



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universiteto  
***EUROPOS INTEGRACIJOS STUDIJŲ PROGRAMOS***  
**(621N12003)**  
**VERTINIMO IŠVADOS**

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**EVALUATION REPORT**  
***OF EUROPEAN INTEGRATION STUDIES (621N12003)***  
**STUDY PROGRAMME**  
at Kaunas University of Technology

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## DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Europos integracijos studijos</i>
Valstybinis kodas	621N12003
Studijų sritis	socialiniai mokslai
Studijų kryptis	verslas
Studijų programos rūšis	universitetinės studijos
Studijų pakopa	antroji
Studijų forma (trukmė metais)	nuolatinės (2), iššęstinės (2,5)
Studijų programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	tarptautinio verslo magistras
Studijų programos įregistravimo data	<b>2007-02-19</b>

## INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>European integration studies</i>
State code	621N12003
Study area	Social Sciences
Study field	Business
Kind of the study programme	University studies
Study cycle	Second
Study mode (length in years)	Full-time (2), Part-time (2,5)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of International Business
Date of registration of the study programme	19-02-2007

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## I. INTRODUCTION

Kaunas University of Technology (hereinafter referred to as 'the University', 'KTU') runs the business field study programme of the second cycle 'European Integration Studies' (hereinafter referred to as 'the Programme'). The University consists of 13 faculties (including the faculties of Panevėžys Institute) with 73 departments, 27 centers, 6 institutes and 15 research laboratories, International Study Center with 1 research laboratory, E-Learning Technology Centre, the library, 13 institutes with 8 centers and 19 research laboratories, 5 centers with 2 research laboratories in operation, 18 subdivisions of administration and services.

According to the University structure, the faculties consist of departments in charge of study process and research. The Departments are headed by Heads.

The mission of the University is to provide research-based studies of international level, to develop and transfer knowledge and innovative technologies for sustainable development of the state and innovations, to form open and inspiring creative environment for talents and leaders.

The University prepares Bachelors and Masters in technologies, social, physical sciences, humanities and arts. The non-degree seeking programme is designed to prepare educators (teachers). The University also prepares Doctors of Science in the areas of technology, social, physical sciences and humanities.

The University staff consists of 2 759 members, including 960 lecturers and 146 researchers (data of 31 December, 2011).

The University is in the process of integration into the worldwide academic and scientific community. It is a member of the following international organizations: the European Universities Association (EUA), Conference of European Advanced Studies of Engineering and Research (CESAER), International Association for Continuous Engineering Education (IACEE), UNESCO International Center of Engineering Education (UICEE), European Society for Engineering Education (SEFI), European Universities Continuous Education Network (EUCEN), Baltic Sea Region University Network (BSRUN), Association of Technical Universities of Baltic Sea Countries (ATUBS). The University is one of the founders of BALTECH (Consortium of Science and Technologies of Technical Universities of the Baltic States). The University is also a signatory of the Magna Charta of the European universities.

The self-evaluation of the European Integration Study Programme was prepared in 2004 for the first time and submitted to the Centre for Quality Assessment in Higher Education for external evaluation. The Programme was accredited for the period until the second external evaluation (the Order of the Minister of Education and Science 'On the Accreditation of Study Programmes of Higher Education No. ISAK- 198' of February 7, 2006.). The actions of programme's administrators, which are linked to the remarks laid down in conclusions, are represented in 175 – 179 articles of this self-evaluation report. The summary of the earlier evaluation is represented in Annex 5.

## II. PROGRAMME ANALYSIS

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

According to the developers of the self-evaluation and with reference to European Commission's initiated research, various business companies and enterprises operating within the local and foreign markets, as well as the Lithuanian and EU Central Administration structures, also,

regional and local administrative institutions and NGOs, public information media, information centers, political parties and other institutions related to the important issues of Europe, and the international organizations representing the country, experience a great demand for employees with a wide scope of knowledge on the EU.

