



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Kauno technologijos universiteto
**STUDIJŲ PROGRAMOS *VIEŠOJI POLITIKA* (valstybinis kodas -
612L20007)
VERTINIMO IŠVADOS**

**EVALUATION REPORT
OF *PUBLIC POLICY* (state code - 612L20007)
STUDY PROGRAMME
at Kaunas University of Technology**

- 1. Dr. Terence Clifford-Amos (team leader), *academic,***
 - 2. Prof. Guido Schwellnus, *academic,***
 - 3. Prof. Zaneta Ozolina, *academic,***
 - 4. Mr. David Klemmensen, *representative of social partners,***
 - 5. Ms. Indrė Jurgelevičiūtė, *students' representative.***
- Evaluation coordinator – Ms. Dovilė Stonkutė.**

Išvados parengtos anglų kalba
Report language – English

DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studijų programos pavadinimas	<i>Viešoji politika</i>
Valstybinis kodas	612L20007
Studijų sritis	Socialiniai mokslai
Studijų kryptis	Politikos mokslai
Studijų programos rūšis	Universitetinės studijos
Studijų pakopa	Pirmoji
Studijų forma (trukmė metais)	Nuolatinė (4), iššęstinė (6)
Studijų programos apimtis kreditais	240
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	Politikos mokslų bakalauras
Studijų programos įregistravimo data	2012

INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Public Policy</i>
State code	612L20007
Study area	Social Sciences
Study field	Political Science
Type of the study programme	University studies
Study cycle	First
Study mode (length in years)	Full-time (4), part-time (6)
Volume of the study programme in credits	240
Degree and (or) professional qualifications awarded	Bachelor of Political Science
Date of registration of the study programme	2012

© Studijų kokybės vertinimo centras
The Centre for Quality Assessment in Higher Education

CONTENTS

I. INTRODUCTION	4
1.1. Background of the evaluation process	4
1.2. General.....	4
1.3. Background of the HEI/Faculty/Study field/ Additional information.....	4
1.4. The Review Team.....	5
II. PROGRAMME ANALYSIS	5
2.1. Programme aims and learning outcomes.....	5
2.2. Curriculum design	6
2.3. Teaching staff	7
2.4. Facilities and learning resources	9
2.5. Study process and students' performance assessment.....	10
2.6. Programme management	13
III. RECOMMENDATIONS	15
IV. SUMMARY.....	15
V. GENERAL ASSESSMENT	17

I. INTRODUCTION

1.1. Background of the evaluation process

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

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

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

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

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

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

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

1.2. General

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

No.	Name of the document
1.	Improvement of KTU Study Programme (SP) Management Model (Requested Document)
2.	Descriptor of the Study Field of Political Science (Order No V-828)

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

The first-cycle study programme *Public Policy* was established at the Faculty of Social Sciences in 2012. The programme was initially coordinated by the Department of Public Administration until two faculties were merged and the department was included as a member the Institute of Public Policy and Administration in 2014. In 2015, the new programme management model was introduced and enhanced. This meant new arrangements and, what was termed, the smaller Field’s Study Programme Committee (hereinafter – FSPC), was formed. This is coordinated and administered by the Head of the FSPC. This meant too, that new Heads of the FSPC were elected together with the changing of FSPC as assigned by the Vice-Rector for Studies and the University’s Study Programme Committee. Since February 1, 2016 the first-cycle study programme in *Public Policy* has been managed by Public Governance Study Programme Committee. Future developments will include the Semester Project, a new interdisciplinary initiative. [SER, Introduction, para.12-13]

The self-assessment of the first-cycle programme has been prepared for the first time. The programme was established and approved by the Centre for Study Quality Assessment in Higher Education. The programme was registered in 2012 by the regulation of the Department of Higher Education, Science and Technology, the Ministry of Education and Science of the Republic of Lithuania. [SER, Introduction, para.16] The programme meets the standards as set out in Order No V-828.

1.4. The Review Team

The review team was completed according *Description of experts' recruitment*, approved by order No. 1-01-151 of Acting Director of the Centre for Quality Assessment in Higher Education. The Review Visit to HEI was conducted by the team on 18th October, 2016.

