SKVC

STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto
VIEŠOJO ADMNISTRAVIMO PROGRAMOS (*612N70005*) VERTINIMO IŠVADOS

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EVALUATION REPORT
OF *PUBLIC ADMINISTRATION* (*612N70005*)
STUDY PROGRAMME
at *Vytautas Magnus University*

Grupės vadovas: Team leader:	Prof. Dr Jeffery H. Butel
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Išvados parengtos anglų kalba
Report language - English

Vilnius
2013

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	*Viešasis administravimas*
Valstybinis kodas	612N70005
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Viešasis administravimas
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4); ištęstinė (6)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Viešojo administravimo bakalauras
Studijų programos įregistravimo data	2009-08-31

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	*Public Administration*
State code	612N70005
Study area	Social Sciences
Study field	Public Administration
Kind of the study programme	University Studies
Study cycle	First
Study mode (length in years)	Full-time (4); Part-time (6)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Public Administration
Date of registration of the study programme	2009-08-31

CONTENTS

I. INTRODUCTION

The University traces its origins back to the 1920s and adopted its current name in 1930. The University was closed during Soviet times but was re-established in 1989. The University is modelled on the American liberal arts tradition with an emphasis on studying broadly-themed subjects. The University has 10 faculties. The programme is based in the Department of Public Administration, one of five departments in the Faculty of Political Science and Diplomacy. Reflecting the broad approach, the programme is delivered in close collaboration with other departments, particularly those within the Faculty.

The programme was given full accreditation by an external evaluation panel in 2005. In 2009, in keeping with changes to Lithuanian regulations, the programme was re-accredited until the end of 2013. The current evaluation was conducted in May 2013 by a panel of experts from the United Kingdom, Austria, Estonia, Latvia and Lithuania, including a representative of employers and a student representative. In conducting the evaluation the expert panel met senior administrative staff, teaching staff, current students, alumni and social partners, all of whom engaged with the evaluation process constructively and were most helpful in facilitating the work of the panel. The panel also reviewed teaching accommodation and learning resources, and scrutinised student work.

II. PROGRAMME ANALYSIS

1. Programme aims and intended learning outcomes

The programme follows the national regulations of Lithuania for Higher Education. The aim of the programme is to prepare public administration specialists with a wide range of competences to a high level. In keeping with the University's philosophy the programme exposes students to a wide range of subjects, particularly political science topics. The aims and the intended learning outcomes are well defined and clear. Graduates are expected to understand essential theories and methods in the field and be able to apply them in professional activities.

The intended learning outcomes provide students with knowledge and abilities, which are necessary for understanding, analysing and assessing the functioning of public administration. The wide range of intended learning outcomes provides graduates with employment opportunities in both the public and private sectors. Social partners who have employed graduates from this programme appreciate their scientific and personal skills and the interdisciplinary approach. The experiences of the alumni and social partners are highly valued in the development of the programme. This communication process runs mostly informally and personally. The Department may wish to consider, whether it may be put into a more structured format in the future.

The programme provides the basic concepts, theories, methods and history of public administration appropriately at bachelor level. It contains the basics of all disciplines necessary to understand the modern functioning public administration. The intended learning outcomes are consistent and relevant to the level of bachelor studies.

The programme provides students with general subjects as well as with major study field subjects in political sciences and public administration. Some 77% (184 ECTS) of subjects belong to the public administration area. These subjects are in three main groups Policy, Public Management and Public Governance. The programme also contains a great variety of general subjects, which comprise the remaining 23% (56 ECTS) of the programme. General subjects include fields such as biomedicine and physical sciences, economy and management, humanities, arts and social sciences. The intended learning outcomes ensure that students can follow their interests across a wide field. Graduates should be able to

make use of concepts and models of public administration, evaluate public policy, participate in and contribute to the policy process, articulate and apply a public service perspective in their future work.

2. Curriculum design

The curriculum design meets legal requirements. The total scope is 240 ECTS and it is implemented in eight semesters in case of full-time studies and in 16 semesters in case of part-time studies.