In describing the public and labour market needs, the main aim of the programme is to prepare educated professionals able to solve the problems of social and economic development in Europe while working in different international and local institutions, specifically, in business, and also in governmental and non-governmental organizations, to raise and solve the problems in economics, politics, law and business and prepare measures to eliminate them. Among subject-related knowledge and its applications, graduates shall acquire skills to perform research, social skills (i.e. team work) and personal skills (time management, creative thinking). The programme was launched in 1998 being the first one of this type in Lithuania. It still remains the only one in terms of its content and focus on international business, since all those 12, which started later, are in one way or another related to the European studies or focused on politics studies. As stated by the HEI, graduates employability is of high level.

The aim and tasks as well as the learning outcomes of the Programme are published in the KTU Study Programmes, Courses in Foreign Languages (annual editions), in the website of KTU Institute of Europe, annual study fairs booklets and Facebook social network.

*Outcomes:*

KTU has formulated the learning outcomes and aims of the programme; the corresponding information is available and publicly accessible. At the same time, the aims of the programme are too broad and not very specific. Discussions made by the expert team with students, social partners and administrators revealed that many persons are not aware of the aims and the learning outcomes. The learning outcomes are based on public needs, however, there is no clear focus on labour needs. Graduates are working in different fields and it is not possible to say which specific market they work in.

The experts found it unclear whether programme has a scientific or an application oriented focus. Difference between bachelor studies and master studies is mostly only at the level of learning outcomes. Bachelor studies are more concentrated at memorising knowledge and skills, master studies are to help students to develop critical and analytical thinking. Students could name only two differences between Master and Bachelor Studies – amount of independent work is higher in master studies and students are more motivated there.

The main learning outcomes do not reflect the aim and title of the programme. On page nr 8 in SER, it is mentioned that programme is in line with European strategy for 2020 in all five goals. However, too little time is devoted to such ambitious outcomes. One seminar or two hours lecture in one goal is not showing integration, but just basic informing. The point that all students must know the educational possibilities in EU area might be correct, but experts are not sure, that this is part of main studies. The EU ambitions in power engineering (as one goal) are not discussed at all.

It is misleading that the programme is called European integration studies and not only European Studies. There is not much reference to the title of the programme within the given SER report. Students refer to the programme only by referring to international business. According to observations of the expert team, title and learning outcomes are related, but not related to the learning outcomes. Learning outcomes are rather based on management skills. However, integration, even though the title of the programme is European Integration Studies, is only partly connected to the learning outcomes. Content and qualification offered are mostly oriented

to Bachelor Studies (Bachelor Studies are more oriented towards broader skills and Master Studies towards specific skills).

After having studied some final theses, the expert team found them adequate for the programme in question.

## ***2. Curriculum design***

According to the HEI, the Programme of European Integration Studies is in compliance with the Law on Science and Studies of the Republic of Lithuania, Decision No. 1749 of the Government of the Republic of Lithuania<sup>1</sup>, the orders of the Minister of Education and Science of the Republic of Lithuania regulating higher education and orders of the Director of the Centre for Quality Assessment in Higher Education.

The structure of the Programme is in accordance with the KTU Statute, Academic bylaw, the requirements for social science study programmes approved by the KTU Senate and the requirements of the 'General requirements of the schedule of the degree-awarding first cycle and the integral study programmes'. In working out the Programme, the decisions of the Senate and the Rector are considered.

The methodology of the programme is based on the provisions and recommendations of the European Council, PHARE and TUNING projects mentioned in the first part.

The programme is based on knowledge and skills gained at the first cycle university studies; however, they significantly differ from them in their content and didactic structure. The objective of the programme's subjects is to provide the newest theoretical knowledge required for the development of modern European business and analytical thinking in the context of economic, legal and cultural changes in the European Union and Lithuania. The studies are focused on the main areas of EU development, i.e., law, economics, politics and management in the context of the European and international business. The knowledge and competences of Master students are to be enhanced, and later, in the following semesters, specialized.