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

II. PROGRAMME ANALYSIS

2.1. Programme aims and learning outcomes

The preparation of public-policy professionals is the main aim of this first-cycle programme, for which strong background knowledge in social sciences and humanities is required. Understanding public policy and distinct public policy areas and the ability to analyse public policies of Lithuania and foreign countries are among the curricula priorities, in which basic methods of social research are applied. [SER, 1, para. 20] Programme learning outcomes revolve around Knowledge and its Application, Research Skills, Subject-Specific Skills, Social and Personal Skills and are well situated in an inclusive framework at Level 6 of the European and Lithuanian Qualifications Frameworks. [SER, 1, Table 2]. There are forty-eight modules including electives and the final-year thesis. Module learning outcomes are distilled from the programme learning outcomes and comprehensively reflect the scale of the learning required over the duration of the programme. The programme aims and learning outcomes are well defined, clear and publicly accessible on the University website: ktu.edu/studijos. [SER, 1, para. 21]

The programme aims and learning outcomes are based on the academic and professional requirements, public needs and the needs of the labour market. They are realised and achieved in the study process, equip graduates to identify and solve basic field-related problems common to the civil service, public and private institutions, other organizations and international organizations as they should relate to broad intercultural contexts. Graduates of the study programme will possess well-developed communication and high-order skills at professional levels enabling them to operate individually or in teams, to plan teamwork projects, and further

their competences independently and to apply knowledge and abilities in the professional workplace. The learning outcomes are sufficiently comprehensive and developmental to enable such developments. [SER, 1, para. 24]

The learning outcomes of the study programme are in accordance with the competences of first-cycle university studies, the Law of Education of the Republic of Lithuania, the Law of Science and Studies of the Republic of Lithuania, Lithuania's Qualifications' Framework, Level 6; the Descriptor of Study Cycles; the General Requirements of the First Degree and integrated study programmes; and the Descriptor of Study Programmes in the area of Political Sciences. [SER, 1, para.19] The programme aims and learning outcomes are consistent with the type and level of studies and the level of qualifications offered, that is at level 6 of the Qualification Frameworks as mentioned above. Through reading a range of Bachelor theses, the Review Team were able to confirm both standards and student achievement at this level.

The Bachelor study programme *Public Policy*, guided by the Faculty of Social Sciences, Arts and Humanities, is well conceived, inclusively structured and well-placed in Lithuanian Higher Education. Through analysis of annexes to the SER, the subject modules in the main, interviews with senior staff together with the European experience of the Review Team, a high compatibility was found between the name of the programme, *Public Policy*, first cycle, its learning outcomes, content and the first-cycle qualification offered at Level 6. The interrelation between these is also very convincing and appropriate. There is evidence of strong work here, although it should be said that students during interview were not generally attuned to the fuller relevance and purpose of learning outcomes. In all other respects, the Review Team considered the aims and learning outcomes as good.

2.2. Curriculum design

The first cycle programme meets legal requirement and complies with: Description of General Requirements for the Degree- Awarding First Cycle and Integrated Study Programmes, approved by the order of the Minister of Education and Science of the Republic of Lithuania, 9 April 2010, No V- 501 (Official Gazette Valstybės Žinios, 2010, No. 44-2139); Law on Higher Education and Research of the Republic of Lithuania, No XI-242, April 30, 2009 Descriptor of Political Science Studies, approved by regulation of Minister of Education and Science, No. V-828, July, 23, 2015.

SER, II, para.55; III, para.56 confirm the above compliances. With regard to the Descriptor of Study Programmes in the area of Political Science, the Review Team examined document (Order No V-828), the last item included above, in relation to the relevant areas of the programme and they found there was full compliance with the requirements of the General Provisions (Chapter 1).

The Bachelor programme lists 48 subject modules to be taught across its four-year structure, of which 23 are core study field subjects. [Annex 2] The total volume of the programme is 240 credits. There is a major/minor arrangement in the curriculum offered. Supporting the core *Public Policy* areas are course modules in Personal Health Education, Information Technologies, Languages, Law, Philosophy, Social Research Methodology, International Relations, Statistics, Personality Development, Entrepreneurship and European Union Governance System and Civil Society in the European Union. The Review Team felt that the programme planners might consider importing more on policy implementation and evaluation. The broad and developmental programme modules are evenly spread across its duration and their themes are not repetitive. [Annex 2] Firmly grounded at Bachelor level, the subject content is appropriately set at level 6 of the European and Lithuanian Qualifications Frameworks.

The intended learning outcomes are carefully crafted and integrated into the categories of knowledge and its application, personal skills, subject specific skills and personal skills and are mapped and grouped with the module content in terms of learner expectation and anticipated achievement. [Annex 3] The content of the subjects is consistent with the type and level of the studies and the content and methods are appropriate for the achievement of the intended learning outcomes. Teaching methods include the more modern examples of: individual project, design project, library/information retrieval task, reflection on action, concept mapping, idea (mind) mapping. [SER, II, para. 54]

The breadth of the programme enables students to obtain knowledge in philosophy, psychology, law and political sciences theories and methods including those of well as those in public policy. Methodologies of social research are also acquired for the analysis of public policy. Students are also equipped to engage in empirical research concerning public policy issues and practice and how to handle a range of data. Students develop subject-specific skills and learn how to identify practical problems of public policy at national and international levels. Social-skill development includes individual and group work and the abilities to communicate efficiently orally and in writing clearly and fluently. The development of personal skills requires students to think critically, analytically, logically, creatively and independently. [SER, II, 48] These skills are embedded in subject content and learning outcomes. [Annex 2] Design Thinking, Blended Learning and the Semester Project are new curricular initiatives.