The sequence of the subjects is logical and not repetitive and the structure of the curriculum is clear. Each semester, students have to choose elective courses (56 ECTS in total) out of three groups additional to subjects of public administration (184 ECTS in total). Reflecting the liberal arts philosophy, the first and second years include general subjects, most of which are common for all programmes in the Faculty. A more specific focus on public administration commences in the third year. Teachers collaborate to minimise any unnecessary overlap between courses.

The content and themes of the courses are appropriate for a bachelor's programme. The curriculum contains basics of various relevant disciplines. The broad interdisciplinary approach of the programme allows students to gain rich theoretical knowledge on various aspects of society and governance. However, the Department is advised to review the proportion of general subjects in the curriculum in order to ensure sufficient coverage of public administration topics. Practical experience can be gained in two practical work placements during the eighth semester. Students become familiar with the basics of research by working with course papers and in preparing their bachelor's thesis. Although the thesis need not be based on the work experience, where it is, it can reinforce learning.

The subject courses include lectures and seminars. The relationship between intended learning outcomes, study subjects, study methods, assessment methods and student achievement is appropriate. In general this is communicated to students, although in some cases concise presentations of the links between intended learning outcomes and study methods would be helpful. A variety of study methods is used to facilitate achievement of the intended learning outcomes. Among them is a virtual learning environment, but it has yet to be developed into a truly interactive teaching and learning tool. Although the University is committed to becoming multilingual and multicultural the curriculum allows students to graduate without studying any courses delivered in a foreign language.

The scope of the programme is sufficient to ensure students' achievement of the intended learning outcomes in general and subject-specific knowledge and its application, research skills, social and personal capabilities. The scope and balance offered by the constituent subjects is appropriate. The programme includes two months of practical work placements. However, students and stakeholders would prefer to see that extended and more attention paid to practical skills in understanding the daily work of public and private institutions. More emphasis to the applicable skills will facilitate faster integration of the graduates into the labour market.

Subject content reflects current thinking in the subject. Although graduates and social partners appreciate the wide range of knowledge they also express the need for more intensive knowledge related to the most important challenges of modern public administration, for example the blurring of boundaries between the public and private sector, the impact of globalisation on nation states, multilevel governance and network governance. The Department is aware of the need to support teachers' research activities to develop research-based teaching. Research could be enhanced by wider access to, and use of, literature in English, and staff exchanges with foreign institutions. The final theses reflect the latest achievements in science, although the use of English references could be extended.

3. Staff

The programme includes a large number of general subjects delivered by teachers of other departments. Core academic staff comprises 20 teachers, including four professors, 11 associate professors and three

lecturers with doctoral degrees supported by teaching assistants (PhD students). Teachers with PhD degrees comprise 90% of these staff, well above the 50% legal requirement for bachelor programmes.

Staff are appropriately qualified and the majority have more than ten years' research and teaching experience. Junior staff members are pursuing doctoral degrees. All teachers are teaching subjects in line with their academic degree and research profile.

The number of the teaching staff is satisfactory to ensure students achieve the intended learning outcomes. The number of students admitted annually in the last three years has been between 125 and 200. The teacher-student ratio is high, approximately 1:30, placing pressure upon staff to provide students with sufficient supervision and guidance. Typically, a full-time associate professor has three lecture courses per semester, which represents a high workload. There are about 60 to 100 students per lecture class; for seminars these are split into groups of about 30 students. Part-time teachers and PhD students are employed to deliver seminars. These measures provide students with an opportunity to achieve the intended learning outcomes, but effective cooperation between full time senior staff and part-time lecturers is crucial in facilitating this.

Teaching staff turnover is minimal and ensures an adequate provision of the programme. Over 88% of courses are delivered by full-time lecturers and the age structure of academic staff is well balanced. New employees are familiarised with the rules, requirements and academic culture of the Department. Most academic positions are fulfilled through open competition although for junior positions there is typically only one applicant per vacancy. There is greater competition for professorial positions.