In seeking to develop special and social skills, the Master students are motivated to participate in the annual conference European Integration studies. In addition, some Master students together with the teachers take part in international scientific conferences on European Integration Studies. Social and individual skills of Master students are developed by participating in Jean Monnet scientific seminars and reading papers or presenting their opinion and positions in discussions.

The workload of 2.5 years of the full-time and part-time Master studies (5 semesters) is 120 ECTS credits. The workload of each subject is 6 ECTS credits. The individual work of Master students in each subject amounts to 60% of the workload of the study subject. The subjects are based on analytical approach. During the semester 5 subjects are covered followed by an examination. In the second and third semesters students are required to choose alternative subject from the list of electives. The results of the Master programme are being exhibited through the activation of research focused on political, economic, social and legal changes and through the improvement of the EU processes by applying practical knowledge and analysis needed in the professional career.

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As for the principles of teaching, the subjects are studied not only in lectures, but also in seminars, disputes, case studies, etc., where knowledge is analyzed, enhanced and consolidated in parallel showing problematic aspects. Also, all Master programme's modules include presentation of individually prepared scientific essays or papers and open classroom discussions on the relevant topic.

#### *Outcomes:*

The experts found some minor mistakes in the self-evaluation report (SER), connected to the curriculum scope – the programme should be 120 Credits, but page 2 SER refers to 180 credits. However, the study subjects are structured intelligibly and according to requirements. According to title and the aim of the programme, some of the subjects are missing - economic and political science, law in a broader sense (more than just business law), research and concrete leadership are not expressed.

By and large, the learning outcomes are connected with the achievement of the practical skills, even though some social partners mentioned, that there a shortage of practical experience sometimes, no practise is mandatory, nor is mandatory mobile programme. Also Alumni did not feel well prepared in terms of practical skills, even though teachers claimed that writing of scientific publications is like practice. The administrators stated that students are connected to the practice in three ways:

- They are employed
- Master thesis is connected to the practice
- Every subject has some practical part

The experts are still not sure that aims are met, because not all the students are working in the places connected with the studies, not all master thesis are connected with the practise and during the visit, the expert team did not find in what way HEI could ensure that practical parts are included in every subjects.

The study process is difficult, because the students are coming from different fields; they have different prior knowledge. MA studies should be more focused, which requires specific knowledge from BA studies. Expert team found out that part of the students are from different fields (holds BA diploma in different fields), like Language studies, Mechanics etc.

The expert team agrees with the Professors who stated what students can benefit from discussions with people with different backgrounds. However, much work is needed to lead them to similar bases (to give them all necessary prior knowledge) and it takes valuable lecturing time, consequently, the expert team is not sure that the study process and methods are proper to help to achieve quite ambitions aim and learning outcomes.

However, some of the study methods are well chosen, for example, the preparation of final degree project throughout the study programme (starting in 1<sup>st</sup> or 2<sup>nd</sup> semester respectively) is study-supportive.

### **3. Staff**

The academic staff of the Programme consists of teachers employed on a full time basis and part-time teachers as social partners, as well as visiting professors from major European Union's institutions, also, colleagues from ERASMUS exchange programme. Most of the lecturers have scientific and pedagogical titles. They are active members in pedagogical, scientific and

educational areas. The number of staff for the Programme is 6.25. It is filled by 10 teachers. Three of them have a quarter-time (0.25) part, one is employed part-time. Currently (autumn semester, 2012) there are 36 Master students in the Programme. The teacher/ student ratio is 5.76. The senior teachers involved in the Programme are the same since the accreditation time. The shift of other teachers is low. The planned rejuvenation of the Programme is under way. The average academic workload in the recent several years is the same, i.e. about 800 academic hours per year for one teacher.

The teachers have prepared a number of textbooks and scientific monographs as well as articles related to the programme subjects or have worked out study compendiums.

All the teachers systemically improve their professional qualification every year. Different forms of improvement are used: preparation of publications, participation in scientific conferences, work-shops and projects, in the international academic Jean Monnet project events, international and local scientific-practical conferences, summer schools, events for developing methodical skills, trainings for ICT application, ERASMUS academic exchange, etc. The University stimulates professional improvement and funds it according to possibilities.

