "visiting" lecturers who are current practitioners. This can add to the currency and relevance of the programme. The data provided in the SAR suggested that the programme is taught by an appropriate mix of full time and part time staff.

The ratio of staff to students as presented in the SAR seems generous and should enable good quality teaching.

3.1.2. Turnover of teachers

The SAR provides reasons why a number of staff has left the programme in recent years. These all seem logical reasons such as issues with the salary, maternity leave, moving abroad.

The ET saw no evidence that the departure of teachers was a source of problems for the students.

3.2. Staff competence

3.2.1. Compliance of staff experience with the study programme

The available CVs, statements in the SAR that the regular staff implementing the study programme have no less than 5 year, and other teachers no less than 2 years of teaching experience and in the meetings of the Department, the issues of programme implementation, technical equipment, new teaching methodologies, and other are discussed indicated that the staff closely associated with the programme have good teaching experience. Neither in discussions with staff nor with students did the ET uncover evidence to contradict this statement.

3.2.2. Consistency of teachers' professional development

The SAR reports that „Over the last two years, two teachers of the study programme of Informology, department of Communications, defended doctoral theses: (J. Pupelienė in 2007, and I. Sibrian in 2009); lecturer N. Raudytė started post-doctoral studies at the Faculty of Communication, Vilnius University. All the teachers of the programme who teach the subjects of professional specialization and most of those who teach the subjects of professional qualification have the experience of no less than 5 years of teaching the subjects of Informology or working at information institutions (libraries or museums) (see CV). In the Erasmus exchange programme, dr. Janavičienė gave lectures at Wroclaw (Poland) University to students of the Institute of

Document Study and Research Information (2009)". This provides clear evidence of support for staff development. Nonetheless during discussions with staff, we observed that the scale of staff development was limited and that there was encouragement rather than requirement to engage in staff development activities. Even in these difficult economic times we would urge the Faculty to review its staff development policy.

4. Facilities and learning resources

4.1. Facilities

4.1.1. Sufficiency and suitability of premises for studies
This first comment applies to the whole of section 4 of this report. The ET was made aware of the fact that the university hopes to move the Faculty to new premises in the not too distant future. Therefore the reluctance to invest is understandable. Whilst we have sought to understand of the situation in our comments, our overall evaluation reflects our concerns in this area.

Nonetheless the ET believes that the Facilities, in terms of teaching rooms were adequate for the purpose of delivering the taught element of the programme.

4.1.2. Suitability and sufficiency of equipment for studies
The Faculty has acceptable ICT facilities and is to be congratulated on its development of sponsorship arrangements with stakeholders, which enables them to have good facilities.

4.1.3. Suitability and accessibility of the resources for practical training
It was apparent throughout the visit that the programme team has excellent working relationships with local libraries especially those in Klaipėda. There is strong regional support for the programme and this includes the provision of places for practical placement of students for training.

4.2. Learning resources

4.2.1. Suitability and accessibility of books, textbooks and periodical publications
During our visit to the library, it was apparent that the students are well provided for with multiple copies of the relatively small number of set texts. However the breadth of the collection was strictly limited thus the opportunity for students to read more widely around a subject is rather limited. The ET is aware that it is inevitable that there is a limited amount of material in Lithuanian given that the market for books is inevitably limited but it believes the university could do more to provide a greater range of books in other widely used languages. Investment decisions based upon the move to new premises do not affect investment in books.

The ET noted the availability of access to a number of electronic databases but was surprised by the limited access to electronic books which offer one way in which the limited number of printed books could be overcome. The ET understands that "closed access" remains the norm in Lithuanian libraries but fails to see how this increases accessibility of materials.

4.2.2. Suitability and accessibility of learning materials
The ET noted the increasing use of the VLE Moodle to provide support to students. We noted that the use of Moodle is in its early days. We noted further that effective implementation of learning support for "blended learning" requires sustained investment in academic staff time. We encourage the Faculty to continue this initiative.