Core courses consist of introductions to an appropriate variety of relevant disciplines (e.g. law, politics, economics), which highlight the existing interdisciplinary nature of the programme and are also reasonably placed in the earlier semesters. There are specialized classes on different aspects of public policy making and analysis. Electives offer substantive classes on different policy areas in the major field of studies and general courses.

Although Policy implementation and evaluation, which are important fields both in academic public policy research and from a practical perspective, are not represented as independent course topics in the curriculum and the number of available classes on specific policy fields has been reduced from 7 [SER, 14-17 Table 6] to 5 in the renewed curriculum for 2016/17 [SER, Annex 9], the staff interviewed talked about the rationale for this in terms of the Semester Project. The Semester Project is a new compulsory initiative with prospects for interdisciplinary modelling. The broad and well-defined the scope of the programme outlined above is sufficient to ensure the learning outcomes.

It is also clear, that the content of the programme does reflect the latest achievements in science and, at least, that is how such concepts relate to public policy and public administration disciplines. The course outlines contain solid collection of text books, monographs, articles from peer reviewed journals, as well as relevant documents and legal acts. The literature sources are in English and Lithuanian languages that allow students be equally informed about the achievements in their country and abroad. [Annex 2] This is a well-structured curriculum with good scope and focus to achieve the programme aims and learning outcomes.

The Semester Project is scientifically advanced and engaged in terms of its interdisciplinary momentum for *Public Policy* at Bachelor level and a notable facet of its future curriculum.

2.3. Teaching staff

The composition of teaching staff meets the legal requirements in corresponding to requirements of the Ministry of Education and Science of Lithuania which states that there should be no less

than 50% of PhD holders. The teaching staff are appropriately qualified to teach on *Public Policy* Bachelor programme. Their qualifications and are adequate to ensure the learning outcomes.

The CVs of the programme teachers illustrate that they have formal education and degrees corresponding to the content of the study programme. [Annex 6] The SER states that 92% are PhD holders. [SER, 3, para 57] The teaching staff are engaged in research projects. Teachers are using diverse teaching methods and students are keen being involved in interactive forms of education. During discussions with students, they expressed satisfaction with the way the module system is currently managed. They emphasized the modules are coherent, offering diversity of views and approaches, as well as teaching methods. Students are keen on teaching practice which includes visiting lecturers from abroad.

The total number of teaching staff is 37, which is impressive but it is rather the result of the module system when one study course is taught by several lecturers. Coordinators of multi-staffed modules have a clear system as to how several teachers are supervised and their performance harmonized. The teachers and students ratio is 1:2 which allows closer teaching relationships and work in small groups. [SER, 3, para 58] The number of staff is adequate to ensure the learning outcomes.

The calculation of the working load is stimulating, which affords sufficient time for research – 30%; 50% for teaching and remaining 20% for administrative functions. [SER, 3, para 59] Favourable working conditions have ensured a very low teacher turnover. The small level of teacher turnover has nevertheless enabled some renewal of the curriculum and enriched the programme with new experience and expertise. The courses affected are Quantitative and Qualitative Methods in Social Research and Civil Society in the European Union. [SER, III, para. 63] Continuity is certainly ensured and the current staff turnover is able to ensure an adequate provision of the programme. The programme is implemented mostly by teachers from the KTU, with assistance of specialists from other departments

Kaunas University of Technology gives considerable attention to improvement of skills and competences of teaching staff. The creation of the Faculty Development Centre EDU-Lab which aims at launching training programmes assists in improving curricula design, teaching methods and practices, as well as teachers' language skills. The administration of the KTU promotes participation of the teaching staff in international conferences. However, during interview, teachers were not so clear as to how competences obtained at the EDU-Lab could applied during teaching. ERASMUS+ agreements are used for professional development but not in full capacity: for instance, only 5 teachers in 2015 visited partner institutions. [SER, 3, Table 8] Between 2012 -2016, teacher visits have been to Universities in Belgium, the Czech Republic, Finland, Italy, Latvia, Malta, Netherlands, Poland and Turkey. [SER, III, para.72] In comparison with the large numbers of teaching staff, current mobility figures look very modest. Other forms, such as sabbaticals, are not fully utilized or developed. To date in 2016 there have been 3 outgoing teachers.