All the teachers take part in the research the content of which is in close relationship with the pedagogical activity. The area of the research carried out by the European Institute European Integration Processes is included into the list of the most important researches pursued by KTU.

#### *Outcomes:*

The experts found that the study programme is meeting legal requirements and the qualifications of the teaching staff are adequate to ensure learning outcomes. Also the number of the teaching staff is adequate to ensure learning outcomes and an adequate provision of the programme.

The HEI is supporting the professional development of the teaching staff and enabling the international mobility. Generally the teachers' mobility rate is adequate. However, the number of destinations (Gdansk, Copernicus, Koblenz) is too small. Expert team has not found any evidence of visiting professors coming to the programme – during the last two years there has been no international visiting professors, just some foreign persons/speakers.

The Institute is organizing research seminars and encouraging teachers' research activity.

#### ***4. Facilities and learning resources***

The classroom schedules of European Integration studies are carried out in two rooms (30 places and 70 places, respectively) of KTU Building XIV. These premises comply with the hygiene and work safety requirements and are provided with modern equipment designed for visual and audio information. They are also equipped with traditional boards for writing with chalk or a marker. The number of students in the classrooms is within the size of the students flow norms.

For individual work the students can use the premises of the European Documentation Centre with 15 work stations (1 station is computerized) and the KTU Central Library reading room where 174 work stations are available (32 computerized). The Central Library and its branches have an Internet link with the departments, which facilitates the search for literature and ordering of materials.

All computers are connected to high-speed internet.. The MS Windows operational system is implemented. The office suite MS Office 2003, SPSS, is available for students. The



computerized equipment is used to demonstrate teaching materials (both audio and visual) during classes. Practical classes of the module European Union projects and their management take place in the computerized classrooms of the Faculty of Social Sciences. The students use the version of Microsoft Project Programme 2010. Presently, the University offers the opportunity to make use of the ICT-based resources: website MANO.KTU.LT, virtual environment Moodle and video lecture system ViPS.

The European Institute has three printers and one copying machine at its disposal. In case of need to prepare material of a larger volume, the possibility to make use of the services of the KTU publisher 'Technologija' is also available.

To pursue the programme of European Integration Studies, relevant literature is stored in the funds of the KTU Central Library and the European Institute-based European Documentation Centre. The students can also make use of the methodical office of the Faculty of Social Sciences. The University Library funds are completed according to the study areas. The Library employees provide information on the newest sources of literature, organize book exhibitions and offer consultations to Master students and teachers on the issues related to the use of the library's information system. The University computers provide access to the foreign electronic data bases, e.g. Emerald Fulltext, Science Direct, EBSCO Publishing, ERIC, Oxford Journals Online, SAGE, Wiley InterScience, Oxford English Dictionary, e.books DB EBRARY, etc. Alongside with the documents (online version) issued by the European Commission and sources of educative nature, over 10000 sources available for students not only of this programme, but equally to the students of other programmes are available due to the European Documentation Centre fund.

#### *Outcomes:*

According to SER and documents and data collected during the visit, the experts found that the premises for studies and the teaching and learning equipment are adequate both in size and quality. However, it was impossible to evaluate the arrangements for students' practice, because there are no students practises included in this program. Based on the learning outcomes and aim of the programme, the students' practice should be the part of the programme.

During the visit, expert team collected enough evidences to confirm that there is sufficient number of paper teaching materials (textbooks, books, periodical publications). Teaching materials seemed to be accessible for the students. Expert team were unable to check all teaching materials (textbooks) as HEI has no specific part of library oriented to European integration studies.

HEI also uses the platform of the Moodle and several teachers and students mentioned the using of Moodle. However, the expert team found out that Moodle system is not used fully; it is used as storage space, although Moodle is established for the supporting of more frequent communication and feedback giving between students and teachers.