5. *Study process and student assessment*

5.1. Student admission

5.1.1. *Rationality of requirements for admission to the studies*

The ET noted that the SAR reported that "admission is organized and coordinated by the Lithuanian Association of Higher Schools for single Admission. KU joined the *single* admission system in 2003. In 2009, the admission was organized in compliance with *General Regulations of Admission to the Undergraduate and Integrated Studies of Lithuanian Higher Schools* (2009) (in compliance with *Law on Science and Education* of the Ministry of Education and Science of the Republic of Lithuania, No. XI-242, 30-04-2009)." Furthermore the regulations of the university for admissions conform to these national requirements.

There has been variation in the necessary scores to enter the programme as a response to demand varying from year to year. There are no specific requirements on behalf of the university for entrance to the Informology programme.

5.1.2. *Efficiency of enhancing the motivation of applicants and new students*

The ET noted that the Department has worked with current students to produce materials which might entice potential students to the programme including a video which is available via You Tube and the university web presence. Various events are also held in conjunction with local employers with a view to attracting students. Such initiatives are to be welcomed since it is apparent that on occasions the university struggles to recruit sufficient students to the programme. The initiatives seemed to have had little impact and we discerned an degree of fatalism about the situation.

5.2. Study process

5.2.1. *Rationality of the programme schedule*

The timetables of classes and of examinations are made according to the normal procedures of the faculty and the university. The ET identified no problems in either sphere. We noted the observation in the SAR that student interests are the main priority in determining timetables.

5.2.2. *Student academic performance*

Drop out rates for students on the programme as documented in the SAR do not constitute a problem for the university. Indeed it is noted that some of the students who do not complete the programme do so because they have transferred to other programmes.

The ET did not observe examples of student participation in research projects leading to research publications which included the students as joint authors. Indeed this would be very rare in many countries. The ET did observe opportunities for appropriate participation in research projects.

5.2.3. *Mobility of teachers and students*

Firm evidence is provided in the SAR of the mobility of teaching staff. It is noted that there have been exchanges out of the Faculty and arrivals into the Faculty from overseas.

Mobility of students is notably less than that for staff; an unsurprising fact. Nevertheless it was apparent talking to students that they are aware of the opportunities but also aware of the factors which make it difficult for them to take advantages of the available opportunities. Alumni said that the ERASMUS programme was very useful. Given that there was limited uptake, we feel obliged to state that this section needs improvement.

5.3. Student support

5.3.1. *Usefulness of academic support*

There is considerable evidence in the SAR that there are appropriate measures in place to provide students with the relevant information about their studies. In general the ET noted that students' comments confirmed the statements in the SAR.

5.3.2. Efficiency of social support

Detailed evidence of the social support was provided in the SAR. This ranged from details of financial support, access to sports facilities in the faculty and the wider university, dormitories for students from outside Klaipėda and support for students with problems. The ET uncovered no evidence to challenge the statements made within the SAR.

5.4. Student achievement assessment

5.4.1. Suitability of assessment criteria and their publicity

The ET noted that students are made aware of the methods of assessment and the timing of assessment for each module at the start of the module. Students appeared to be aware of what was expected of them for modules when we talked to students.

The SAR notes that "The assessment is based on a ten-point assessment scale approved by Order Nr. ISAK2194, 24-07-2008, of the Minister of Education and Science of the Republic of Lithuania *On the Approval of the Assessment System of Study Results (Zin.*; 2008.Nr. 86-343.7) and the Decree of the Ministry of Education and Science of the Republic of Lithuania *On Recommendations for the Improvement of the Assessment of Study Results* (No. SR-40-11-66, 2009-02-24)."

Whilst the ET is comfortable that students are aware of what is expected of them and note that the staff at KU uses an approved assessment scale, we did not find evidence that the students are aware of the criteria which are applied to any specific assessment in order to reach the mark on the approved scale.

5.4.2. Feedback efficiency

Discussion with students made it apparent that there is variability in feedback on assessment and performance. The perception we gained from students is that the form of feedback is very much a matter of academic choice. It seems that this has resulted in feedback which varies on the one hand from a mark and nothing else to detailed feedback sometimes provided verbally and sometimes provided in writing. The ET suggests that the Faculty and or the University should consider means of introducing greater uniformity in feedback so as to enhance the students' learning experience.

5.4.3. Efficiency of final thesis assessment

The lists of recent theses provided to the ET indicate an interesting range of theses. Discussions with students indicated no problems with theses; students seemed aware of what was expected of them and generally received support and advice when it was requested.