The University has a well-established formal system for assessing teachers' professional development. Teachers' achievements are assessed once in five years as part of the continuing accreditation process and annually through detailed reporting of their academic and related activities. Results of annual reports are discussed at Faculty Council. Good performance is a rewarded by financial bonuses. Although the formalised system of assessing the professional development has its strengths, including transparency and accountability, complementary meetings to discuss individual development needs would be helpful.

The possibilities for professional development are numerous and quite widely used by staff members. Outgoing academic mobility and conference participation is high, helped by the high level of English language skills of staff. However, there is limited incoming academic mobility. Also, although e-learning is widely-employed in a basic capacity, teachers' skills in this area could be developed to a higher level in order to facilitate interactive learning. This may be facilitated by the revamped Centre for Quality and Innovation.

The Department has four programme-related research dimensions, which involve all staff. Staff members with similar interests form research clusters and cooperate on projects. Research activity among key staff is relatively high in terms of quantity, but the majority of publications are domestic, often in Lithuanian. Hence, the strategic goal of the Department to became international in research and to disseminate research findings internationally is embryonic. Staff members could orientate themselves more towards high-quality research articles and extend their publication activity beyond the region. This will contribute to the stated vision and mission of the University to become 'international and multilingual ... and take an active part in the academic life of universities around the world.' Some staff members reported opportunities to reduce their teaching load in the periods of intense research; wider adoption of this flexible approach would beneficial.

4. Facilities and learning resources

The premises for studies are adequate both in their size and quality. The size of student groups is taken into account when allocating classrooms. There are four auditoriums with 146 seats in the Faculty building and four (with 101-407 seats) available elsewhere in the University. Seminars are organised in smaller classrooms, with up to 40 seats, equipped with computerised workplaces. Lectures and seminars take place in auditoriums with full computer equipment; some also have audio and video equipment. For

individual and group work students can use the library. Computers with internet connection are accessible in the library, and in some rooms. Academic staff have sufficient working space, but there is limited space for students to consult staff in private.

The technical state of the lecture rooms and computer classes is good; computers are linked to a local network (LITNET network) and the internet. There are 70 workplaces available for students on the programme which is sufficient to meet their needs. All computers have updated software, including SPSS. Multimedia projectors and video cameras are used in teaching. All students and lecturers have free access to the internal virtual learning network, First Class, and Moodle. Wireless access is available in all university buildings.

The library facilities provide sufficient space for both students and teachers, and it is used extensively by students on the programme. There are ten reading rooms, and an audio library. The library has 471 working spaces with 100 computers and provides access to all major online academic databases and e-books. Online resources and services can be accessed remotely 24 hours a day. The library provides training and guidance in developing information retrieval skills. The stock of printed books includes sufficient numbers of textbooks and numerous academic books and journals. Around half of the books in social sciences are in English, although more English language newspapers would be helpful in enhancing staff and student language skills.

Students' practical placements are well organised and students may choose according to their interests from a wide range of opportunities provided through the University's collaborative arrangements with several national and local public institutions. The placement agreement is signed by the student, the University and the placement institution. Students have the possibility of participating in ERASMUS placements in the Netherlands, Portugal, Germany and Turkey.

5. *Study process and student assessment*

The admission requirements are fair and appropriate for the programme. Admission is organised according to the requirements stated in the Law on Higher Education and Research of the Republic of Lithuania (2009), as well as the University's own Admission Rules. Students can be admitted to state-funded places or self-paid places depending on their academic achievement. Detailed information about the programme and admission is accessible on the University website. A number of activities, including open days, are held to attract applicants to the programme although the 128 admitted students in 2012, was slightly below the 139 admitted in 2011.

The organisation of the study process is appropriate. Students can devise individual study plans which are approved for one semester at a time. The workload of students, including a breakdown by subject, and allocation between lectures, seminars and independent work is set out in the course outlines. However, students who met the Panel felt that the allocation of credits to courses is not always aligned with the required workload, particularly the time and effort they needed to put in to individual study. The University may wish to review for each course the relationship between credits and expected student workload. Students seen by experts were well aware of main goals and objectives of the programme, although their awareness about intended learning outcomes was vague.