### ***5. Study process and student assessment***

Firstly, the number of students in the state-funded places is established for each programme separately and depends on the scientific achievements of the teaching staff involved in the programme, i.e. quality and quantity of recent monographs, research, the published scientific papers, etc. The number of self-funded students is usually unlimited. If necessary, the Admission Commission can establish a minimum assessment average of Bachelor's studies.

Secondly, admission to all Master's programmes offered by the University (including European Integration Studies) is organized on the basis of general competition. In their applications the students can specify 8 choices. If the person's education level meets the requirements set in the "KTU Admission Regulations", he/she can be admitted to the Master's programme. The rationale of the European Integration Studies programme emphasizes that this programme is inter-field and multidisciplinary, therefore, the applicants are free from formal barriers related to the qualification acquired in the first study stage. One of the requirements is that the study modules of that stage include subjects related to the fundamentals of social sciences (economics, politics and management). The competitive score upon admission to Master's degree studies is calculated on the basis of the applicant's diploma supplement data of the first study stage and scientific activity. The score consists of the sum of expert ten-point scale assessment of the diploma supplement and scientific activity (scientific publications, papers in scientific conferences, including students' conferences, participation in exhibitions, work in the students' scientific groups) multiplied by the weighting factor. The weighting factors are: higher education diploma supplement assessment weighting average - 0.8, scientific activity - 0.2. The expert assessment of scientific activity is conducted by the Faculty Admission Commission (in our case, the European Institute) in accordance with the electronic version of scientific activity assessment.

The sequential order of the competition is publicized in the faculty homepage and the billboard in accordance with the admission timing established by the University administration. The possibility of appeal and its consideration are also provided. Comprehensive information on the programme and admission procedure to the second stage studies are publicized in the University homepage. The European Institute provides additional information on the possibilities to choose the European Integration Study Programme. Also, it has issued a flyer for the final year students of KTU and other universities, regularly places advertisements in the University television and radio programmes and provides information on a private basis.

The basis for study organization is the individual study plan (ISP) which is worked out for all the students of the course of study for one semester. The ISP incorporates the obligatory modules of the semester and one out of several alternative modules. Full-time students study five modules a semester (except the final semester with one final work module of a large volume). All academic hours in the module curriculum are distributed through 16 weeks, according to the length of the semester at KTU. Since traditionally the academic hours for Master's programme modules is 64, one module has 4 academic hours per week (mostly, 2 hours for theory and 2 hours for practical work). In order to maintain integrity between theory and practice, each module is given one day per week as represented in the schedule. The hours of individual study (96) are distributed in the module curriculum for the study of the subjects, tests and accounting. These hours are not represented in the schedule. The schedule for every semester is worked out by the Head of the Department of the European Studies and publicized not later than 5 days before the start of the term. Amendments are allowed only within the first week of the term, later the schedule is to be approved by the Head of the subdivision. The study schedule is the basis for organization of the study process. The teachers in charge of the module are to present their own schedules for subject themes, seminars, individual assignments, accounting and intermediate examinations (if required). The Head of the Department makes corrections, if necessary, to make sure that accountings for two or more modules a week are avoided. In addition, the teachers in charge are supposed to inform students on the possible ways of accounting, assessment criteria and the effect of intermediate accounting on the final grade.

Final accounting for the modules is carried out during the examination session which, according to the KTU procedures, is held within 17-20 weeks of the semester. The examination schedule for each session is worked out by the Head of the Department with regard to the wishes of the

students and the teachers. The schedule is approved by the Head of the subdivision (European Institute) and publicized not later than the 16th week of the term. The interval between exams shall not be shorter than three days. At the end of the session the day and time for retake of the exam should be provided in case a student failed at the appointed time of the main exam. If the student fails during the examination session, he/she can retake the exam according to the procedure provided by the University. Since the number of part-time students is not big, their studies are organized together with those of full-time students. The only difference is that the number of modules for part-time students is smaller (1st term - 3 modules, 2nd – 4, 3rd – 4, 4th – 3, 5th – 2 modules, including the final work), but their study time is one term longer.