The sample of marked theses did not raise any issues concerning their marking which appeared to be fair.

5.4.4. Functionality of the system for assessment and recognition of achievements acquired in non-formal and self-education

The SAR admits that "It has to be noted that KU is making its first steps in that direction; students mainly demonstrate their knowledge acquired in a non-formal way by making presentations in seminars or conferences or discussions, and then the knowledge is recognized and assessed as an additional active student' position that adds to his positive assessment."
Conversations with students indicated that as well as the formal statement from the university in the SAR. They get regular informal feedback on their informal learning.

5.5. Graduates placement

5.5.1. Expediency of graduate placement
It appears from the SAR that graduates often gain employment through the contacts they have gained and the impressions that they have made whilst with libraries on practical placements.

Employers are very happy with the quality of the graduates from the programme at KU.

Generally graduates of the programme appear to be gaining employment and the current economic situation appears to be the main constraining factor.

6. Programme management

6.1. Programme administration

6.1.1. Efficiency of the programme management activities
Programme management within the SSF is undertaken by a number of Faculty wide committees and individuals with Faculty wide responsibility. These committees and individuals coordinate with the Head of Department as far as the operation of this programme is concerned.

The ET noted throughout its visit the degree of collegiality in decision making and the involvement of representatives of both students and employers in the process.

6.2. Internal quality assurance

6.2.1. Suitability of the programme quality evaluation
The ET notes that internal evaluation and review occurs on a regular basis as documented in the SAR but suggests that there is scope for improvement in demonstrating that this process has occurred and has had an impact on the programme.

6.2.2. Efficiency of the programme quality improvement
It is claimed in the SAR that use is made of the internal review processes and student questionnaires as part of the process of continuous improvement of programmes which is the KU approach to programme improvement; the SAR specifically cites increased international activity of its staff as a positive outcome from the process of writing the SAR. Whilst this is noted, the ET suggests that there is scope for the provision of greater evidence of this process; one way that this could be achieved is indicated in the SAR where it is noted that there was a sharing of experience by one member of staff in the area of student assessment. Such sharing of good practice is a recognised means of quality improvement.

6.2.3. Efficiency of stakeholders participation.
The ET noted the close relationship between the Department and local employers and is satisfied that employers have appropriate participation in the programme. The SAR reports that "The strength of the Department of Communications is its regular contacts with practicians. The contacts are maintained by including competent practicians in the teaching of the subjects of professional specialization, inviting the heads of libraries to participate in the defence of Bachelor's final theses of their employees – part time students, by holding joint events, or by making the institutions practice sites or research objects". Throughout the visit, we gained a positive impression of the interaction between the Department and stakeholders, not least through the number of employers and graduates who came to meet us.

III. RECOMMENDATIONS

3.1.Whilst we appreciate the attempt to get away from the word Librarianship both because it is proving unattractive to potential students and because it is no longer reflective of the broader base of material covered in the programme, the ET is not convinced by the new name Informology for two reasons. Firstly we have not heard the term in our respective countries and secondly we did not receive clear answers from the students graduates or employers in Klaipėda about the meaning of the term.

3.2. Given the proportion of time which the students are expected to spend in self study, the ET believes that it would be sensible to offer the students guidance in "study skills" to ensure that the self study time is used effectively. This is common procedure in other countries.

3.3. The ET noted variation in both the form and level of feedback offered to students at the module level. Given the role that feedback can play in student learning process, the ET recommends that the university should review this area of activity with a view to ensuring greater comparability of feedback across modules.

3.4. The ET notes the current difficulty in recruitment and urges the Department, Faculty and university to develop further its creative use of social media and any other method to attract students to the programme.

 3.5. The ET recommends that either the university revises the structure of its module descriptors or it provides clear guidance to its staff that the current descriptor must include clearly stated learning outcomes.

3.6. The ET recommends that Klaipėda University explores the greater exploitation of e-books in order to help overcome the lack of material available to its students.

IV. GENERAL ASSESSMENT

The study programme *Informology* (state code – 61209S107 (new code - 612P10003)) is given **positive** evaluation.

Study programme assessment in points by fields of assessment.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	2
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	**17**

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

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

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

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

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Emilija Banionytė

Studijų kokybės vertinimo centras