Beyond preparation for their final theses, there is little evidence of students' involvement in research such as engagement in conferences and working with staff as research assistants on joint projects.

In past five years 24 students went to foreign universities on an Erasmus exchange programme, but there have been no incoming students to the programme. Measures need to be taken to facilitate incoming mobility. Incoming students would provide opportunities to run multicultural and multilingual classes jointly for domestic and foreign students which would benefit all students by allowing them to enhance their knowledge of English and other cultures and working environments. This would further the University's stated aim to be multilingual and multicultural.

Students receive an adequate level of academic and social support. Academic support includes clear programme information consultations on academic issues and an opportunity to study according to an

individually-designed programme. The University's intranet system First Class provides access to the main resources for students and teachers. Staff office hours are clearly publicised although staff also make themselves available outside these hours. The accessibility of staff is much valued by students.

Social support available to students includes dormitory accommodation and scholarships. In the 2011 Spring semester there were 37 students on the programme receiving scholarships. Priority in distributing dormitory places is given to the most vulnerable students: disabled students, orphans, but also to the most active students who are involved in the University's public or sport activities. The University is committed to supporting disabled students and offers good facilities such as specially-equipped working spaces and lifts.

The assessment system of students' performance is clear and readily available to students. Students' performance is assessed by mid-term examinations, tests, homework, teamwork assignments, projects, oral presentations, and final examinations. Accumulative grading allows efficient and continuous monitoring of students' academic progress. All assessments contribute to the final grade of which the examination comprises 50%. The system of grading is clear: there is a ten-point scale where five points is the lowest positive grade. However, credits of courses are not always aligned with the required workload. For example the large volume of homework (tasks, presentations) attracts a disproportionately small share of the overall grade.

In some cases, basic assessment tools, such as multiple-choice tests, are used for advanced courses where it might be expected that assessment of students would focus more on measuring their powers of reasoning, such as analysis and synthesis, and their ability to articulate these. The University may wish to review whether the methods of assessment employed reflect the level of the study adequately.

According to the Self –Evaluation Report, in 2007–2012, 401 full-time students completed successfully. The Career Centre provides information on employment opportunities and arranges visits to local enterprises. This is highly valued by students. According to survey results over 90 % of the respondents are employed: 33% work in central and local government, 36% work in the private sector, 14% work for international organisations, and more than 8% work in civil society organisations. Around half (47.3 %) of the graduates indicated that their studies were useful for their careers.

6. Programme management

The University has a well-established and comprehensive structure for programme management. Responsibilities at programme, departmental and faculty level are clearly delineated. The Study Programme Committee is the main body charged with assessing, assuring quality and renewing the programme. It meets at least twice-yearly and any proposed changes are put to Faculty Council (also referred to in the documentation as Faculty Board) for approval and, if approved, to the Department of Public Administration for implementation. Matters are also discussed at departmental meetings held monthly and additionally if necessary.

Notwithstanding this clear structure, involvement of rank-and-file teachers in programme management is limited. The University may wish to ensure wider teacher representation on the Study Programme Committee and other bodies to inculcate and develop a sense of 'ownership'.

Data are collected regularly and subject to analysis at several levels. Recently there has been increased emphasis on obtaining feedback from students on teaching quality. A University working group has been established tasked with establishing a university-wide database on teaching quality and devising a means of integrating this in to teachers' remuneration packages. In keeping with the University's commitment to openness and transparency, it is planned to make such data public. It is intended that the recently established Centre for Quality and Innovations will coordinate university-wide quality assurance procedures and undertake regular monitoring of their effectiveness.