The European Integration Study programme covers obligatory involvement in research work by means of three modules of Research and Master's degree final work (in total 48 credits). Since the year 2010 the students of the European Integration Studies programme can publicize their scientific achievements at the conferences held by the European Institute. The proceedings are published in scientific journals 'European Integration Studies. The Works of Young Scientists'. Since the academic years 2012 – 2013, all the 2nd year Master's programme students must take part in scientific conferences. The conditions regarding research account for both part-time and full-time students.

Presently, the students of this programme have the possibility to take advantage of six bilateral ERASMUS agreements with the universities of Sweden, Finland, Poland, Germany and France.

The Master students in European Integration Studies are provided with information on the activities of the European Institute and the role of studies in this activity during the first classroom meeting. They are also introduced to the Institute's teaching staff who briefly inform them on their areas of academic and research work. The students are also familiarized with the curriculum, study aims, objectives, assessment of achievements, mobility opportunities. The teachers offer consultations for students in their work places at the appointed time for this purpose. Individual appointments for consultations are also provided. Most consultations are conducted via ICT. Social support is offered on the University level 2. The information on the opportunity to benefit from the services provided by the University and its subdivisions is publicized in the KTU homepage for students. The main sections of the page are: Organization of studies, Financial support, Services, Updates, Free time. The University provides specific psychological support and pastoral services.

The teachers choose the assessment methods when preparing the section of the module card 'The anticipated learning outcomes'. They can choose from around 40 offered methods. 'Traditional' assessment methods, i.e. examination, intermediate examination, abstract, essay, individual or semester work, etc. prevail in the European Integration Study programme. The final grade consists of the weighting sum of intermediate and exam grades. The Master's final work is defended in a public sitting of the Qualification Commission of this research area set up by Rector's order.

During the recent 5 years (2008- 2012) 141 students have completed the programme of European Integration studies.

#### *Outcomes:*

According to learning outcomes, course syllabuses (teaching materials) and to the aim of the programme, the good competence of English should be one important precondition for the

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potential students. The assessment of students' skills in English at time of admission is not clearly defined.

The interviewed students did not mention any part of scientific work (academic research, academic writing and working with scientific articles etc.; as a research database – students named Google) they have done or should do during their studies. The expert team came to the conclusion, that the academic requirements for using academic publications are not known. Students did not know much about academic databases like Emerald, Sage etc. Master degree studies should base to academic researches and students should be encouraged to use academic researches and develop skills of academic writing.

There are some evidences about the students' mobility. However, the mobility rate is really low, it might be supported more (if the longer mobility is not possible due to the employed students, group visits to the EU institutions etc. could be organised). HEI offers the academic and social counselling, but due to the students' background, the used methods might not be the most adequate ones.

According to the data collected during the visit, the variety of students' assessment methods is quite narrow, some of examples experts got show that mostly multiple choice questionnaires, open questions etc. are used. In master level, the assessment methods supporting the analytical and critical thinking must be more important. Also the formative assessment, instead of summative assessment should be more oftenly used, to enable more feedback for the students to achieve their learning aims. In contrast, the students' feedback for the lecturers is collected, but shown only for the lecturer, there is no control if lecturer uses this feedback to improve the teaching (it is not used for lecturers attestation or for performance review etc.)

During the meeting with the Alumni, the expert team found, that the graduates are not completely satisfied with their programme. They brought out that their current workplaces are not directly connected with European studies and knowledge they got from HEI.

## ***6. Programme management***

The University has a clearly defined vision of the study quality and performs works aimed at the realization of this programme. In the years 2011-2013 the Institute is pursuing the project 'Improvement of the internal study quality management system at KTU' financed by the EU structural funds, the aim of which is to implement and/or improve the internal quality assurance mechanisms and systems and develop the employees' specific competences related to their application.