In terms of professional development, research and art related to the programme, teachers extend their practical competences in a wide range of national and international conferences and seminars in Lithuania and abroad. Some core teaching staff on the programme also hold high administrative positions in study management process and many are active in editorial activities and conferencing. Some staff have practical experience in the field of public policy. [SER, III, paras. 64-67]

All teachers have extensive account of research projects in which they are involved. The substantial list of published articles and presentations in domestic and international conferences related to public policy discipline justifies that research outcomes are integrated into the study programme. For example, in 2015 ‘Generalized Methodology for Socio-technical Risks Governance: Concept of Interdisciplinary Risk – Laboratory’ was delivered at the University of Lund, Sweden; and in the same year ‘National Identity and Trust in Government: Comparative analysis of public & private sectors in Europe’ was presented at the IIAS International Congress Rio de Janeiro, Brazil. [Annex 6] However, there is a room for improvement in terms of publications in peer-reviewed international journals. [Annex 7] The teaching staff are also engaged in international networks and professional associations and take advantage of opportunities to participate in the conferences and workshops offered by professional organizations. For example there is active membership of European Research Network on Philanthropy (ERNOP), the European Educational Research Association and The Network of Institutes and Schools of Public Administration in Central and Eastern Europe (NISPAcee) [Annex 6] Despite these activities, staff mentioned that some research momentum has been lost due to reorganization and work overload and that there is currently too much multi-tasking.

The journal “Public Policy and Administration”, edited by as senior staff member, is a significant resource for teaching and research incentives. Although teachers do not sufficiently participate in high-level international conferences and international research projects, there is sufficient overall evidence across the various documents and interviews for the Review Team to assess this aspect of the review as good.

2.4. Facilities and learning resources

The *Public Policy* bachelor programme in the recent renovated faculty appears overall to be a professional study environment. [SER, 4 para. 76]

The classrooms are equipped with audio and video equipment, which correspond with the Lithuanian requirements for hygiene and work safety. [SER, 4 para. 76] The classrooms are located in the basement and 1st and 2nd floor and the rooms are equipped with computers, TV, internet, whiteboard and projectors. Overall The Review Team assess 1st and 2nd floor to be a very good teaching environment due to the quality of teaching inventory in the classrooms, study areas and auditoria. [SER, 4 para. 76, 77, 78]

More or less all Students raised a problem with the Review Team about teaching in the basement, which is assessed either cold, or too hot with damp walls, noise from the street and impaired light. The Review Team recommends that the Faculty hires a professional building constructor to prepare a work-health assessment of the basement.

According to the international students, one student raised a problem about dormitories, one in particular which was described as small, odoriferous, lacking in heat, and in general outdated. The Review Team recommends that the faculty hires a professional building constructor to prepare a work health assessment of the dormitory for the international students. However, according to other students they found little or no problems with their dormitories. Overall, the premises are adequate both in their size and quality.

All classrooms are installed with PCs, projectors, speakers and wi-fi. The computers are all connected to the Faculty’s Intranet and Internet and are installed with Microsoft Office 2010. The Faculty provides the right for students to use Office 365 package. The Review Team assessed that students’ requirements for computers, Office 365 package and wi-fi are sufficient [SER, 4 para. 77, 78] Skype is installed for distance learning and communication with students and alumni. The Review Team assessed that the quality of the sound and connection makes it

difficult to conduct a workable teaching session. The Review Team recommends that the Faculty examines all the classrooms used for distance learning by an IT expert.

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

All material required is available either in the library or via the online library. If the Students do not find the needed material, the library staff are present from Monday to Saturday to help them find their way, help them with online access, reserving books and printing. The Librarian informed the Review Team how the 46 online databases were working via library PCs. The libraries are updated on a regular basis and equipped with new books and scientific journals. The students also have a wide variety of e-books, which can be accessed from any computer, also from outside the Faculty. The Libraries have 14 KTU research journals, and over 1 million items which seems quite adequate for the studies. The Review Team assessed that the number of PCs and access to the online databases are sufficient for Students' study. [SER, 4 para. 82] The teaching and learning equipment are adequate both in size and quality.

Working hours are from Monday to Friday 08.00 to 21.00 and Saturday from 09.00 to 16.00. The Review Team found the opening hours reasonable, but some students wished for opening hours 24/7. The Review Team recommended that the Faculty undertakes some research about extended working hours to satisfy their needs as reasonably as possible. Teaching materials (textbooks, books, periodical publications, databases) are adequate and accessible.

Placement arrangements are rich and varied. The Faculty cooperates with a large number of Lithuanian public sector institutions business companies, non-governmental organizations and is a member of the International Institute of Administrative Sciences (IIAS), International Association of Schools and Institutes of Administration (IASIA), the European Group for Public Administration (EGPA), The Network of Institutes and Schools of Public Administration in Central and Eastern Europe (NISPAcee) and the European Consortium for Political Research (ECPR). Cooperation with these social partners and organisations offers wide possibilities for local and international practice placements. [SER, IV, para.80] Students can also choose to fulfil placement requirements through Erasmus +.