Internal assessment of the programme is scheduled to take place every two years. Additionally, at least two courses are evaluated at the end of each semester, with a view to evaluating all major subject components of the programme within four years. Student feedback is reviewed by the programme

coordinator and a course improvement strategy devised. Outcomes of internal evaluations, including summaries of evaluations of teaching, are considered at departmental, faculty and university meetings.

The University has responded to the recommendations of external evaluation. For example, it has enhanced learning resources to facilitate students' study, it has encouraged research by staff and students and it has developed e-learning. It has also adopted a more systematic approach to programme management and quality assurance generally, although further development is required to ensure a more inclusive, comprehensive and effective means of incorporating stakeholders' views at programme level.

The views of students, teachers, graduates and social partners are canvassed. However, more formal, direct input from these stakeholders, particularly at programme level, would enhance the sense of 'ownership' and facilitate early intervention where necessary. Similarly, although the views of external stakeholders are canvassed, there is a need for a more structured and systematic approach to engagement with graduates and social partners. Presently, some arrangements are dependent on personal links and often operate above programme level. A strategy for engagement with external stakeholders which encompasses the range of their inputs and is focused at programme level would provide an effective platform for programme enhancement.

The University is currently reviewing its approach to internal quality assurance. It has made significant improvements to its processes and has used these to good effect to make a number of improvements to the programme. In particular, the replacement of the Centre for Study Quality by the Centre for Quality and Innovation demonstrates the University's increased emphasis on enhancement. However, in order to maximise benefits at programme level there needs to be increased student and staff representation at that level and a more systematic approach to eliciting input from external stakeholders.

III. RECOMMENDATIONS

1. The Department is advised to review the proportion of general subjects in the curriculum. Although graduates and social partners appreciate the curriculum's wide range they also express the need for more in-depth knowledge of modern public administration theory and applications.

2. More attention should be paid to opportunities of students to gain practical skills in understanding the daily work of public and private institutions. This will enhance employability of the graduates and contribute to their better integration to the labour market.

3. The University needs to monitor academic staff workloads to ensure that this does not impact negatively on staff time for student supervision and research.

4. Library resources would be enhanced by increased stock of the latest academic literature in public administration and major newspapers in English.

5. There is a need to review the workload allocated to credits, in particular giving appropriate recognition to seminar and individual work and to encourage further student participation in research and conferences.

6. There is a need to plan and implement measures to enhance the incoming mobility of both students and staff in order to support the University's stated commitment to becoming multilingual and multicultural. Teaching some courses in English would not only further the University's stated aim to become multilingual but support the integration of foreign students into the study process.

7. The Department is encouraged to review the methods of assessment employed to ensure that they are appropriate to the level of study

8. Involvement of rank-and-file teachers in programme management is limited. The University may wish to ensure wider teacher representation on the Study Programme Committee and other bodies to develop a sense of 'ownership' and provide for more formal, direct student representation at programme level.

9. The Department may wish to consider adopting a more formal, structured and systematic approach to obtaining alumni and social partner input to the programme.

IV. SUMMARY

The programme develops students' knowledge and skills appropriate for employment in both the public and private sectors. This provides graduates with an extensive range of job opportunities. The interdisciplinary perspective and open-mindedness of graduates are highly valued by employers. The programme is delivered by enthusiastic, well-qualified staff with extensive research and teaching experience. Staff professional development is monitored continuously through the detailed and transparent system of staff assessment and results of this assessment are discussed at Faculty Council and inform staff remuneration. The outgoing academic mobility and conference participation of academic staff is high and the quantity of research output impressive. Students and staff enjoy modern classrooms and library facilities which provide opportunities for individual and group work. An on-line intranet tool, First Class, is used widely by staff and students to enhance student performance and communication between teachers and students. The University's commitment to quality enhancement is indicated by the replacement of the Centre for Study Quality by the Centre for Quality and Innovations.