To coordinate the programmes, to improve them and to ensure their quality, the first level subdivisions of the University establish the Study Programme Committees (SPC), the members and the provisions of which are approved by the Rector. The programme coordinator is directly responsible for the implementation of decisions made by SPC and also ensures the feedback between students and SPC. The Programme Committee in collaboration with other subdivisions of the University submits suggestions on the improvement of the programme and preparation of new modules. Until the year 2010, the supervision of the European Integration study programme was pursued by the SPC of the Faculty of Social Sciences. After the change of the University management, the importance of multidisciplinary and interdirectional character of Master's programme was realized and new SPC for European integration studies (master) and European studies (bachelor) was established. In decision making process, the SPC refers to the information provided by the programme coordinator on the necessary updating both of the programme and of the individual modules. This information is accumulated with regard to external changes,

students' surveys and discussions with the teaching staff or to any comments expressed otherwise. The information is then summarized and regularly discussed (normally, at the start of the term) at the staff meetings. The procedure of changes is regulated by Rector's annual order on the preparation schedule for the next academic year. The European Integration Studies programme coordinator is in charge of this process.

The Head of the European studies Department is in charge of the realization of the study programme (study process). He/she is also a member of Admission Commission, organizes the study process and defense of final works. He/she gets assistance from other members of the Department in execution of such tasks as involvement of students in research or mobility programmes and hiring of visiting lecturers.

The lecturers involved in teaching and coordination processes of the module are responsible for fulfillment of the coordinator's and the programme committee's instructions (deadlines for preparation for the next academic year, publication of students' performance throughout the year).

To ensure feedback, since the year 1994 the students have been offered to rate the content and quality of the modules. The electronic questionnaire is placed in the University homepage and in the students' personal pages of academic information system at the end of each semester. The participation in the survey is voluntary.

The gathered information in the University level is analyzed, summarized and represented in the university homepage on a faculty level. The information obtained in the survey on the content and teaching quality of individual modules is accessible to the lecturers and the Head of the Department.

Social stakeholders, i.e. employers, graduates and partners, are involved in two ways in the evaluation process: through the preparation, reviewing and defense of the Master's final work and via personal contacts. Also, feedback is given by graduates informally.

#### *Outcomes:*

During the interviews, the stakeholders gave contradictory information about the responsibilities for decisions and monitoring of the implementation of the programme. The experts conclude that the responsibilities were not clearly defined - there is no common system for assessment. Consequently, if the process is not complete and elaborate, usually the information and data on the implementation of the programme are not regularly collected and analysed. During the visit expert team was not provided with any kind of proves of implemented changes.

Although the HEI representatives emphasised the importance of the social partners, the experts concluded (according to the interviews with the social partners), that involvement is mostly informal. However, the expert team was not provided with any evidence of improvements made by different stakeholders' implementation, nor did the expert team find any proofs of these changes. The frequency and route of collecting the information from external and internal stakeholders should be more formalized.

The number of students is decreasing, because of different influences from environment – economic conditions, state funding etc. Managers said that the number of students is still sufficient and still shows sustainability. Nevertheless, the number of students has dropped more than 2 times – from 49 (state funded + self funded) in 2007 to 16 in 2012. The institute seems to

be satisfied with those numbers, but they didn't set up what clear students number they need to stay /be sustainable.

### III. RECOMMENDATIONS

- The name of the program could be questioned – consider a change.
- The connection between learning outcomes, title and aim of the programme should be more clear and concrete.
- The content of the programme should reflect the aim and learning outcomes.
- Study methods and assessment criteria should be base on to the requirements for the master level programme and more scientific approach should be used.
- The opportunities to enhance students' practical skills could be considered.
- Alternative possibilities to support the mobility of students and teaching staff should be implemented.
- Students' admission criteria should be revised and the requirements about English competencies should be included.
- Involvement of stakeholders (students, social partners etc) should be better advised and systematic process of collecting and using of their recommendations should be established.

### IV. SUMMARY

The experts are appreciating the HEI's willingness to answer the questions and provide the experts with the additional information about programme. The programme has a great potential according to the motivated staff and participation in different EU programmes /projects. The institute has a possibility to use general resources (computer classes, library etc) of the University which makes the programme more sustainable. Also experts considered the long history of the programme as a valuable aspect.