According to the SER group, Teachers and Senior Management, The Review Team raised a concern about financial resources as the Faculty still needs more new books and access to all databases. The Review Team recommends that the Faculty assembles a group of teachers and Social Partners to prepare a strategy as how to negotiate and raise funding for the coming years [SER, 4 para. 88]

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

2.5. Study process and students' performance assessment

Requirements for the admission to Public policy programme are determined by the national legislation, University level rules and faculty/programme management-level decisions. There are three levels in which requirements for the admission to PP programme are regulated: national legislation, KTU rules and faculty/programme-management decisions. All the information regarding these is publicly available for students in the University newsletter, main website, as well as the website of the Faculty of Social Sciences, Humanities and Arts. [SER, 5, para. 89, 90] The admission requirements are well founded.

Data shows that number of admitted students remains almost the same each year. [SER, 5, Table 9] Analysis of competitive scores of admitted students is difficult to ascertain due to changes of the calculation system. In the last year, the number of part-time students has increased, which means that part-timers comprise nearly the half (41%) of the students admitted in 2015. [SER, 5, para. 93]

A different study organization is applied for full-time and part-time students. Part-time students have significantly less contact hours and the same time much more independent learning (81% in comparison with 66 of full timers). [SER, 5, para. 101] Despite the core subjects of the study field which makes up the bigger share of the study content, students still have opportunities to choose the preferred courses or minor studies. [SER, 5, para. 128] Concerning the latter, during interviews the Review Team learnt that there are some scheduling issues concerning major and minor studies. These can overlap, which means that students may need to skip particular classes. Student are required to undertake a final Bachelor thesis, its public defence being the final assignment to complete the study programme. [SER, 5, para. 119]

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

The percentage of successfully graduated is expected to be 80% in 2016 and drop to approx. 74% in 2017. The number of drop outs has increased in the latter years of study: in the first year of study programme there were no drop outs, 6 drop outs in the second year, third and fourth year of the programme which brought 26 drop outs in total (13 each year). Hence, the percentage of students who discontinue studies is growing, having reached 30% recently. Programme managers relate these statistics to the weaker academic background of the students concerned. [SER, 5, para. 94, 95]

Students are encouraged to participate in research, artistic and applied research activities. The main research-related activity is the Annual Students' Scientific Conference organized by the Faculty. As from 2014, students can be provided with a mentor who would provide the particular research subject. [SER, 5, para. 102-103] The numbers of academic publications, presentations and participants in the conference in 2016 year are lower than in previous academic years, however. [SER, 5, Table 16] Students are also encouraged to participate in projects organized by the Research Council of Lithuania, although only one student so far has taken part in such activities. Another scientific platform - Academic Scientific Knowledge Club - was recently established in the University. This platform connects students who are willing to broaden their minds and who are interested in organizing wide-ranging events related to political and social contexts. [SER, 5, para. 104-105] Other than scientific activities, students are offered a very wide-range of leisure activities (sports, arts groups, students organizations) for them to join. [SER, 5, para 115]

Students have opportunities to participate in student mobility programs. They can choose to spend a semester abroad in the partner universities, as well as to do a traineeship abroad within Erasmus+ programme. They can learn about exchange possibilities through University and Faculty websites, consultations with the Head of the Programme and events, organized to disseminate relevant information about exchange. [SER, 5, para. 120, 121] Since 2014 there have been 9 participants [SER, 5, Table 18]. This cannot be considered as a huge number. The biggest issue observed by study programme management is the lack of students' motivation and loss of attractiveness in mobility activities. During interview, students claimed that they were

familiar with mobility opportunities and did not experience any discouragement. If they decide to opt for mobility, this is a result of their own choice.

The first study week is committed to students familiarisation with University – infrastructure, mentors, leisure activities, as well as meetings with administrative and teaching staff. Each first-year student has the possibility to work with a tutor, who can provide help for them to adapt to the academic community. The University ensures an adequate level of academic and social support. The Student representative body of the Faculty of Social Sciences represents the interests of the students, participates in decision-making processes and organizes various types of events for students. During interviews, students unanimously agreed that the available support possibilities had helped them considerably. In addition, teachers consult students during their office hours in accordance with the published schedule of consultation times. Very appreciative remarks were heard from students about communication with teachers via emails in particular. The organisation of the study process ensures an adequate provision of the programme and the achievement of the learning outcomes.