The Department is advised to review the proportion of general subjects in the curriculum in order to equip students with a sound knowledge of contemporary challenges in public administration. Linkage between theoretical knowledge and its practical application in daily work of public and private institutions should be strengthened. The number of high-rank international research papers is limited, which may be partly explained by the heavy teaching load and high student-teacher ratio. Although common rooms are adequate for an efficient study process, there is limited space for students to consult staff in private. The University may wish to ensure that the allocation of credits to courses is aligned with the required student workload. Incoming academic mobility is low: there are no ERASMUS students or visiting professors involved directly in the programme. Having international students in the classroom would provide domestic students with a richer and more interesting, multilingual and multicultural learning experience. This would be facilitated by teaching some courses in English. The students' learning experience would also be enhanced by giving more emphasis to student scientific activities, such as student conferences, and engaging students in teachers' research projects. The management of the programme needs to become more inclusive by having representatives of students, alumni and employers, as well as teachers, more directly involved at programme level This would be facilitated by a more formal, structured and systematic approach to ensuring that stakeholders' views inform programme management and development.

Studijų kokybės vertinimo centras

V. GENERAL ASSESSMENT

The study programme *Public Administration* (state code – 612N70005) at Vytautas Magnus University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and intended learning outcomes	4
2.	Curriculum design	3
3.	Staff	4
4.	Material resources	4
5.	Study process and assessment (student admission, study process, student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	**21**

*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.

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Studijų kokybės vertinimo centras

VYTAUTO DIDŽIOJO UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ PROGRAMOS VIEŠASIS ADMINISTRAVIMAS (VALSTYBINIS KODAS – 612N70005) 2013-09-17 EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-306 IŠRAŠAS

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Vytauto Didžiojo universiteto studijų programa *Viešasis administravimas* (valstybinis kodas – 612N70005) vertinama **teigiamai**.

Eil. Nr.	Vertinimo sritis	Srities įvertinimas, balais*
1.	Programos tikslai ir numatomi studijų rezultatai	4
2.	Programos sandara	3
3.	Personalas	4
4.	Materialieji ištekliai	4
5.	Studijų eiga ir jos vertinimas	3
6.	Programos vadyba	3
	Iš viso:	**21**

* 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

Programoje studentams suteikiamos žinios ir diegiami įgūdžiai, padedantys jiems įsidarbinti ir viešajame, ir privačiame sektoriuje. Tai suteikia absolventams plačias darbo galimybes. Darbdaviai labai vertina tarpdalykinį požiūrį ir plačias absolventų pažiūras. Programą dėsto aktyvūs, aukštos kvalifikacijos

Studijų kokybės vertinimo centras

dėstytojai, turintys turtingą mokymo ir mokslinių tyrimų atlikimo patirtį. Personalo profesinis tobulinimas nuolat stebimas taikant išsamią ir skaidrią darbuotojų vertinimo sistemą, o šio vertinimo rezultatai aptariami fakulteto taryboje ir į juos atsižvelgiama nustatant atlyginimą. Išvykstamasis akademinis judumas yra didelis, akademinio personalo dalyvavimas konferencijose gausus, mokslinių tyrimų rezultatų kiekis įspūdingas. Studentai ir darbuotojai naudojasi šiuolaikiškai įrengtomis auditorijomis ir bibliotekomis, užtikrinančiomis individualaus ir grupinio darbo galimybes. Studentų mokymosi rezultatams pagerinti ir dėstytojų bei studentų bendravimui sustiprinti darbuotojai ir studentai plačiai naudojasi internetine priemone First Class. Universiteto įsipareigojimą pagerinti kokybę rodo Kokybės centro pakeitimas Kokybės ir inovacijų centru.