However, expert got a general impression, that there are too few implementation made during the last few years and programme is not in line with modern teaching methodology. According to the level of the programme (master degree), the scientific approach is not used as the one of the most important criteria for the master programmes. The interviews with the students, social partners and alumni confirmed that stakeholders' concerns are the same as the experts – the programme has no clear focus and the programmes connection with the labour market needs is insufficient.

## V. GENERAL ASSESSMENT

The study programme *International Business and Communication* (state code – 621N12003) at Kaunas University of Technology is given **positive** evaluation:

*Study programme assessment in points by evaluation areas.*

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	2
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	3
5.	Study process and assessment (student admission, study process student support, achievement assessment)	2
6.	Programme management (programme administration, internal quality assurance)	2
	<b>Total:</b>	<b>15</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:

Prof. Björn Bjerke

Grupės nariai:  
Team members:

Eneken Titov

Lilli Schmidt

Neringa Ivanauskienė

Giedrius Žilinskas

**KAUNO TECHNOLOGIJOS UNIVERSITETO ANTROSIOS PAKOPOS STUDIJŲ  
PROGRAMOS *EUROPOS INTEGRACIJOS STUDIJOS* (VALSTYBINIS KODAS –  
621N12003) 2013-06-19 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-233 IŠRAŠAS**

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## V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno technologijos universiteto studijų programa *Europos integracijos studijos* (valstybinis kodas –621N12003) vertinama teigiamai.

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

## IV. SANTRAUKA

Ekspertai įvertina šios aukštosios mokyklos pasiryžimą atsakyti į klausimus ir suteikti ekspertams papildomos informacijos apie programą. Dėl personalo motyvacijos ir dalyvavimo įvairiose ES programose ir (arba) projektuose ši programa turi didelį potencialą. *Ši institucija* turi galimybę naudotis bendraisiais universiteto ištekliais (kompiuterių kabinetais, biblioteka ir t. t.), ir dėl to programa tampa tvaresnė. Ekspertai laiko vertybe tai, kad programa dėstoma jau ilgą laiką.

Tačiau bendras įspūdis yra tas, kad per kelis pastaruosius metus programa buvo per mažai įgyvendinta, be to, ji nėra dėstoma taikant šiuolaikinę metodiką. Atsižvelgiant į programos lygį (magistrantūros programa), mokslinis metodas nėra taikomas kaip vienas iš magistrantūros programų kriterijų. Pokalbiai su studentais, socialiniais partneriais ir absolventais patvirtina, kad socialiniai dalininkai susirūpinę dėl tų pačių dalykų kaip ir ekspertai – programa nėra aiškiai orientuota, o jos ryšys su darbo rinka nepakankamas.

## III. REKOMENDACIJOS

- Programos pavadinimas galėtų būti ginčijamas; reikėtų apsvarstyti jo pakeitimo klausimą.



- Numatomų studijų rezultatų, programos pavadinimo ir programos tikslų tarpusavio ryšys turėtų būti aiškesnis ir konkretesnis.
- Programos turinys turėtų atspindėti jos tikslą ir numatomus studijų rezultatus.
- Studijų metodai ir vertinimo kriterijai turėtų būti pagrįsti magistrantūros programai keliamais reikalavimais, reikėtų taikyti labiau mokslinį metodą.
- Reikėtų apvarstyti galimybes tobulinti studentų praktinius įgūdžius.
- Reikėtų įgyvendinti alternatyvias studentų ir akademinio personalo judumo rėmimo galimybes.
- Reikėtų persvarstyti studentų priėmimo kriterijus ir į juos įtraukti reikalavimą mokėti anglų kalbą.
- Būtų geriau sustiprinti socialinių dalininkų (studentų, socialinių partnerių ir t. t.) dalyvavimą, be to, reikėtų nustatyti nuolatinę jų rekomendacijų rinkimo ir panaudojimo procedūrą.