The faculty is using MOODLE which students find satisfying and the information given by teachers. Teachers post all their educational materials, schedule, changes in the study programme and other relevant information. The Review Team assessed that MOODLE is sufficient in its use and in the information provided for the students. [SER, 4 para. 79]

Due to the requirement for teachers to reply within 1 day, students always get helpful responses immediately. [SER, 5, para. 107-109] There is evidence of financial support contained in “Regulation of Scholarships of Kaunas University of Technology”), which can be awarded across a wide range of scholarships. Another type of support within University includes includes free anonymous psychological and pastoral counselling. [SER, 5, para. 111-112]

The assessment system of students’ performance is clear, adequate and publicly available on the University’s website: <http://ktu.edu/lt/studijos>. The cumulative grading system is used to assess students’ performance. This means the final grade comprises of grades for assignments completed during entire semester (midterm examinations, seminars, individual and team work) and final examinations. A ten-point system, where 10 is the best mark, and 5 – the lowest grade to pass is used for students’ evaluation. Students are familiarized with assessment criteria (as well as topics and aims of the course) during each first lecture or seminar. Teachers provide feedback on students’ performances during both lectures and individual consultations. [SER, 5, para. 116-118] There is an effective system to combat cheating, including particular classrooms selection for examinations and at least two supervisors in the examination room. This is introduced at University level, so the academic honesty strives to reach the highest standards. [SER, 5, para. 127]

The challenges the EU and world is facing currently illustrate the necessity of good experts specialising in this field, for which this programme aims to prepare. Nevertheless, according to the University research, in some areas of Lithuania, the demand for such specialists is currently decreasing. Yet graduates can work in quite wide-ranging institutions, particularly at the public level. KTU internal SAIKU informational system are being used to identify how many students were employed by the last day of their studies. According to this, in 2014 all graduates (100%) had found employment on the last day of their studies. [SER, 5, para. 125, 126] *Public Policy* graduates the Review Team met in the interviews, confirmed that the skills gained in studies are helpful and they felt well prepared to continue with Masters’ studies or continue in a post within their study field. In this regard, the professional activities of the majority of graduates meet the programme providers’ expectations. Graduates are qualified to work at central and local-level national and international governmental institutions, non-governmental organizations and other

institutions that participate in public-policy process, or work in the private sector. However not all students find work in these specific fields, but are engaged in other relative areas of work.

Therefore, the Review Team affirms that the study process and students' performance in the *Public Policy* programme is good.

2.6. Programme management

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

Management of the Programme is undertaken according to the Statute of KTU and the Temporal Academic Regulations of KTU. The study programme administration and quality assurance are managed by the Vice-Rector for studies assisted by the Studies Office including Departments of Study Management, Study Quality Assurance and Development, Students' Affairs. [SER, VI, 129] The responsibilities for decisions and monitoring of the implementation of the programme are clearly allocated.

In 2016 the new Managers of the FSPC (Field's Study Programme Committee) were changed and have been newly assigned by the Vice-Rector for Studies and University's Study Programme Committee. FSPC consists of researchers and/or teachers from relevant study programmes, students from relevant study programmes and social partners. [SER, VI, 134]

Information and data on the implementation of the programme are regularly collected and analysed. Students as the main participants comment on study subjects and programmes through electronic questionnaire accessible on the University website. Each study module is evaluated by the students, who give their personal input to the improvement of the subjects. Long-term results of the questionnaires are used by FSPC for the study subject's certification by an attestation commission. [SER, VI, 146]

Teacher performance assessment and general results of the questionnaires are discussed at the meetings of the Dean's office and the Departments. There are round-table meetings of students, the Faculty administration and managers of study programmes which happen periodically and issues related to studies quality are analysed. [SER, VI, 146-7] The results of these meetings are used to improve the content of the study programme as it is reviewed and renewed. Employees of departments are presented with the results of evaluations in Department meetings. [SER, VI, 154]

The evaluation and improvement processes involve stakeholders. Stakeholders are asked for their feedback at KTU which is based on periodical surveys. Students, graduates, teachers and employers are periodically (in the middle of semester, at the end of semester and after graduation) asked to evaluate study subjects, study programmes and other aspects of academic life concerning the programme. [SER, VI, 145] Stakeholders are involved in regular exchanges on the curriculum.

The outcomes of internal and external evaluations of the programme are used for the improvement of the programme. The University has good and varied systems for testing and verifying the quality of this programme, evidencing a range of inputs from a variety of players, including stakeholders. The Review Team agrees with the programme management in believing employers they could make a yet stronger input from the perspective of the labour market and that stronger links with alumni could be made. [SER, VI, Improvement Actions] During the interviews, the Review Team listened to supportive feedback from alumni who stated they would value more involvement.

There is a new model for improving programme management which is structured around a University Programme Committee. The Smaller Field's Study Programme Committees (FSPCs) have been formed. There is now greater independence for the Smaller Field's Study Programme Committees and they are now much closer to the study programmes. This demonstrates the University's senior management commitment to empower more staff in terms of middle-management responsibilities. It is reported that students have warmed to the recent management changes – the establishment of FSPC. [SER, VI, para.147] The Review Team learnt that some curricular overlap and some lack of knowledge in particular public policy fields have been addressed for the academic year 2016-17. [SER, VI, para. 147; Annex 9] Various changes to the programme have been rationalised, including the need to maintain focus on learning outcomes and have been outlined in section 2. [SER, II, 52-55] Through the above procedures and reflective outcomes, the internal quality assurance measures can be measured as effective and efficient. The Review Team believes the management of the programme is good.