Katedrai patariama peržiūrėti bendrųjų dalykų proporciją programoje, siekiant suteikti studentams gilių žinių apie dabartinius viešojo administravimo uždavinius. Reikėtų susieti teorines žinias ir praktinį jų panaudojimą kasdieniniame viešųjų ir privačių institucijų darbe. Tarptautinių aukšto lygio mokslinių tyrimų darbų nedaug; iš dalies tai galima pateisinti sunkiu darbo krūviu ir studentų bei dėstytojų santykiu. Nors bendrųjų patalpų yra pakankamai veiksmingam studijų procesui užtikrinti, trūksta vietos privačiam studentų konsultavimuisi su darbuotojais. Universitetui rekomenduotina užtikrinti, kad kreditai už dalykus būtų suderinti su reikalaujamu studentų krūviu. Atvykstamojo studentų judumo lygis yra žemas – nei ERASMUS studentai, ne atvykstantys profesoriai tiesiogiai nedalyvauja šioje programoje. Studijuodami kartu su užsienio studentais vietos studentai įgytų turtingesnės ir įdomesnės daugiakalbio ir daugiakultūrinio mokymosi patirties. Prie to dar prisidėtų kai kurių dalykų dėstymas anglų kalba. Studijų patirtį sustiprintų didesnis dėmesys studentų mokslinei veiklai, pavyzdžiui, studentų konferencijoms, studentų įtraukimui į dėstytojų vykdomus mokslinių tyrimų projektus. Programos vadyboje turėtų dalyvauti ir studentai, ir absolventai, ir darbdaviai, ir dėstytojai, tiesiogiai susiję su šia programa. Tai padaryti būtų lengviau taikant oficialesnį, struktūriškesnį ir sistemingesnį metodą, užtikrinantį, kad į socialinių dalininkų nuomonę būtų atsižvelgiama vadovaujant šiai programai ir ją tobulinant.

III. REKOMENDACIJOS

1. Rekomenduojama, kad (viešojo administravimo) Katedra patikslintų programos bendrųjų dalykų proporciją. Nors absolventai ir socialiniai partneriai gerai vertina platų programos studijų turinio apimtį, jie vis dėlto nurodo gilesnių šiuolaikinio viešojo administravimo teorinių žinių ir jų praktinio panaudojimo būtinybę.

2. Daugiau dėmesio reikėtų skirti studentų galimybėms įgyti praktinių įgūdžių, susijusių su kasdienio viešųjų ir privačių institucijų darbo pažinimu. Tai padidins absolventų įsidarbinimo galimybes ir palengvins jų integraciją į darbo rinką.

3. Universitetui būtina stebėti akademinio personalo darbo krūvius, užtikrinant, kad dėstytojams nepritrūktų laiko studentų vadovavimui ir moksliniams tyrimams atlikti.

4. Bibliotekos ištekliai galėtų būti gausiau papildomi naujausia akademine literatūra iš viešojo administravimo srities ir pagrindiniais laikraščiais anglų kalba.

5. Būtina peržiūrėti darbo krūvį pagal kreditus, ypač tinkamai atsižvelgiant į seminarus ir savarankišką darbą, ir toliau skatinti studentus dalyvauti moksliniuose tyrimuose ir konferencijose.

6. Būtina numatyti ir įgyvendinti studentų ir darbuotojų išvykstamojo judumo skatinimo priemones, kad universiteto deklaruojamas įsipareigojimas tapti dvikalbiu arba daugiakalbiu būtų tvirtesnis. Kai kuriuos dalykus dėstant anglų kalba būtų ne tik prisidėta prie Universiteto suformuluoto

tikslo tapti dvikalbiu ar daugiakalbiu, bet ir remiama užsienio studentų integracija į studijų procesą.

7. Katedra skatinama peržiūrėti taikomus vertinimo metodus, siekiant užtikrinti, kad jie atitiktų studijų lygmenį.

8. Programos vadyboje dalyvauja nedaug eilinių dėstytojų. Universitetas galbūt norėtų užtikrinti gausesnį dėstytojų atstovavimą Studijų programos komitete ir kitose institucijose, kad įskiepytų „savininkiškumo" jausmą, ir numatytų oficialesnį, tiesioginį studentų atstovavimą programos lygiu.

9. Katedrai rekomenduotina apsvarstyti oficialesnio, labiau struktūruoto ir sisteminio požiūrio į absolventų ir socialinių partnerių indėlio į programą taikymo klausimą.

Studijų kokybės vertinimo centras