III. RECOMMENDATIONS

1. Make an attempt to rediscover the attractiveness of mobility for staff and students and engage in more internationally-anchored research;
2. Endeavour to retrieve at least some staff loss of momentum in research (which has been claimed to have been caused by University re-organisation and high work-loads for the academic staff);
3. With regard to policy areas, spell out the rationale more clearly for narrowing curricular content and articulate more on interdisciplinary prospects and developments;
4. Attend to scheduling issues to ease students' timetabling;
5. Introduce Policy Implementation and Evaluation as independent course topics in the curriculum;
6. Ensure that students are taught the purpose and function of learning outcomes;
7. Make student mentoring clearer as to how it operates in practice;
8. Optimise funding and marketing possibilities with help from stakeholders;
9. Rationalise feedback on dormitory matters.

IV. SUMMARY

In terms of knowledge, the programme aims and learning outcomes are sound in their cognitive, professional, technical and social domains. They have been designed and purposed by University teachers with high subject ideals. Students, however, were less aware of learning outcomes and how they are attuned and applied to their work. The content of the programme is sound in its broad educational principles and is especially relevant to local and regional public office. The new Semester Project will encourage and facilitate interdisciplinary momentum to the programme. Some areas appear to be underrepresented. Policy implementation and evaluation, which are important fields both in academic public policy research and from a practical perspective, are not represented as independent course topics in the curriculum.

Teaching staff are very committed members whose support of the programme and the University is palpable. The creation of the Faculty Development Centre EDU-Lab which aims at launching training programmes assists in improving curricula design, teaching methods and practices, as well as teachers' language skills. Teachers could and should be clearer as to how competences obtained at the EDU-Lab can be applied to their teaching. All teachers have an extensive account of research projects in which they are involved. The substantial list of published articles and presentations in domestic and international conferences related to public policy discipline justifies that research outcomes are integrated into the study programme. However, teachers do not sufficiently participate in high-level international conferences and international research projects.

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

Student academic support in many ways is very good, both academically and socially. The only criticism levelled was with certain aspects of scheduling, particularly concerning the schedules of major and minor studies. These can overlap, which means that students can be forced to skip particular classes sometimes. The availability of scholarships, general academic and social support and student representation in the faculty receive good levels of appreciation by the student body.

The Vice-Rector expressed a strong vision for the University. Programme management has been revitalised and changed according to a new model. It is reported that students have warmed to the recent management changes – the establishment of FSPC. Responsiveness to recommended changes have been addressed for the academic year 2016-17 and various changes to the programme have been rationalised, including the need to maintain focus on learning outcomes. The evaluation procedures include all participants, including stakeholders. A group of ‘affiliated’ stakeholders are involved in curriculum development, meet on site and are engaged in information exchange. There is also supportive feedback from alumni who would value more involvement. Staff mentioned that some research momentum has been lost due to reorganization and work overload.

In so many ways, generally, this programme is developing well to the satisfaction of its participants and consumers and is evaluated as a good first-cycle initiative.

V. GENERAL ASSESSMENT

The study programme *Public Policy* (state code – 612L20007) at Kaunas University of Technology is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation of an area in points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Teaching staff	3
4.	Facilities and learning resources	3
5.	Study process and students' performance assessment	3
6.	Programme management	3
	Total:	18

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

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

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

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

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

**KAUNO TECHNOLOGIJOS UNIVERSITETO PIRMOSIOS PAKOPOS STUDIJŲ
PROGRAMOS *VIEŠOJI POLITIKA* (VALSTYBINIS KODAS – 612L20007) 2016-12-05
EKSPERTINIO VERTINIMO IŠVADŲ NR. SV4-229 IŠRAŠAS**

<...>

V. APIBENDRINAMASIS ĮVERTINIMAS

Kauno technologijos universiteto studijų programa *Viešoji politika* (valstybinis kodas – 612L20007) vertinama **teigiamai**.

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

* 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

Kalbant apie žinias, programos tikslai ir studijų rezultatai yra tinkami pažintine, profesine, technine ir socialine prasmėmis. Juos sukūrė ir apibrėžė Universiteto dėstytojai, pasižymintys aukštais dalyko idealais. Tačiau studentai nėra pakankamai susipažinę su studijų rezultatais, ne itin gerai žino, kaip juos derinti ir taikyti savo darbuose. Programos turinys yra puikus plačiąja švietimo principų prasme ir ypač aktualus vietos ir regiono viešajam darbui. Naujasis semestro projektas paskatins ir padės į studijų programą įtraukti tarpdalykiškumą. Kai kurios sritys pristatomos nepakankamai. Politikos įgyvendinimas ir vertinimas nėra į studijų programą įtraukti kaip savarankiški dalykai, nors šios kryptys yra svarbios viešosios politikos moksliniuose tyrimuose ir praktikoje.

Dėstytojai yra labai pasišventę, jų indėlis į studijų programą ir Universiteto veiklą yra apčiuopiami. Dėstytojų edukacijos centro „EDU-Lab“, kurio tikslas – vykdyti mokymo programas, įsteigimas padeda gerinti studijų programos sandarą, dėstytojų metodus ir praktiką, taip pat dėstytojų užsienio kalbų įgūdžius. Dėstytojai galėtų ir turėtų aiškiau suvokti, kaip „EDU-Lab“ įgytos kompetencijos galėtų būti taikomos dėstant. Visi dėstytojai aktyviai dalyvauja daugelyje mokslinių tyrimų projektų. Publikuotų straipsnių ir pristatymų vidaus ir tarptautinėse konferencijose, susijusiose su viešosios politikos dalyku, gausa patvirtina, kad mokslinių tyrimų rezultatai integruoti į studijų programą. Tačiau dėstytojai nepakankamai dalyvauja aukšto lygio tarptautinėse konferencijose ir tarptautinių mokslinių tyrimų projektuose.

Vertinimo grupės nariai mano, kad visi ištekliai yra tinkami. Galima kritikuoti rūsyje esančias patalpas, į kurias reikia atkreipti dėmesį įvairiais aspektais. Pagrindinė biblioteka yra gerai aprūpinta, kalbant apie duomenų bazines ir bendruosius išteklius. Studentai šiomis patalpomis ir ištekliais yra patenkinti.

Akademinė parama studentams yra labai gera akademinio ir socialinio požiūriais. Galima kritikuoti tik tam tikrus tvarkaraščių sudarymo aspektus, ypač dėl pagrindinių ir papildomų studijų. Jos gali sutapti, o tai reiškia, kad studentai gali būti priversti kai kuriuos užsiėmimus praleisti. Studentai gerai vertina galimybes gauti stipendijas, bendrąją akademinę ir socialinę paramą ir atstovavimą studentams fakultete.

Prorektorius išdėstė tvirtą Universiteto viziją. Studijų programos vadyba buvo atnaujinta ir pakeista pagal naują modelį. Nurodyta, kad studentai palankiai sutiko pastaruosius vadybos pakeitimus, t. y. Krypties studijų programų komiteto įsteigimą. 2016–2017 akademiniiais metais buvo atsižvelgta į rekomenduojamus pakeitimus, racionalizuoti įvairūs studijų programos pakeitimai, įskaitant poreikį daug dėmesio skirti studijų rezultatams. Vertinimo procedūrose dalyvauja visi suinteresuotieji, tarp jų ir socialiniai dalininkai. Grupė susijusių dalininkų dalyvauja kuriant studijų programos turinį, jie susitinka vietoje ir keičiasi informacija. Taip pat gaunamas palankus alumnų grįžtamasis ryšys, jie mielai įsitrauktų dar aktyviau. Dėstytojai minėjo, kad dėl reorganizacijos ir pernelyg didelio darbo krūvio buvo prarastas mokslinių tyrimų pagreitis.

Apskritai, programos vykdytojai ir studentai džiaugiasi šia studijų programa, ji vertinama kaip gera pirmosios pakopos iniciatyva.

<...>

III. REKOMENDACIJOS

1. Stengtis atkurti dėstytojų ir studentų judumo patrauklumą ir aktyviau dalyvauti tarptautiniuose moksliniuose tyrimuose.
2. Stengtis bent šiek tiek atgauti dėstytojų prarastą mokslinių tyrimų pagreitį (kurį, kaip teigiama, lėmė Universiteto reorganizavimas ir didelis akademinio personalo darbo krūvis).
3. Kalbant apie politikos sritis, aiškiau išdėstyti loginį pagrindimą, kodėl susiaurintas studijų programos turinys, daugiau dėmesio skirti tarpdakytinėms perspektyvoms ir plėtrai.
4. Spręsti tvarkaraščių sudarymo klausimus, siekiant studentams palengvinti mokymosi galimybes.
5. Į studijų programą įtraukti atskirą dalyką *Politikos įgyvendinimas ir vertinimas*.
6. Užtikrinti, kad studentai būtų mokomi suvokti studijų rezultatų paskirtį ir įgyvendinimą.
7. Aiškiau išdėstyti mentorystę studentams, kad jie suprastų, kaip ji veikia praktikoje.
8. Optimizuoti finansavimo ir rinkodaros galimybes pasitelkus dalininkus.

9. Racionaliai įvertinti grįžtamąjį ryšį bendrabučio klausimu.

<...>

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

Vertėjos rekvizitai (vardas, pavardė, parašas)